



DAVENPORT
UNIVERSITY

**COLLEGE OF HEALTH
PROFESSIONS**

**UNDERGRADUATE
STUDENT HANDBOOK**

2024-2025 Edition

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COLLEGE OF HEALTH PROFESSIONS STUDENT HANDBOOK 2023-2024

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*To access the College of Health Professions Student Handbook, go to www.davenport.edu. Click on the College of Health Professions. You will find an electronic copy of the Handbook after clicking on the grey button labeled "Handbook."



**College of Health Professions
Acceptance of Policies and Procedures**

I, _____ (print name), have received the current Davenport University College of Health Professions Student Handbook. I understand that I am responsible for the information it contains regarding health programs and keeping up to date of any changes to the policies and/or procedures while I am a student in the College of Health Professions.

I further understand it is my responsibility to contact an advisor, Chair or Associate Chair, if I have any question regarding admission into, remaining in, or re-entering of my program. I agree to abide by the policies and requirements as stated in this handbook. I understand that I may need to sign an additional form(s) for my specific program.

I understand that I must abide by the professional ethics and standards accepted by professionals and technicians in my individual career choice. Confidentiality of medical information is mandatory. Dress code, personal conduct, and professional attitude are expected throughout my program and I understand that I will be expected to act professionally at all times.

Student's signature

Date

SECTION 1 - COLLEGE OF HEALTH PROFESSIONS GENERAL INFORMATION

1.1 - WELCOME TO THE COLLEGE OF HEALTH PROFESSIONS

Thank you for choosing Davenport University. The faculty and staff of College of Health Professions (COHP) would like to welcome you and congratulate you on your choice of a career in the healthcare industry. The healthcare industry is dynamic and ever-changing. You have chosen a rewarding and challenging profession with many opportunities.

1.2 - INTRODUCTION

This handbook has been prepared to provide students with necessary information for specific curriculum. The student is strongly advised to refer to this handbook for guidance and information. The College of Health Professions programs provide a blend of theoretical concepts, laboratory practice, and clinical application. To be a successful student, it is essential that the student recognize and place a high priority on meeting program outcomes. Assuming responsibility for one's own actions, attendance and participation are paramount both as a student and as a healthcare professional.

Other policies and procedures of the University – course descriptions, calendar, graduation requirements, and other pertinent information are covered in detail in the Undergraduate Catalog.

Note to prospective students:

Students need to fulfill program requirements as recorded for their catalog year; however, if the health program is one that allows the student to sit for a certification exam, the student is best served by following the most current Undergraduate Catalog requirements.

If the student is unable to successfully complete the certification exam, or is not eligible to sit for the exam due to changes mandated by the accrediting/approving agency, the student needs to be aware of this and make his/her scheduling choice(s) accordingly.

The information in this handbook is subject to change. This handbook is not considered an agreement or contract between individual students and Davenport University or its administrators. The University, through appropriate action, reserves the right to change policies, procedures, and other such information printed in any publication. All other prior versions of documents marked "Student handbook" for the College of Health Professions or programs housed therein are no longer valid.

Students are expected to comply with all University handbooks applicable to their student status, including but not limited to the Athletic Handbook, the College of Health Handbook, and the Student Code of Conduct.

1.3 - PURPOSE OF THE COLLEGE OF HEALTH PROFESSIONS

The purpose of the College of Health Professions is to provide a quality education to enable students to acquire knowledge, skills and competencies required to be successful in the healthcare field. Curriculum is designed to meet requirements of the accrediting bodies and to prepare students to be eligible to apply for licensure or certification upon graduation.

Graduates are able to synthesize theoretical knowledge with professional practicum experiences, business principles and cutting-edge technology, to critically evaluate healthcare issues, trends and practices to promote health.

Graduates acquire knowledge and skills to address healthcare needs of individuals and groups from diverse populations according to the highest ethical and legal standards of professional excellence.

1.4 - OUTCOMES OF THE COLLEGE OF HEALTH PROFESSIONS

Upon graduation from a program in the College of Health Professions, students will:

1. Demonstrate the Davenport University Excellence System.
2. Utilize appropriate verbal and written communication pertinent to the chosen health profession.
3. Synthesize the clinical, managerial, and technology skills necessary to assess, analyze, apply and evaluate healthcare situations.
4. Organize and apply a broad base of knowledge as it relates to the chosen health profession.
5. Function effectively as a member of the health profession.
6. Apply legal and ethical standards pertinent to the chosen health profession.
7. Advance the health profession through application of research.
8. Continue professional self-development through advanced degrees.
9. Demonstrate competencies required to pass national certification, licensure, or registration examinations of the programs within the chosen profession.
10. Meet or exceed entry-level competencies for employment in the chosen health profession

1.5 - DAVENPORT UNIVERSITY EXCELLENCE SYSTEM

The mission of Davenport University is to "prepare(s) individuals and organizations to excel in the knowledge-driven environment of the 21st century." To that end, the Davenport University Excellence System was created. The Excellence System consists of nine student learning outcomes that demonstrate

professional competencies for graduates to engage in life-long learning and succeed in their chosen profession.

Outcomes:

Global and Intercultural Competence

Graduates understand that working and succeeding in an inclusive, international world involves complex issues present in diverse environments.

Civic and Social Responsibility

Graduates recognize the value of civic and social responsibility to empower themselves to make informed decisions and to participate in the communities in which they live.

Ethical Reasoning and Action

Graduates recognize that integrity is an essential component of accountability and is required in the evaluation of differing value systems to determine appropriate course of action.

Critical and Creative Thinking

Graduates develop an appreciation of the importance of context and perspective when identifying and challenging assumptions, ideas, processes and experiences.

Analysis & Problem Solving

Graduates use quantitative and qualitative methods of inquiry to assess and evaluate complex problems.

Leadership & Teamwork

Graduates understand how to build, direct, and facilitate groups to utilize members' talents to meet attainable goals.

Information & Technology Proficiency

Graduates identify, access and manage information and technology resources effectively in interpersonal, social and professional settings.

Written Communication

Graduates recognize the potential impact of written documents and effectively adapt the necessary skills to produce appropriate documents in a variety of interpersonal, social and professional settings.

Professional Communication

Graduates understand and demonstrate professional demeanor, presentation and communication skills in a variety of interpersonal, social and professional settings.

1.6- STUDENT RIGHTS

The current Davenport University Undergraduate Catalog specifies the rights given to all students in the University. Please review the Student Code of Conduct.

1.7 - FACULTY RIGHTS AND RESPONSIBILITIES

The faculty at Davenport University have the right and the responsibility to maintain a high standard of academic quality by meeting or exceeding course outcomes, program competencies, and accreditation standards.

Faculty have the right and the responsibility to recommend suspension, probation, or dismissal of a student from the classroom, clinical placement, and/or program, who exhibits unsafe practice, inappropriate and unethical behavior, dishonesty, or substandard care in the classroom or professional and clinical practice sites.

1.8 - ADVISORY COMMITTEES

The College of Health Professions maintains College, program, and curriculum advisors as a part of the College of Health Professions multi-disciplinary advisory committees. These committees meet a minimum of twice per year and are designed to address concerns and advancement of existing and new programs within the College of Health Professions.

Members of these committees provide advice on current healthcare trends and employment needs of the surrounding communities. In addition, these committee members maintain a liaison function between the University and the healthcare providers or other organizations in communities. Membership information is available from the Dean and Associate Deans of the College of Health Professions.

1.9 - COLLEGE OF HEALTH PROFESSIONS LEADERSHIP, FACULTY AND PRACTICUM MANAGERS (See Undergraduate Catalog for complete list of Faculty)

| | | |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Dean, College of Health Professions | Amy Stahley, PhD, RN | 616-871-6160 |
| Associate Dean and Department Chair- Health Information Management/Allied Health | TBD | TBD |
| Associate Department Chair/ Undergraduate HIM- Online, Program Director HIT/HIM and CTR Specialty | Megan Tober, MBA., RHIA megan.tober@davenport.edu | 616-451-3511 |
| Campus Associate Department Chair Warren, Program Director HHCM/HSAD | Kimberly Corsi, MSA, LRCP, CCS kimberly.Corsi@davenport.edu | 586-620-4015 |
| Allied Health/HIM, Faculty, | Yvette Pawlowski, M.Ed., RHIA, CPC-A CHDS yvette.pawlowski@davenport.edu | 989-402-1289 |
| Allied Health/HIM, Faculty | Paula Koning, MM, RHIA, CTR paula.koning@davenport.edu | 616-871-3982 |
| Associate Dean, Nursing BSN Completion/Concurrent | Aleta Pillai, PhD, RN Aleta. Pillai@davenport.edu | 810-516-5315 |
| Department Chair, Nursing | Tracy Alberta, MSN, RN Tracy.Alberta@davenport.edu | 616 871-6155 |

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|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------|
| Program Director, Nursing-Lansing and Warren | Kim Garza, DNP, MSN-Ed, RN Kim.garza@davenport.edu | 517-367-8250 |
| Program Director, Nursing-Great Lakes Bay Area | Michelle Hagstrom, DNP, RN mhagstrom@davenport.edu | 989-794-1943 |
| Simulation, Clinical and Skills Lab Coordinator, Warren-Nursing | Rebecca Pines, MSN, RN rprice@davenport.edu | TBD |
| Simulation, Clinical and Skills Lab Coordinator, Nursing- Great Lakes Bay Area | Kathryn Robinson, DNP, MSN, RN Katie.robinson@davenport.edu | 989-794-1943 |
| Simulation, Clinical and Skills Lab Coordinator, Nursing- Grand Rapids | Shellie Raisanen, MSN, RN sraisanen@davenport.edu | 616-871-6156 |
| Simulation/Clinical Coordinator Nursing, Lansing | Samantha Fletcher, MSN, RN sfletcher12@davenport.edu | 517-367-8246 |
| Program Director Nursing Grand Rapids Lettinga | Debbie Bosworth, MSN, RN Dbosworth@davenport.edu | 616-871-6144 |
| Faculty, Nursing Grand Rapids, Lettinga | Margaret Smith, MSN, RN Msmith319@davenport.edu | 616-871-6164 |
| Faculty, Nursing Grand Rapids, Lettinga | Carrie Monaghan, DNP, MSN, RN Carrie.monaghan@davenport.edu | 616-554-5839 |
| Faculty, Nursing Grand Rapids, Lettinga | Sarah Hansen, MSN, RN Shansen13@davenport.edu | 616-264-6324 |
| Faculty, Nursing Grand Rapids, Lettinga | Cassandra Cummings, DNP, RN CPNP-PC Cassandra.cummings@davenport.edu | 616-871-6149 |
| Faculty, Nursing Grand Rapids, Lettinga | Julie Polanic, MSN, RN Julie.polanic@davenport.edu | 616-871-6170 |
| Faculty, Nursing Grand Rapids, Lettinga | Janine Blakeslee, EdD, RN jblakeslee@davenport.edu | 616-871-6152 |
| Faculty, Nursing Grand Rapids, Lettinga | Amanda Alemdar, MSN,RN aalemdar@davenport.edu | 616-871-6171 |
| Faculty, Nursing Grand Rapids, Lettinga | Heather Kooiker, DNP, MSN, RN hkooiker@davenport.edu | 616-871-6176 |
| Faculty, Nursing Great Lakes Bay | Margaret Hovey DNP, RN Margaret.Hovey@davenport.edu | 989-794-1946 |

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|--------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------|
| Faculty, Nursing Warren | Gideon Njankwi PhD, RN gideon.njankwi@davenport.edu | 586-620-4108 |
| Faculty, Nursing, Lansing | Angela Elenbaas, MSN, FNP-BC aelenbaas2@davenport.edu | 517-367-8235 |
| Faculty, Nursing, Lansing | Michelle Stimson, MSN, RN mstimson3@davenport.edu | 517-367-8212 |
| Faculty, Nursing, Warren | Amanda Binge, MSN, RN Abinge3@davenport.edu | 586-620-4121 |
| Faculty, Nursing, Warren | Sarah Charnesky, D.N.P., M.S.N., R.N. scharnesky@davenport.edu | |
| BSN Concurrent Program Coordinator Nursing | Georgia Elmassian, DNP, MSN, RN gelmassian@davenport.edu | 616-9742378 |
| Professional Lab Assistant, Lettinga | Karen DeVries BSN, RN Kdevries3@davenport.edu | 616-871-6173 |

If you have further questions regarding your Program, please contact your Advisor or your Associate Department Chair for assistance.

1.10 – FORMS

All forms described in this handbook are located in printable format on the website for College of Health Professions (<http://www.davenport.edu>).

SECTION 2- ACADEMIC PROGRAM REQUIREMENTS

2.1 – GRADING SCALE *

The following grading scale is utilized in the College of Health Professions:

| | | |
|-----------|-------|----------|
| A | (4.0) | 93 – 100 |
| A- | (3.7) | 90 – 92 |
| B+ | (3.3) | 87 – 89 |
| B | (3.0) | 83 – 86 |
| B- | (2.7) | 80 – 82 |
| C+ | (2.3) | 77 – 79 |
| C | (2.0) | 73 – 76 |
| F | (0.0) | 0 – 72 |

*See Nursing Section for Nursing grading scale.

2.2 – PROGRAM PROGRESSION POLICY

A grade of C (73%) or better is required in all College of Health Professions courses listed in the *Undergraduate Catalog* as well as a satisfactory clinical performance grade, to progress from one semester to the next and to graduate.

2.3 - STUDENT RESPONSIBILITIES AND EXPECTATIONS

To be successful in the Davenport University College of Health Professions Programs, students and faculty need to be aware that the ability to meet the following professional standards will be continuously assessed. Students and faculty in any healthcare related program need the ability and skills in the following domains: observational/ communication ability, motor ability, intellectual/ conceptual ability, and behavioral, interpersonal, and emotional ability. Students and faculty must be able to perform independently, with or without accommodation, to meet the following professional standards.*

Students will be required to agree to adhere to these Professional Standards by signing and dating the form in Appendix A-6.

Observation/Communication Ability – Students and faculty must be able to:

1. Effectively communicate both verbally and non-verbally with patients, peers, faculty and other healthcare professionals.
2. Use senses of vision, touch, hearing, and smell to interpret data.
3. Demonstrate abilities with speech, hearing, reading, writing, English language, and computer literacy.

Motor Ability – students and faculty must be able to:

1. Display gross and fine motor skills, physical endurance, strength, and mobility to carry out healthcare related processes and procedures.
2. Possess physical and mental stamina to meet demands associated with excessive periods of standing, moving, physical exertion, and sitting.
3. Perform and/or assist with procedures, calculate, reason, analyze, and synthesize data to make decisions, often in a time-urgent environment.
4. Incorporate new information from faculty, peers, and healthcare related literature and research.
5. Interpret data from electronic and other monitoring devices.

Intellectual/Conceptual Ability- Students must be able to:

1. Problem solve and perform, measure, calculate, reason, analyze, and synthesize data to make decisions, often in a time-urgent environment.
2. Incorporate new information from teachers, peers, health related literature, and research.
3. Interpret data from electronic and other monitoring devices.

Behavioral, Interpersonal, and Emotional Ability – students/faculty must be able to:

1. Tolerate physically taxing workloads and function effectively during stressful situations.
2. Display flexibility and adaptability in the work environment.
3. Function in cases of uncertainty that are inherent in healthcare settings involving patients, clients, vendors, and others interacting with healthcare providers.
4. Possess skills required for full utilization of the student's and faculty's intellectual abilities.
5. Exercise stable, sound judgment.
6. Establish rapport and maintain sensitive, interpersonal relationships with others from a variety of social, emotional, cultural, and intellectual backgrounds.
7. Accept and integrate constructive criticism given in the classroom, clinical, and healthcare facility settings.
8. Display proper hygiene and adhere to dress code policy of the practicum site and in the classroom.
9. Refrain from sleeping or taking breaks not approved by the practicum site.
10. Refrain from smoking on grounds (including in any vehicle). This includes chewing tobacco.
11. Refrain from use of alcohol or drugs, legal or illegal, which may interfere with student's ability to perform to acceptable standards of practice.

(See Appendix A-9 to obtain required signature form)

*Adapted from SCSU and WCSU Department of Nursing Technical Standards

2.4- STUDENT RE-ENTRY

Per Davenport University *Undergraduate Catalog*, any student who has voluntarily interrupted his/her education for more than one semester (excluding Spring and Summer) is considered a re-entry student. Students re-entering the University should contact the Office of Student Services for specific information on academic requirements at the time they re-enroll. Students need to complete the re- enrollment form

updating their contact and degree information. Students must be aware that stopping out will impact their degree program and curriculum requirements, and should speak with their advisor upon their return.

Students must also be aware that upon re-entry to the College of Health Professions each student will be required to repeat the Criminal Background Check and Drug screen (CBC and DS) process during the first semester after re-entry.

2.5 - CONFIDENTIALITY STATEMENT

Each student will respect the confidentiality of any information that might be acquired while in any healthcare setting. It is expected that students will abide by all sections of the DU Student Code as well as all facility requirements regarding confidentiality, security, and privacy of health information as outlined in the Health Insurance Portability and Accountability Act (HIPAA), as well as any pertinent state and federal laws.

2.6 - ETHICS

Davenport University students are expected to adhere to the Code of Ethics of their chosen profession and the Student Code. Students found to be acting in an unethical manner will be referred to the Office of Student Affairs as outlined in the current Davenport University Undergraduate Catalog.

2.7 - HIPAA AND PRIVACY

College of Health Professions policies and processes require all students to follow HIPAA (Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191, 110 Stat. 1936 (1996)) and all related state and federal laws concerning privacy and confidentiality of personal information. Any violation of HIPAA or related privacy laws is both a violation of federal and/or state law and the Davenport Student Code of Conduct. Such violations will result in referral to Student Affairs for appropriate disciplinary action. Depending on the severity of the violation, disciplinary action can include dismissal from the College of Health Professions. Students may also be subject to criminal and/or civil penalties under appropriate state and/or federal law.

2.8 - PROFESSIONAL APPEARANCE

Students are required to dress appropriately when attending face-to-face (on ground, in-seat) classes, participating in hands-on learning experiences and field trips, and while at professional and clinical practice sites. Students shall comply with the dress code(s) of their DU campus and the clinical and practicum settings. The purpose of the standard dress code is to:

1. Limit the transfer of microorganisms from students to patients and vice versa.
2. Provide for safety and limit injury.
3. Present a professional appearance.
4. Identify the wearer as a Davenport University student.

Students in a clinical or practicum setting will be provided a Davenport University student badge. Students are not permitted on a site without the badge. If the organization also requires student to wear a badge, student will wear both badges at all times.

2.9 - DISMISSAL FROM THE COLLEGE OF HEALTH PROFESSIONS

Dismissal from a College of Health Professions program is based on the inability of the student to meet the Davenport University Excellence System, course and program outcomes, and/or the inability to be placed in a clinical/practicum site or to complete an assigned clinical or practicum experience due to an issue with the student beyond the control of the University. These include:

1. Failure to meet specific grade requirements for any major course.
2. Failure to meet specific course program/outcomes essential to student's program.
3. An agency's or facility's request for removal of student from the clinical and/or practicum experience.
4. Refusal by student to submit to drug testing, background check and /or failure to comply with health requirements.
5. Unsatisfactory evaluation by agency or facility preceptor.
6. Repeated unsatisfactory performance or a significant incident which jeopardizes the agency or facility.
7. Harassment of a preceptor, fellow student, or faculty member.
8. Actions or behaviors that interfere with a student's ability to safely and effectively give care to patients.
9. Violation of any patient safety policy or practice.
10. A positive Background check that results in removal from a College Of Heath Profession's program.
11. Violations of the Student Code of Conduct will result in a disciplinary process with outcomes determined by Student Affairs and the College of Health.

2.10 - REPEATING COURSES

College of Health Profession courses may not be repeated more than once. Repeating any major course is dependent on available space and approval of the Department Chair or Associate Department Chair at the students designated campus. The semester prior to repeating any major course the student must submit a letter to the appropriate Chair stating:

1. Area(s) of academic weakness

2. Personal plan for improvement
3. Date requested to repeat failed course

Students are advised to take courses in their chosen program in the designated sequence to ensure success. All College of Health Professions students are subject to Academic Standards of Progress as outlined in the current Davenport University [Undergraduate Catalog](#).

2.11 – FINAL GRADE APPEAL

Refer to Davenport University *Undergraduate Catalog* for a description of Final Grade Appeal.

2.12 - ATTENDANCE

Attendance in class is strongly encouraged. All 100 level courses will be subject to a mandatory attendance policy (Undergraduate Catalog p.98-99). In addition, some College of Health Professions' programs may have discipline specific requirements. Attendance at all clinical and professional practice experiences is mandatory. Please refer to the appropriate section of the current handbook for more information concerning specific program requirements.

2.13 - COURSE SYLLABI

The syllabus for each course guides student learning. It also identifies program and course outcomes, as well as the class meeting schedule, course topics and assignments, instructor contact information, and classroom policies. Changes to syllabi can be made at the instructor's discretion.

2.14 - PATIENT SAFETY

Davenport University College of Health Professions (COHP) recognizes that patient safety is a critical priority in the delivery of patient care. Students are trained and educated to critically evaluate safety issues in the clinical setting that may be a source of potential harm to patients. To support a culture of patient safety, the College has adopted a zero tolerance for any student action that may result in a violation of any patient safety policy or practice. Violation of any patient safety policy or practice may result in dismissal from the College of Health Professions.

2.15 - ALCOHOL AND DRUG-FREE ENVIRONMENT

It is the policy of Davenport University that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited on University property or as part of its activities. Please see the Alcohol and Drug-Free Environment Policy in the current Davenport University *Undergraduate Catalog* Illegal Drugs section of the Student Code for more information.

2.15.1 College of Health Professions Policy for Students Concerning Medical Marijuana

Michigan law governing marijuana: The Michigan Medical Marijuana Act of 2008 (MMMA) permits qualified patients and their primary caregivers to use, possess and grow limited amounts of marijuana

for treatment of certain debilitating medical conditions. In addition, Michigan voters passed Proposal 1 in 2018, which allows for the recreational use of marijuana. However, the MMMA and Proposal 1 are in conflict with federal civil and criminal laws governing controlled substances, as well as federal laws requiring institutions receiving federal funds, by grant or contract, to maintain drug-free campuses and workplaces. Davenport University receives federal funding that would be in jeopardy if those federal laws did not take precedence over state law. Also, the College of Health Professions (CoHP) has various agreements with outside clinical sites that require a clean drug screen to be completed before students may be placed at those sites for educational purposes. Therefore, the use, possession, or cultivation of marijuana in any form and for any purpose continues to violate the Davenport Drug and Alcohol Policy, is a violation of our student code of conduct and is prohibited at Davenport University. Students who test positive for marijuana or marijuana metabolites in any form may be subject to dismissal from the College of Health.

2.16 - CRIMINAL BACKGROUND CHECK AND DRUG SCREENING

All students in the Davenport University College of Health Professions (the "COHP") are required to submit to criminal background check and drug screening (collectively, the "Testing". HLTH 101M or HLTH101R should be scheduled during the students first semester after declaring a health program.) The results of the Testing (the "Results"), which shall remain confidential, shall be used by the COHP to approve or disapprove of a Student for enrollment or continued enrollment in the COHP, and/or eligibility for training programs, clinical or practicum. The Testing shall be completed by registering for the appropriate course and completing the entire testing process in the course. Each student is responsible for acknowledging and explaining positive Result(s) after completing the process. A student will be dismissed from the COHP if he or she refuses to consent to the Testing. The cost of the Testing is the part of the course fee and is the responsibility of the student.

Each student in the COHP is required to sign a consent form (the "Consent") prior to the Testing. The Consent permits Davenport University to access the Results and to provide the Results to any hospital, facility or other healthcare agency partnering with the COHP as a part of the fulfillment of such student's education or training requirements, or assessment of such student's qualifications for a clinical or practicum. Pursuant to the terms of the Consent, all students in the COHP are under the obligation to report to the COHP any arrest or conviction of the student after the date of the Consent. Failure to report such an arrest or conviction may result in dismissal of the student from the COHP program, denial of clinical or practicum placement, and/or the denial of a degree from the COHP.

Students may be required to repeat the Testing, at the students' expense, to participate in certain training programs, clinical or practicum, depending on the requirements of an Agency where such student may be placed or when the student is considered a "re-entry" student as defined by the current Davenport University Undergraduate Catalog. Students should be aware that applicable laws also mandate further criminal background checks requested by Agencies for individuals working with certain patient populations. Before a student participates in each training program, clinical or practicum with an Agency regulated by such state and federal laws, the student will be required to sign and deliver to the Associate Department Chair or designated faculty member a Clinical Student Disclosure Statement, submit to repeat Testing or be fingerprinted.

Each student needs to be aware that drug use, a criminal history or a finding of disqualifying status or conduct can make a student ineligible for (1) enrollment or continued enrollment in the COHP, (2) placement with an Agency for training programs, clinical components or rotations, and/or (3) licensure, certification or registration with state, or federal government programs and/or national certifying organizations. Davenport University and the COHP do not review or determine whether a student is subject to a finding of a disqualifying status or conduct or otherwise make any judgments that are the responsibility of licensing or credentialing organizations. The COHP's acceptance of any student with drug use or a criminal history does not ensure that such student will be acceptable for placement with any Agency, will be able to satisfy the graduation requirements of the COHP program, or will be eligible for licensure, certification or registration with state or federal programs or national credentialing organizations.

Review of Positive Results:

The COHP prepares prospective healthcare workers to attain a high standard of professional responsibility for the patients they will treat. The COHP seeks to devote its resources to those candidates who have the best prospects of achieving initial licensure, certification, or registration with state, or federal government programs and/or national certifying organizations, attaining high standards and serving the needs of the patient population today. Therefore, the COHP has instituted this Policy for prospective and current students.

It is the COHP's policy that if a student has a positive Result from the Testing or if such student notifies the COHP of an arrest or conviction, the following procedure(s) will be followed:

1. Such student will be suspended from all COHP activities outside of the Davenport University campus, including, without limitation, any participation in any training programs, clinical or practicum at an Agency. Notice of such suspension shall be immediately provided to such student.
2. The student will be notified to meet privately with the appropriate COHP Associate Department Chair, Program Director, or designated faculty member to review and discuss the Results as it pertains to the student's career goals and academic plan. The student will be requested to provide a detailed written explanation of the positive Result(s).
3. Following the meeting, the Associate Department Chair, Program Director, or designated faculty member will make a recommendation to the COHP Compliance Committee and forward to the COHP Compliance Committee all documentation that the student believes is relevant to Result(s).

Based on the recommendation of the Associate Department Chair, Program Director, or designated faculty member, the COHP Compliance Committee, shall determine the appropriate response of the COHP, and shall proceed accordingly, consistent with Davenport University policies and procedures. If the Committee determines that the student be allowed to continue in the student's COHP program, the student assumes the risk of any difficulties that may occur, including inability to place in agency clinical or practicum placement(s) needed for program completion and graduation.

All decisions of the COHP Compliance Committee are final.

2.17 – HEALTH PROFESSIONAL EXPERIENCES

In the College of Health Professions, all majors have a required Professional Health Experience. These experiences may be a clinical, practicum, fieldwork or academic service learning. Each program has different requirements and processes. Each student must follow those requirements as part of meeting the program outcomes. The Nursing clinical requirements are described in the Nursing section of this handbook. Graduate students should refer to the program section of the graduate handbook.

Students must consult with their advisor and/or Program Director and /or Department Chair to plan for this experience and ensure that all requirements and pre-requisites are met before enrolling.

COVID Vaccinations: All COHP students may be required to have completed the COVID Vaccination prior to being placed in a clinical, fieldwork and practicum placement. Students may be required to submit proof of vaccination upon request. Unvaccinated students may not be able to be placed due to site requirements and therefore unable to progress in their program or graduate.

2.17.1 Practicum Requirements

Request for Experience Requirements:

Students are expected to carefully follow the Davenport University Student practicum process. Students are NOT allowed to self-register for the practicum course.

Prior to requesting an Experience in Handshake, students must consult with their advisor and Program Director to plan for this experience and ensure that all requirements and prerequisites are met before being registered for the practicum.

Required Practicum Seminar:

All Allied Health and HIM students seeking a practicum course must complete the self-paced Practicum Seminar. Once the student successfully completes the Practicum Seminar, they will be granted access to the Experience tab in Handshake.

2.17.2 IMMUNIZATIONS:

Medical Assisting, Health Information Technology, Health Services Administration, Health & Human Service Case Management and Cancer Tumor Registry programs:

1. Negative TB test <or> Interferon Gamma Release Assay (IGRA) blood test <or> negative chest x-ray within the last 12 months
2. Hepatitis B vaccine record <or> titer <or> University approved waiver. (Although Davenport allows a waiver, many practicum sites may require Hepatitis B vaccination.)
3. Measles, Mumps, Rubella (MMR) titer <or> proof of immunization. (Vaccination received PRIOR to January 1, 1957, is NOT acceptable.)

4. Tetanus, diphtheria, and pertussis (Tdap) proof of immunization (booster) within the last 10 years.
5. Varicella (Chicken Pox) titer <or> proof of immunization <or> documentation of history of disease.
6. Influenza vaccination for the current flu season NOTE: Fall practicum students (April 15 deadline) may request practicum Experience without current flu vaccine. Once flu vaccine for upcoming flu season is available (usually Aug/Sept) student will obtain flu vaccine and submit documentation. Student may NOT enter practicum site without documentation.
7. COVID-19 proof of immunization per current recommendations.

2.17.3 ACADEMIC and PROFESSIONAL DOCUMENTATION

1. For all Programs:
2. Completion of self-paced Practicum Seminar.
3. Completed Criminal Background Check and Drug Screen conducted through HLTH 101M or HLTH101R.
4. Required immunization documentation upload to Verified Credentials student account.
5. Required meeting with Career Service Career Coach completed and resume is in "Reviewed" status in Handshake.
6. Required meeting with Program Director completed.
7. Experience request is submitted in Handshake.

Failure to meet any of these requirements by the due dates below will result in the student being ineligible for the practicum course and Experience request denied. The student will then need to be added the next semester waitlist.

- Fall Semester Practicum: April 15
- Winter Semester Practicum: August 15
- Spring/Summer Semester Practicum: December 15

If a deadline falls on a holiday or weekend, the deadline shall be 5:00 p.m. on the next business day.

For Out-of-State Students

Out-of-state students are required to identify at least 3 organizations for their practicum site and list the contact information in their practicum Experience request. The Practicum

Coordinator will obtain an affiliation agreement between the organization and Davenport University once the site has been approved by the Program Director. Contact information must include the following:

- a. Name of organization
- b. Address of organization including city and state
- c. Contact person name
- d. Contact person's title
- e. Contact person email
- f. Contact person phone

Affiliation agreements must be fully executed (signed by the organization) and the Dean [or trustee] of the College of Health Professions, prior to the student beginning their practicum hours with the site.

Student Responsibilities

1. For all programs, wait lists are utilized for students awaiting practicum site offer. It is the student's responsibility to work with their Advisor to ensure they are on the appropriate waitlist. Failure to do so may result in student moving to the subsequent semester for their practicum experience.
2. Mandatory completion of the Self-Paced Practicum Seminar.
3. Students must repeat the Practicum Seminar if it has been more than two semesters since completing the mandatory self-paced practicum seminar.
4. Students are responsible for reading and signing all sections of the Experience Request.
5. Students understand that the information provided in the Experience Request is for assistance for student application to a practicum site to obtain an interview and offer. . The student understands they are accountable to apply and follow through on interviewing with a practicum site. If a student declines a practicum site offer, or if the offer is rescinded by the site prior to or during the practicum course, students will be required to apply to additional practicum listings in Handshake. There is no guarantee another offer will be made to the student if they refuse an initial offer. This may result in the student moving to the next semester.
6. If accepted into a practicum, students agree to abide by the policies and procedures of Davenport University College of Health Professions and the approved Practicum site.
7. If the student accepts an offer from a practicum site that requires them to complete information in ACEMAPP and/or complete an updated Criminal Background Check and Drug Screen, the student is responsible for the fees.
8. Students understand that if there is an infraction of the policies and procedures, participation in the practicum experience may be terminated at the discretion of the Instructor, Preceptor, Program Director, Department Chair, or Dean.

2.17.4 Practicum Approval Process:

1. Students remain waitlisted until they apply for a practicum opportunity in Handshake, interview and accept an offer.
2. Students should update the Practicum Coordinator throughout the process. Once confirmation of an offer and acceptance of the offer by the student is made, the student will be registered for the course.

Practicum with Current Employer:

Students may complete the practicum course with their current employer with the following conditions:

1. Practicum responsibilities must be supervised by someone other than the student's normal day to day supervisor; exceptions may be made with Program Director approval.
2. Practicum must be in a different department or area of the department than where the student currently works.
3. The experience must provide different types of work than what the student is currently responsible for in their current position.

Completing the Practicum Course & Required Hours:

Dropping a practicum course once it has begun is not allowed without consequences, including possibly failing the course. Any student who withdraws from a practicum course is required to meet with the Program Director, or the student will receive a F grade for the course. Students are expected to complete practicum time requirements in a minimum of 4-hour blocks of time unless prior approval is granted by the course instructor.

Student Responsibilities and Expectations While at Practicum Sites:

1. Each student completing a practicum is required to comply with all policies, rules, and regulations of the healthcare provider for the facility where the student is assigned.
2. Some providers maintain policies, rules, or regulations based upon religious, ethical, and other grounds that may be objectionable to students. Davenport University does not endorse and has no opinion with respect to the policies, rules, and regulations of these providers.
3. While at the practicum site with preceptor approval, students may work on his/her practicum assignments, however, students may not work on assignments from other courses during practicum hours.

2.18 - PERSONAL HEALTH INSURANCE

Personal health insurance is strongly advised for any student in the College of Health Professions.

2.19 - REQUIREMENTS FOR GRADUATION

Please refer to the current Davenport University *Undergraduate Catalog* for more information.

2.20 - STUDENT CODE PROCESS

Please refer to the current Davenport University *Undergraduate Catalog* for more information.

2.21- FREE BRUSH-UP CLASSES FOR DU GRADUATES

Please refer to the current Davenport University *Undergraduate Catalog* for more information.

2.22 - HEALTH REQUIREMENTS

2.22.1 - Physical and Emotional Demands

All healthcare occupations have specific physical, mental, and emotional demands. Carefully read the program descriptions that follow this general section and consider the tasks described. Discuss any

pre-existing conditions with your healthcare provider, the Associate Department Chair and Practicum Manager to determine whether you would be able to complete the clinical and professional objectives of any program. A description of physical and mental requirements which the student must be able to perform safely to complete the clinical and professional objectives of a health profession program at Davenport University are included in this document. Please review the requirements with a healthcare professional and have them indicate whether you will be able to meet requirements.

2.22.2 - Health Examination

If a student's specific program requires a health examination, the health examination is the financial responsibility of each student. A licensed physician, physician assistant, or nurse practitioner of your choice may complete the health examination. Contact the Associate Department Chair at your location for alternative exam and vaccination sites. The appropriate form is found within the practicum application. No other documentation will be accepted.

2.22.3 - Hepatitis B Vaccine: PLEASE TAKE NOTE

Healthcare workers who have contact with blood and/or body fluids of any person who may have Hepatitis B should have the Hepatitis B Vaccine for the purpose of immunization against this infection.

If a student has concerns or questions about this immunization, or the side effects or contraindications of the vaccine, they should discuss them with healthcare professional. The vaccine is available from private physicians or clinics.

All College of Health Professions students must read and sign the Hepatitis B section of the practicum application. Any student in any program who refuses Hepatitis B vaccination is required to meet with their Associate Department Chair (ADC) to obtain an exception. The ADC will accept or decline the request and note the decision in an email to the student to be submitted with the practicum application.

Additionally, students who may have direct contact with patients shall be required to comply with the Occupational Safety and Health Administration requirements related to blood borne pathogens.

2.22.4 Screening for Tuberculosis (“TB Testing”)

Students in the College of Health Professions with potential for exposure to tuberculosis during instruction in a healthcare or classroom setting are required to complete a TB skin test. The results of the testing shall be determined to be current and negative prior to enrollment in or teaching a professional practice experience and must remain current throughout the clinical/practicum experience.

2.23 - BLOODBORNE PATHOGENS EXPOSURE/NEEDLE STICK INCIDENT REPORTING

2.23.1 On Campus Students

Notify your instructor immediately, clean the wound with soap and warm water, and treat any bleeding.

Fill out the Davenport University Incident Report with your instructor. This report can be found online at <https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>. Go to your personal

physician and have them draw blood for blood borne pathogens exposure. If you do not have a personal physician, you must go to the nearest urgent care clinic.

1. If you have health insurance, the follow-up care should be covered for this expense; if not, the Davenport University health insurance provided as part of the course fee will cover the cost.
2. If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Associate Department Chair. This person will then send the bills on to the University’s Risk Management group for payment.

Faculty

1. As soon as a student notifies instructor of a needlestick, have the student clean the wound as above and have the student fill out the Davenport University Incident Report (<https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>).
2. Unless it is a medical emergency, do not allow the student to leave the classroom or site without completing the University Incident Report first.
3. Make sure the student understands the importance of obtaining follow-up care and screening with his/her personal physician or the nearest urgent care facility.
4. Notify the Associate Department Chair by email or phone of the incident and document steps you have taken.

2.23.2 Off Campus/Practicum Site Students

1. Notify your site preceptor immediately.

2. Follow your clinical/practicum site's policies and procedures for bloodborne pathogens exposure. Your site preceptor can assist you in complying with this step.
3. If the site is not able to draw your blood for a bloodborne pathogens exposure, you must go to your personal physician or the nearest urgent care clinic and have them draw blood for a bloodborne pathogens exposure.
4. Notify the Davenport University Practicum Coordinator, faculty member and ADC as soon as possible.
5. Fill out a Davenport University Incident Report. Student must fill out this report as soon as possible. This report can be found online at <https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>. If you have questions about the report, ask the Practicum Coordinator or course instructor for assistance.
6. If student has health insurance, the follow-up care should be covered for this expense. If private insurance does not cover follow-up care, the Davenport University provided health insurance will cover the cost.
7. If student is using the University provided health insurance, please request your physician or the clinic send all bills to the Associate Department Chair. This person will then send the bills on to the University's Risk Management group for payment.

Participating in More Than One Practicum in a Semester

Students may not participate in more than one practicum in a semester. If student wants to request an exception, this request must go to the Program Director for permission.

Removal from a Practicum Site

Students cannot change practicum site once placed. Should student have concerns about their practicum site, the concerns should be brought to the attention of the Program Director and the Practicum Coordinator. A change of practicum site is allowed only in rare occasions and must include a sound reason.

Should a practicum site request a student be removed for any of the reasons stated in Section 2.9, the guidelines are:

1. Student will immediately inform the Program Director and Practicum Coordinator.
2. Practicum Coordinator will obtain a written statement from the practicum site describing the infraction or situation.
3. Student will schedule an appointment with the Program Director and Practicum Coordinator within 48 hours of removal from site to discuss the infraction or situation. This may take longer if DU staff is unavailable.

4. If the student is removed for extenuating circumstances that can be substantiated by the student, all efforts will be made to find an alternate site for the student in the same semester; however, this is not guaranteed.
5. Student will write a letter to the Dean of the College of Health Professions, requesting re-entrance into a practicum course including:
 - a. A description of the situation as seen by the student
 - b. What the student would do differently in the future to prevent the situation
 - c. A plan for success in a practicum site going forward
6. The Dean will determine if the student is allowed to go forward in another practicum course or the program and notify the Department Chair, Program Director, and Practicum Coordinator Manager of the decision.

Declining Site Placement

Once a student is offered a site for their practicum experience, the student is expected to accept and follow through with all onboarding requirements. Students who decline an offer are not guaranteed another offer will be made from another organization that interviewed them. Declining a site puts the student at risk for not completing the practicum course and will need to be added to the next available semester waitlist.

Internship, Practicum, Field Work and Clinical Attendance During University Closures

Davenport University students on clinical rotations, field work, practicums or internships should follow their site's policies and procedures during inclement weather or other closures. However, student safety is a priority. If students feel that there are extenuating circumstances related to their safe commute on any day, even when the University is officially closed because of weather or any other reason, or if they feel unsafe in any capacity, they should contact their site supervisor or preceptor and their Davenport University faculty member as soon as possible. A determination will be made, on a case by case basis, as to whether the student should proceed to or remain at the internship, practicum, field work, clinical or practicum site.

Internship, Practicum, Field Work and Clinical Attendance on Holidays and University Breaks

Davenport University is closed during various holidays and breaks. However, clinical, internship, field work, and practicum sites may not be closed during these periods. DU students are not required to complete hours with their host organizations during official university holidays or breaks. However, they may choose to complete hours with their organization during these periods. If students are approved to work hours over breaks or holidays by their instructor, and their instructor is not available during these times, the instructor must arrange for another faculty member to supervise the students.

2.24 - SOCIAL MEDIA GUIDELINES

The Administration and Faculty of the College of Health Professions (CoHP) recognize the importance of social networking tools (including, but not limited to, electronic devices such as tablets, cell phones, smartphones, photographs, streaming video, Facebook, Twitter, LinkedIn, YouTube and other social

media websites) as means of communication. However, students must be aware of the potential consequences of disclosing patient related information on patient privacy and confidentiality and on their own professional image.

1. Consider carefully what you post on any social networking site before posting.
2. Remember you are representing Davenport University and your profession.
3. Be aware that what is posted online is there forever, even if you delete or request removal of the posting.
4. Realize that potential employers regularly review websites, blogs, and social media throughout the hiring process and after hiring.
5. Posting of information on websites, blogs, and social media can and will have consequences that can impact educational goals, current and future career ambitions and legal consequences

Cell Phones

Clinical Area:

1. Use of electronic references while at the clinical/practicum site may only be done with the specific permission of the clinical supervisor/faculty at the time of access.
2. Phones may be used before or after work, or during scheduled breaks if allowed by the site.
3. Phones may only be used in public areas of the clinical facility, not in patient rooms, patient lounges, hallways, utility rooms or other areas where any patient-related activity takes place.
4. Provide family members with the phone number of a contact person at the facility or University for emergency purposes instead of calling student cell phone.

Classroom:

1. Cell phones may not be used in the classroom or lab settings without permission by the faculty.
2. Electronic devices must be turned off while the student is in class unless permission is given by faculty for class use.
3. Cell phones may be used during breaks from class, in designated areas of the building.

Visual or Audio Media

Clinical/Practicum Area:

1. Students may not disclose any patient identifiable information of any kind including images or voices.

2. Information about the patient, family member or visitor of the patient, agency staff member cannot be recorded.
3. Cameras or recording devices (including cell phone cameras, iPads and other electronic devices) are strictly prohibited in the clinical area.
4. Students and faculty may be photographed or recorded with their individual consent if this is acceptable with facility guidelines.

Classroom:

1. Cameras or recording/electronic devices may be allowed in the classroom or lab setting only with specific faculty permission.
2. Any individual to be included in a photograph/recording must give his or her written consent before the photo/recording is taken.
3. Any individual that is photographed/recorded can withdraw consent at any time and request that the photograph/recording be destroyed.
4. Care must be exercised to ensure that classroom/lab activities are not disrupted by taking photographs or recording.

Social Networking Media

Social networking sites are continually developing and include any user-created multimedia that is published and shared in an electronic environment.

Clinical/Practicum Area:

1. Extreme caution must be taken to protect patient privacy at all times.
2. Posting of any information related to the clinical area, clients, agency staff, faculty and other students in an email or on a social networking site is strictly forbidden.
3. Videotaping and/or taking of still photographs in the clinical setting are forbidden.
4. Posts on social networking sites regarding any aspect of the clinical/practicum experience are forbidden.
5. The student may not reveal any personal health information (even if not identified to a particular client) in any context on a social networking site.
6. Removal of an individual's name does not constitute proper de-identification of protected health information.

7. Inclusion of data such as age, gender, race, diagnosis, date of clinical experience, type of treatment or use of highly specific medical information or photographs may still lead to the identity of a specific individual, which is a violation of HIPAA.
8. Students shall not initiate or accept "friend" requests from patients, patient's family members, faculty, clinical/practicum supervisors, clinical colleagues and/or similar individuals.

Classroom:

1. A student shall not report private academic information of another student on a social networking site.
2. Violations may constitute violation of state or federal privacy laws or regulations.
3. A student shall not post any information related to a fellow student, faculty member, clinical supervisor, and/or clinical employee that can be interpreted as private, derogatory, defamatory, or demeaning toward the faculty member, clinical supervisor, and/or clinical employee.
4. Students shall not initiate "friend" requests of any faculty member or clinical supervisor while the student is enrolled in any COHP program.
5. Students understand that they may be "defriended" (the act of removing someone from one's friend list) by individuals who are or become faculty and/or clinical supervisors while the student is enrolled in any COHP program.

Consequences:

Violation of any of these guidelines will be determined on a case-by-case basis and may include:

1. Verbal or written reprimand
2. Dismissal from the class or clinical area
3. Potential failure of course or clinical
4. Potential dismissal from the currently enrolled program
5. Investigation and disciplinary action by Davenport University as outlined in the current Student Code of Conduct
6. Potential legal consequences both criminally and civilly

2.25 - EXIT EXAMS

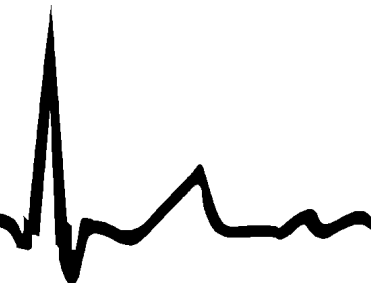
All health programs in the College of Health Professions may require interim competency exams and a final exit exam to assess professional competency before graduation from the program. Individuals not meeting the score requirements of the final exit exam may be required to undertake remediation.



HEALTH INFORMATION MANAGEMENT PROGRAMS

Including:

HEALTH INFORMATION MANAGEMENT TECHNOLOGY Associate and
HEALTH INFORMATION MANAGEMENT Bachelor Degrees
MEDICAL CODING AND BILLING Certificate



3.1 - WELCOME TO DAVENPORT UNIVERSITY'S HEALTH INFORMATION MANAGEMENT PROGRAMS

Thank you for choosing one of Davenport University's Health Information Management (HIM) programs. The faculty and staff congratulate you on your choice of a career. The healthcare system is dynamic and ever changing. You have chosen a career path that is rewarding with many opportunities.

DEFINITION

Health information management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care.

Health information management (HIM) professionals affect the quality of patient information and patient care at every touchpoint in the healthcare delivery cycle. They are the link between clinicians, administrators, technology designers, and information technology professionals.

Health information programs incorporate the disciplines of health, management, financial aspects, information technology, and law into one curriculum. Because of this unique mixture, health information graduates can choose from a variety of work settings across an array of healthcare environments.

To learn more about entrance into this profession visit <https://my.ahima.org/careermap>.

FRAMEWORK FOR HIM EDUCATION

At Davenport University, the American Health Information Management Association (AHIMA) entry-level competencies, which form the basis for AHIMA's framework for HIM education, are the building blocks on which our HIM curriculum is built. Davenport University's Health Information Technology AAS and Health Information Management BS programs are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

SCOPE OF PRACTICE

To be a successful graduate, you need basic knowledge, skills, and attitudes. The HIM programs provide a blend of theoretical concepts, laboratory practice and practical application in the classroom and computer laboratory setting at the University and actual experience in healthcare settings. To be a successful student it is essential that you recognize and give a high priority to meeting the outcomes of the program. Assuming responsibility for your own actions, attendance and participation are important not only as a student but to be successful once you have entered the healthcare field.

Competence in the field requires that the HIM professional display professionalism, communicate effectively, and practice with an optimum level of accuracy.

HIM professionals work in a multitude of settings throughout the healthcare industry, including office-based physician practices, nursing homes, home health agencies, mental health facilities, and public health agencies. In fact, employment opportunities exist for HIM professionals in any organization that collects and/or uses patient data or health information such as pharmaceutical companies, law and insurance firms, and health product vendors.

HIM roles have changed and continue to change as advancements occur in business, technology, and healthcare. Traditional roles may still exist in some organizations; we also make way for emerging roles in HIM practice. AHIMA identifies six career fields HIM professionals are prepared to excel in:

1. Compliance/Risk Management
2. Education/Communication
3. Informatics/Data Analysis
4. IT/Infrastructure
5. Health Information Management/Medical Records Operations and Administration
6. Revenue Cycle Management (including Coding)

HEALTH INFORMATION MANAGEMENT PROGRAM LEARNING OUTCOMES:

Associate Degree

1. Evaluate data structure, content, and information governance.
2. Manage the healthcare revenue cycle.
3. Assess the appropriate use of health informatics, health analytics, and health data.
4. Interpret organizational management and leadership strategies.
5. Apply health law and compliance methods.
6. Identify information protection: access, use, privacy, and security.

Bachelor Degree

1. Manage data structure, content, and information governance.
2. Evaluate information protection: access, use, disclosure, privacy, and security.
3. Determine the appropriate use of health informatics, health analytics, and health data.
4. Interpret health law and compliance methods.
5. Evaluate organizational management and leadership strategies utilized in the Health Information Management field.
6. Engage in healthcare revenue cycle improvement processes.

PROGRESSION IN THE HEALTH INFORMATION MANAGEMENT PROGRAMS

There is no formal admission process into any of the HIM programs. Students may need to meet with the Program Director during their first semester to discuss program sequence and requirements. Specific prerequisites or co-requisites must be met before students are allowed to schedule certain courses. The student should reference the recommended curriculum rotation. A final grade of C is required to pass any College of Health Professions course.

PROFESSIONAL ORGANIZATIONS

The following professional organizations are available for you to join as a student or graduate of the Health Information Management programs:

American Health Information Management Association (AHIMA)
<https://www.ahima.org/who-we-are/governance/component-associations/>
233 North Michigan Avenue, Suite 2150
Chicago, IL 60601-5800 (312) 233-1100

Each state has a Component State Association (CSA) of AHIMA.
They can be located at:
<https://www.ahima.org/who-we-are/governance/component-state-associations/>

Healthcare Information and Management Systems Society (HIMSS)
230 East Ohio Street, Suite 500
Chicago, IL 60611-3269 (312) 664-4467
<https://www.himss.org/professional-resources/houston-himss-foundation-scholarships>

PROFESSIONAL NETWORKING

Students are strongly encouraged to begin networking their first semester of school. Examples of networking include but are not limited to volunteering for a local healthcare organization, joining professional associations and participating in local and state AHIMA and/or HIMSS meetings and seminars.

American Health Information Management Association Code of Ethics

<http://bok.ahima.org/doc?oid=105098#.XwkUfflJE2x>

Financial Aid

1. Financial aid is available to qualified students through the American Health Information Management Association's (AHIMA) Foundation of Research and Education, which offers both loans and scholarships. For more information, visit <https://ahimafoundation.org/scholarships/merit-scholarships/> or call the scholarship hotline at (312) 233-1128.
2. The Chicago-based <https://foundation.himss.org/Scholarships>. The HIMSS Foundation annually awards over \$60,000 in cash scholarships. Scholarships are awarded to HIMSS student members

3. who have achieved academic excellence and have the potential to be future leaders in the healthcare information and management systems industry.
4. The Michigan Health Information Management Association (MHIMA) also offers scholarships to qualified students. For more information, visit www.mhima.org/colleges on the MHIMA web site. The MHIMA also offers a random lottery drawing for reimbursement for successful completion of an RHIA or RHIT certification exam.

3.1.1 Health Information Technology (HIT) Associate Degree Program

PROGRAM PURPOSE:

The successful graduate holding an associate degree in health information management is the technical expert in health data collection, analysis, monitoring, maintenance, and reporting activities in accordance with established data quality principles, legal and regulatory standards, and professional best practice guidelines. Health Information Technicians work to ensure the quality of health records and healthcare data by verifying their completeness, accuracy, and proper entry into computer systems. They use computer applications to assemble and analyze patient data to improve patient care and control healthcare costs. These functions encompass, among other areas, processing and using health data for billing, compliance, and surveillance purposes. In an e-health environment, this individual performs these functions through the use of various electronic systems.

What kind of positions does an RHIT hold?

- Cancer/other disease Registrar
- Clinical Coder/Compliance Auditor/ Vocabulary Specialist
- Clinical Data Collection and Reporting Specialist
- Data Integrity Specialist
- Document Imaging Coordinator
- Documentation Specialist
- Information Access/Disclosure Specialist
- Quality Improvement Specialist
- Reimbursement Specialist/ Financial Services Liaison
- Instructor/Trainer
- Manager/Supervisor

Upon successful completion of the associate degree in Health Information Technology, the DU graduate may earn the American Health Information Management Association (AHIMA) credential Registered Health Information Technician (RHIT) by successfully completing the national certification exam. With experience, the RHIT holds solid potential for advancement to management positions, especially if the credential is combined with a bachelor's degree.

As a credentialed health information management professional, employers will know you have successfully completed a rigorous academic program and have committed to a lifetime of professional growth and continuing education.

ACCREDITATION

The Davenport University Health Information Technology degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Students successfully completing this accredited program are eligible to take the Registered Health Information Technician (RHIT) exam offered by the American Health Information Management Association (AHIMA). To be eligible to sit for the certification examination, applicants must meet the requirements found in the AHIMA website (<http://www.ahima.org/certification/>). Graduating HIT students must have completed their formal training in a Health Information Technology program accredited by CAHIIM, in conjunction with AHIMA.

The EPC for the HIT program (needed to apply for the RHIT exam) is HA654.

Beginning October 6, 2008, students in CAHIIM-accredited programs for RHIT or RHIA, enrolled in their final term of study, are now eligible to apply for and take their respective certification exam early. Eligible students include the following:

- Students currently enrolled and in their last term of study
- Students who have completed their course work but have not yet graduated that are currently waiting for their official transcripts

Being a healthcare professional today means maintaining a lifelong commitment to high standards of practice. RHITs are required to obtain 20 continuing credits every two years to maintain and keep their credentials current.

HIT Sequence

3.1.2 Health Information Management (HIM) Bachelor Degree Program

PROGRAM PURPOSE

The successful graduate holding a baccalaureate degree in health information management possesses the expertise to develop, implement, and/or manage individual, aggregate, and public healthcare data collection and reporting systems. These systems ensure the quality, integrity, availability, and preservation of healthcare data in support of patient safety and privacy, as well as the confidentiality and security of health information. In an e-health environment, these processes and systems are needed to support authorized users and decision makers.

What types of positions are held by HIM graduates?

- Business Process Engineer
- Clinical Data Analyst
- Clinical Documentation Coordinator
- Clinical Research/Trials Associate
- Compliance Officer
- Data Quality Manager

- Data Sets, Nomenclature, and Classification Standards Manager
- Data Translator
- Instructor/Trainer
- Educator
- Healthcare Consumer Advocate
- Health Data/Information Resource Manager
- Health Information Services Manager (Director, Assistant Director, Supervisor)
- Health Information System Applications Designer/Trainer, Marketing and Sales Manager/ Implementation and Support Manager
- Privacy/Security Officer
- Project Manager
- Quality Improvement Manager
- Reimbursement Manager
- Revenue Cycle Manager

ACCREDITATION

The Davenport University Health Information Management degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

To be eligible to sit for the certification examination, applicants must meet the requirements found in the AHIMA website (<http://www.ahima.org/certification/>). Graduating HIM students must have completed their formal training in a Health Information Technology program accredited by CAHIIM, in conjunction with AHIMA.

The Educational Program Code (EPC) for the HIM program (needed to apply for the RHIA exam) is HB148.

Beginning October 6, 2008, students in CAHIIM-accredited programs for RHIT or RHIA, enrolled in their final term of study, are now eligible to apply for and take their respective certification exam early. Eligible students include the following:

- a. Students currently enrolled and in their last term of study
- b. Students who have completed their course work but have not yet graduated
- c. Graduates that are currently waiting for their official transcripts

Working as a critical link between care providers, payers, and patients, the RHIA:

- a. Is an expert in managing patient health information and medical records, administering computer information systems, collecting, and analyzing patient data, and using classification systems and medical terminologies.
- b. Possesses comprehensive knowledge of medical, administrative, ethical, and legal requirements and standards related to healthcare delivery and the privacy of protected patient information.
- c. Manages people and operational units, participates in administrative committees, and prepares budgets.
- d. Interacts with all levels of an organization - clinical, financial, administrative, and

information systems - that employ patient data in decision-making and everyday operations.

Job opportunities for RHIAs exist in multiple settings throughout the healthcare industry. These include the continuum of care delivery organizations, including hospitals, multispecialty clinics and physician practices, long-term care, mental health, and other ambulatory care settings. The profession has seen significant expansion in non-patient care settings, with careers in managed care and insurance companies, software vendors, consulting services, government agencies, education, and pharmaceutical companies. Being a healthcare professional today means maintaining a lifelong commitment to high standards of practice. RHIAs are required to obtain 30 continuing credits every two years to maintain and keep their credentials current.

Students successfully completing this CAHIIM-accredited program are eligible to take the Registered Health Information Administrator (RHIA) exam offered by the American Health Information Management Association (AHIMA). Students will select one of the following as a part of this degree: Generalist, Cancer Tumor Registry Specialty, Global Project Management Specialty, and Revenue Management Specialty. Please visit the following links for the recommended course sequence for each:

Generalist Sequence

Cancer Tumor Registry Specialty

Note: This specialty requires a CTR practicum in addition to the HINT297C practicum requirement. Contact the program director for the additional hour requirement.

Global Project Management Specialty

Revenue Management Specialty

HIM Completion Program

This program is designed for current RHIT credentialed professionals who are seeking a bachelor's degree in Health Information Management (HIM). This program prepares RHIT credentialed professionals for emerging key roles in supporting the technological infrastructure for health services delivery. Students successfully completing this CAHIIM-accredited program are eligible to take the Registered Health Information Administrator (RHIA) exam offered by the American Health Information Management Association (AHIMA).

Students may select the optional Cancer Tumor Registry Specialty (19 credits). Students successfully completing the Cancer Tumor Registry Specialty are eligible to take the Oncology Data Specialist (ODS - formerly the CTR exam) exam offered by the National Cancer Registrars Association (NCRA).

[HIM Completion Sequence](#)

[HIM Completion with CTR Specialty Sequence](#)

Getting Started in One of the Health Information Management Programs

1. All Students interested in any Health Information Management (HIM) program should contact one HIM Program Director/Department Chairperson, or one of the HIM Associate Chairpersons to discuss the program.
2. All students seeking to enter into a HIM program are expected to act in a responsible and professional manner. Failure to follow all guidelines for the HIM program, the College of Health Professions, and the Davenport University Student Code of Conduct can result in dismissal from the program, the College of Health Professions and/or Davenport University.
3. A “C” grade or better is required in designated College of Health Professions courses in the curriculum to continue to the next semester and a student must have an overall 2.3 GPA in the major for graduation.
4. Students are responsible for meeting all course pre-requisites and co- requisites during their course of study at Davenport University.
5. Obtain a “C” grade or better in HLTH101 – Introduction to Health Careers. Failure to complete the mandatory criminal background check and drug screen will result in an automatic failure of the course and will result in delay of progression in the major.
6. Students are expected to have reliable transportation at their disposal prior to the start of HIM curriculum courses.
7. Students will follow the recommended Program Sequence for the HIM curricula. Dropping or failing of courses can result in the inability to complete a Program Sequence as originally planned. Dropping or failing of courses will result in a delay in graduation.
8. Students are expected to work with the HIM Program Director and the Practicum Manager on arranging for a Davenport University approved practicum site for the practicum portion of the HIM curriculum. Students are expected to realize that while every attempt will be made to arrange a practicum site near to the student’s location, it may be necessary of the student to travel outside of their location and/or out-of-state.
9. All students must successfully complete at least one practicum course (depending on the program) at a Davenport University approved site and an additional classroom component to graduate. To meet course requirements, the student will be required to be available during normal business hours (8:00 am to 5:00 pm). This practicum is unpaid. Please see the section titled Practicum Requirements for details.

The Practicum

The importance of students acquiring professional practice experience is critical in today’s job market. Davenport University College of Health Professions’ (COHP) Practicum courses are a collaborative effort between the University and Health Information Management (HIM) professionals and are designed to enable students’ access to the resources and experiences necessary to support the learning process: to give the student an opportunity to work extensively with a primary group of practitioners and see day-to-day operations of the department and

healthcare organization first-hand or an opportunity to work in a controlled environment completing simulations designed to replicate actual professional practices in key areas of health information management. This is an opportunity for the student to gain practical knowledge, through observation and hands-on experiences in health information management, and engage in critical reasoning, problem solving, and project completion. Students shall work with HIM practitioners themselves either at a specified site or in a classroom or virtual lab setting through simulations and case studies.

The major emphasis of the practicum is on the application of knowledge, analysis of technical procedures and development of skills for the performance of those technical procedures.

When the student is placed at the practicum site, the requirements of the practicum are intended to benefit both the professional practice site and the student. The student gives benefit to the Practicum Site by:

1. Adding an extra pair of hands to perform required duties, and
2. Devoting energy, knowledge, and research to awaiting projects

And receives benefit by:

1. Gaining a personal appreciation of the complexity of healthcare delivery
2. Gaining in-depth knowledge of a healthcare service area, particularly in the area of HIM
3. Networking with numerous healthcare professionals
4. Engaging in critical reasoning, problem solving, and project completion

Hours versus Competency Measures

Each of the Practicum courses includes a classroom component with predefined assignments to be completed by the student. Each Practicum course includes minimally 150 hours (80 of which are on site) of professional practice experience (PPE) which may be a combination of hands-on, site visits, tours, speakers, interviews, and assignments. As the healthcare industry changes, so does the definition of a PPE within the health information management industry. Exploring these changes within the industry has opened new venues for student learning and experiencing the HIM profession.

During the Practicum courses the student shall complete assignments which serve to incorporate entry-level competencies in the field of health information management (i.e., Medical Coding, Health Information Technology, and/or Health Information Management). These entry-level competencies are defined within the scope of health information management workforce needs, in the curriculum model of the American Health Information Management Association (AHIMA) and through standards for accreditation by CAHIIM. These assignments may take the student more than 150 hours to complete. If the Student is at a practicum site and arrangements can be made to stay beyond the 80 site contact hours, it is encouraged. Such an arrangement must be mutually agreeable to both site Preceptor and Student. If this is not possible, the Instructor must be notified so alternate assignments can be provided to the Student for completion away from the Practicum site and before the end of the semester or term. Working collaboratively with the Student (and the site Preceptor, if applicable), the DU Instructor shall oversee the accomplishment of all course requirements.

The HIT/HIM Practicum Hours and Work Rotation

Students shall complete a professional practice experience (PPE), i.e., Practicum, under the direction of a RHIT- or a RHIA-certified Preceptor and/or Instructor. While the Student is at a practicum site, his/her on-site schedule must be mutually determined by and agreeable to both the site Preceptor and the Student. The Student must contact the site Preceptor before the start of the Practicum to determine arrival date and time unless directed otherwise by the University, Preceptor, or Instructor.

Each student must meet the program contact hour requirement as defined in the DU Undergraduate Catalog (i.e., minimally 80 hours in addition to classroom hours). These hours, if completed at a Practicum site (i.e., a healthcare facility) will typically be between 8:00 a.m. and 5:00 p.m. in blocks of time no less than 4 hours in duration. (Some sites may require blocks of time no less than 6 hours in duration.) **Note: This specialty requires a CTR practicum in addition to the HINT297C practicum requirement.** Contact the program director for the additional hour requirement.

Attendance in the professional practice experience (PPE) is mandatory.

The site preceptor may schedule day, evening, night, or weekend shifts in the student's schedule if it is felt that it would add to the learning experience.

The student shall make every effort not to miss a scheduled session of the Practicum. When unable to report for the PPE as scheduled, due to unexpected delay, illness or emergency, the student must notify the site Preceptor (or his/her designee) by telephone or other predetermined method and the Instructor (by email, in person, or telephone) prior to the scheduled starting time, except in extreme emergencies. Failure to report could result in dismissal from the PPE and failure of the course. All lost time must be made up prior to the last week of class (this course, this term).

Excessive tardiness is not acceptable and could jeopardize successful completion of the Practicum course. All lost time must be made up prior to the last week of class (this course, this term).

Departmental Contribution

The student working within a healthcare organization on a day-to-day basis may be expected to assist with different tasks within the department, in addition to completing required assignments and other measures or projects assigned by the Preceptor. Students are not to be substituted for paid staff during any professional practice experience assignment. Students may not take the responsibility or the place of "qualified" staff. However, after demonstrating proficiency, students may be permitted to perform procedures with careful supervision. Unexpected or unplanned learning opportunities are a welcome addition to this course. When they occur, the student is encouraged to share the experiences with the Instructor and his or her classmates so all may benefit from them.

Grade Determination

All assignments and evaluations must be submitted to and will be graded by the Davenport University Instructor for the Practicum course. He or she is responsible for determining the student's final grade. See Course Syllabus for instructions for submitting assignments. It is the Student's responsibility to work with the site Preceptor to ensure all required evaluations and other practicum documents be completed and submitted to the course Instructor on or before the designated due date(s).

HIT/HIM Practicum Expectations

Attendance and participation in the classroom are required (the “classroom” may be in Blackboard or in-seat.) The student will be monitored by a Davenport University Instructor during the Practicum. The Course Syllabus guides the learning and identifies program and course outcomes, as well as details of how to successfully complete the PPE and achieve a specific grade.

The student shall be sharing his/her Practicum experience with classmates during the Practicum course and shall be prepared to share information, successes and challenges related to the experience and to hear and discuss others’ experiences.

The student shall submit all assignments and projects to the course instructor. See the Course Syllabus for specific instructions.

Classroom assignment review by the site Preceptor is optional but recommended. This recommendation is made to encourage the site Preceptor to review all assignments to detect any misconceptions or confusion on the topic. The site Preceptor is only to offer guidance and is not responsible for correcting student assignments.

Students are expected to exhibit professional behavior including respecting and valuing the rights of others, supporting the academic environment, and properly using University and Practicum site equipment and facilities. The student is the guest of the Practicum site.

Professional courtesy and a respect for confidentiality must be exhibited at all times throughout the course.

Attending meetings is an excellent opportunity for exposure to committee/project activities and to observe group dynamics. Communicate with the site Preceptor about upcoming meetings and request permission to attend. Showing interest in the proceedings is a sign of respect to the group. It is appropriate to ask the site Preceptor prior to attending any meeting if it is acceptable for a student to engage in the conversation occurring during the meeting. It may be most beneficial for the student to sit back and observe.

The student shall record time (hours) spent at the Practicum site to ensure a minimum of 80 hours have been completed by the end of the course. The Preceptor shall sign and date the completed form at the end of the professional practice experience and the student shall return it to the Instructor with the completed final evaluation.

For a successful outcome, the student must be willing and able to commit to the professional practice experience. Quitting is not an option. When scheduled to be at the Practicum site, the student must be there in person and in spirit, not allowing other obligations to overcome the experience (such as homework for other courses). The site Preceptor has committed to the student’s success by hosting the DU student; it is the student’s responsibility to, in turn, make a commitment to the Preceptor and Practicum site by giving undivided attention to the activities of the Practicum when at the Practicum site.

The student’s learning curve will be directly tied to his/her approach to applying knowledge from previous courses leading up to the Practicum. Davenport University faculty has suggestions for content and time allowances for the practicum course. Application using analysis, synthesis, and evaluation in new situations such as the Practicum enhances and showcases the student’s professional competence

and value to the Practicum site. In large part, the value of the PPE, or Practicum, rests in the student's hands.

Embrace and enjoy the Practicum! It is the student's earned privilege and responsibility to maintain standards of professional excellence: promptness, professional appearance, enthusiasm, willingness to learn, initiative, dependability, and confidentiality. The Practicum course may seem tough at times; be open to this valuable experience, network with other healthcare professionals, and meet daily challenges head on. Remember, growth is directly related to proactive involvement and follow through.

Inclement Weather

See the section titled Practicum Responsibilities.

Required Forms and Correspondences for HIT Practicum– Current forms can be located on the web site under College of Health Professions, Student Information, and Practicum Forms.

HIM Division Faculty:

TBD: Associate Dean and Department Chairperson Allied Health and Assistant Professor

Megan Tober, MBA, RHIA (Megan.Tober@davenport.edu) HIM Associate Department Chairperson/Program Director HIM/HIT Programs and CTR Specialty, Online and Assistant Professor

Yvette Pawlowski, M.Ed., RHIA, CHDS (Yvette.Pawlowski@davenport.edu)

Paula Koning, MM, RHIA, CTR Instructor, Health Information Management Department (pkoning@davenport.edu)

3.1.3 - Medical Coding and Billing Program

PROGRAM PURPOSE

While completing our Medical Coding and Billing certificate, you'll become familiar in the areas of anatomy and physiology, medical terminology, ICD coding, procedural coding, and health reimbursement. This program will pave the way for you to earn your associate degree in health information technology, bachelor's in health information management, or master's in health informatics and information management at Davenport. Davenport University's Coding and Billing Certificate was designed as a building block for our associate, bachelor and master-level degree offerings. Learn how to stack your Medical Coding and Billing Certificate HIT and HIM degrees here.

The DU graduate may earn several credentials by successfully completing a national certification exam such as the Certified Coding Associate (CCA) credential from AHIMA or the Certified Professional Coder from AAPC (American Academy of Professional Coders). Students who earn the CCA credential will get credit for HINT110, HINT294 and HINT294L toward their associate degree should they decide to pursue the HIT degree at DU.

As a credentialed coder, employers will know you have entry level coding skills and have committed to a lifetime of professional growth and continuing education. Graduates of this program can work in a variety of both inpatient and outpatient settings.

This program does not include a practicum.

3.1.4 - Cancer Tumor Registry Post-Associate Certificate

Courses in the post-associate cancer tumor registry certificate program allow students to build the skill set needed to be successful in analyzing data, coding and much more. Courses prepare students to code and stage cancer diseases, abstract patient information, cancer follow-up and data quality, and cancer registry structure, operations and management.

Program Outcomes:

Program Outcome 1: Conduct statistical analysis of cancer data to present and report on epidemiology, incidence, quality and cancer survival outcomes.

Program Outcome 2: Analyze healthcare documentation for the purpose of identifying cancer cases.

Program Outcome 3: Apply the principles of oncology coding, staging, and abstraction to maintain a record of surveillance.

Program Outcome 4: Identify Cancer Registry structure, function, and operations, including Cancer Committee, Cancer Conference, and Commission on Cancer.

While you can complete the post-associate cancer tumor registry entirely online, you will be required to complete a practicum — an opportunity that will give you hands-on experience in the field. Contact the program director for the hour requirement. See the practicum section of the handbook for the timelines and requirements to apply for the practicum.

The post-associate cancer tumor registry certificate is accredited by the National Cancer Registrars Association and its Formal Education Committee. Once a student has completed the Cancer Tumor Registry Post-Associate certificate, they meet all requirements to apply for the National Cancer Registrars Association Oncology Data Specialist (ODS) exam for the ODS credential — formerly Certified Tumor Registrar (CTR©) exam for the CTR© credential.

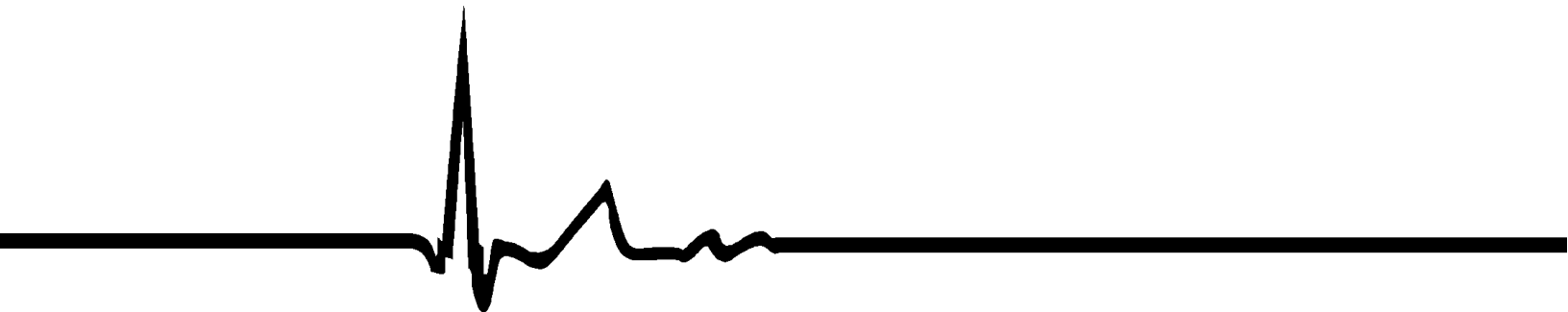
With this credential, you'll be prepared to become a cancer registrar — a role that enables you to capture the complete history, diagnosis, treatment and health status of cancer patients throughout the United States. This data provides essential information to researchers, health care providers and public health officials to better monitor and advance cancer treatments, conduct research, and improve cancer prevention and screening programs.

Sequence:

| Prerequisite courses needed if not completed in qualifying associates or bachelors degree: BIOL115, BIOL116, BIOL131, HINT201, HLTH110 | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------|--------------------------------------|----------------------------------------|-------------|
| Semester 1 Foundations/Prerequisites | | (10 Credits) | Semester 2 Foundations/Prerequisites | | (7 Credits) |
| BIOL115 | Anatomy & Physiology w/ Human Disease 1 | 4 | BIOL116 | Anatomy & Physiology w/Human Disease 2 | 4 |
| HLTH110 | Medical Terminology | 3 | BIOL131 | Introduction to Human Disease | 3 |
| HINT201 | Health Information Technology | 3 | | | |
| Cancer Tumor Registry Courses | | | | | |
| Fall Semester | | (7 Credits) | Winter Semester | | (6 Credits) |
| CATR110 | Cancer Registry Structure, Operations, & MGMT (Fall 1 10 Weeks) | 4 | CATR210 | Oncology Treatment & Coding (W 1) | 3 |
| CATR130 | Cancer Disease Coding & Staging (Fall 11) | 3 | CATR220 | Abstracting Methods (W II) | |
| | | | | | |
| Spring/Summer Semester | | (6 Credits) | | | |
| CATR230 | Cancer Follow-Up, Data Quality & MGMT (S/S 1) | 3 | | | |
| CATR299 | Cancer Tumor Registry Clinical Practicum (S/S 12 wks) | 3 | | | |



HEALTH SERVICES ADMINISTRATION PROGRAM



3.2 - HEALTH SERVICES ADMINISTRATION

(HSAD) PROGRAM PURPOSE (GOALS)

The goals of Davenport University's College of Health Professions Health Services Administration Program are:

1. To produce competitive healthcare graduates with knowledge, skills, and abilities in current and emerging healthcare markets;
2. To provide a comprehensive blend of health, technology, and business education designed to promote healthcare managerial skills embedded on legal, ethical, and diversity principles; and
3. To prepare Health Services Administration graduates who can demonstrate proficiency in program competencies.

MISSION STATEMENT

In support of the mission of Davenport University, the mission of the Health Services Administration Bachelor of Science Program is to prepare healthcare providers and individuals with knowledge and competencies to function as managers and administrators in healthcare environments.

VISION

Consistent with the vision of Davenport University and the College of Health Professions, the vision of the Health Services Administration Program is to be recognized as a leader in health services administration education providing education that prepares its graduates to be ethical, knowledgeable, and competent professionals.

ACCREDITATION

Accreditation is designed to ensure students are prepared for entry-level employment in health services management. The Association of University Programs in Health Administration (AUPHA) established a rigorous peer review process modeled for university programs willing to undergo the rigors of external review in the interest of program excellence. Successful completion of the panel review process leads to Certification by AUPHA and attainment of Full Certified Undergraduate membership status. The Health Services Administration (HSA) Program at Davenport University has attained Full Certification from AUPHA.

PROGRAM OBJECTIVES

The program objectives for Davenport University's Health Services Administration Program are:

1. To prepare healthcare professionals who demonstrate knowledge of administrative and managerial theories and practices as evidenced by data gathered based on developed program assessments;
2. To prepare healthcare professionals who demonstrate ability to evaluate various issues related to

government regulations, public policy and safety, risk management and quality initiatives as evidenced by data gathered based on developed program assessments; and

3. To prepare healthcare professionals who demonstrate understanding of human resource management, staff training and development, community program development, and marketing as evidenced by data gathered based on developed program assessments.

The Program Outcomes for the Health Services Administration Program are:

1. Assess financial and budgetary information utilizing current principle;
2. Evaluate policies and procedures to determine organizational compliance with accrediting bodies and government laws and regulations;
3. Recommend processes and practices related to human resource management and quality performance improvement;
4. Assess the need to improve healthcare services and access for diverse populations within the community an organization serves;
5. Apply legal and ethical principles in healthcare administration; and
6. Identify managerial functions related to an organization's operation.

Davenport University's goal is for students to be successful in their chosen professions. The College of Health Professions assesses all programs offered to assure relevancy to academic goals of Davenport University students. Every year a formative assessment is performed to assist in improving the Health Services Administration program. In addition, every seven years, the Health Services Administration program undergoes a review and self-study of the entire program. An outcomes-based approach to program evaluation examines student learning outcomes and Key Performance Indicators (KPIs). KPIs and program assessment data are evaluated and updated yearly.

This information is reported with the Davenport University's Department of Institutional Research. Factors reviewed on a seven-year cycle examine the total program fit within the context and purpose of the College and the mission of the University. Program resources are examined along with a market and peer analysis to ensure students are receiving the highest level of academic quality.

PROFESSIONAL NETWORKING

Students are strongly encouraged to begin networking their first semester of school. The value of networking helps you to begin meeting prospective mentors, develop and improve your skills, gain access to resources and foster your career development. Examples of networking include but are not limited to volunteering for a local healthcare organization, joining student organizations and professional associations and participating in local and state meetings and seminars.

PROFESSIONAL ORGANIZATIONS

Association of University Programs in Health Administration - <http://www.aupha.org>

American College of Healthcare Executives (ACHE) - <http://www.ache.org/>

American Society for Healthcare Risk Management (ASHRM) - <https://www.aha.org/websites/2012-10-12-american-society-healthcare-risk-management>

Medical Group Management Association (MGMA) - <http://www.mgma.com>

Project Management Institute (PMI) - <https://www.pmi.org/>

Society for Human Resource Management - <https://www.shrm.org/>

AHIMA's Certified Healthcare Privacy and Security - <http://www.ahima.org/certification/chps>

GETTING STARTED IN THE HEALTH SERVICES ADMINISTRATION PROGRAM

1. All Students interested in the Health Services Administration (HSA) program should contact the Health Services Administration Program Director/Department Chairperson or one of the Associate Chairpersons to discuss the program.
2. All student interested in the HSA program may obtain a College of Health Professions (COHP) Handbook through the University website or by contacting Student Services and following instructions listed in the Davenport University Undergraduate Catalog.
3. All students seeking to enter into the Health Services Administration program are expected to act in a responsible and professional manner. Failure to follow all guidelines for the HSA program, the College of Health Professions, and the Davenport University Student Code of Conduct can result in dismissal from the program, the College of Health Professions and/or Davenport University.
4. A "C" grade or better is required in designated College of Health Profession's courses in the curriculum to continue to the next semester and a student must have an overall 2.3 GPA in the major for graduation.
5. Students are responsible for meeting all course pre-requisites and co- requisites during their course of study at Davenport University.
6. Obtain a "P" grade or better in HLTH101M – Introduction to Health Careers Seminar. Failure to complete the mandatory criminal background check and drug screen will result in an automatic failure of the seminar and will result in delay of progression in the major.
7. Students are expected to have reliable transportation at their disposal prior to the start of HSA curriculum courses.

8. HSA curriculum courses are offered on campus, as Livestream virtual and online. On campus and Livestream virtual courses require students to attend classes on a variable semester schedule, which includes mornings, afternoons and evenings depending on the availability of courses and space at any given campus.
9. Students will follow the recommended Program Sequence for the HSA curricula. Dropping or failing of courses can result in the inability to complete a Program Sequence as originally planned. Dropping or failing of courses will result in a delay in graduation.
10. Students are expected to work with the HSA Program Director and the Practicum Coordinator on obtaining a practicum site for the practicum portion of the HSA curriculum by completing a self-paced Practicum Seminar and following all required steps when applying for a practicum position in HandShake.. Students are expected to realize that while every attempt will be made to locate community partners near to the student's location, it may be necessary of the student to travel outside of their location and/or out-of-state.
11. All students must successfully complete the practicum course which includes 120-hour minimum practicum experience at a Davenport University approved site and a classroom component to graduate. To meet course requirements, the student will be required to be available during normal business hours (8:00 am to 5:00 pm). The practicum more than likely will be unpaid, but a paid practicum may be available but is rare. Please see the section titled The Practicum for details.
12. Davenport University and the College of Health Professions reserves the right to modify the HSA program guidelines and responsibilities at any time.

THE PRACTICUM

The practicum experience for the HSA program provides an opportunity for the student to apply administrative skills in a non-clinical health care environment. The student will complete a minimum of 120 hours under the direct supervision of a designated preceptor. The practicum will require students to critically think and communicate direct knowledge of managerial functions, policies and procedures, budget/financial, human resource, quality performance improvement, and legal and ethical principles.

The student is required to complete the self-paced Practicum Seminar and follow all required steps to request the Practicum Experience through HandShake. The student should meet with their advisor and be placed on the waitlist at least two semesters prior to submitting the request to obtain information on the request process.

Communication is a collaborative effort. To achieve success in the Practicum, communication between the Student, the site Preceptor and the Davenport University Instructor must be timely and ongoing.

Requirements for the Practicum Course, HSAD 495:

1. The student is required to complete a minimum of 120 hours of practicum time at an approved site. Attendance is critical; in the event the student is ill or unable to attend their practicum on a scheduled day, they **MUST** notify **BOTH** the practicum supervisor and the instructor immediately.

2. Problems with attendance or tardiness at the practicum site will be cause for dismissal from the practicum and failure of the course.
3. The practicum hours and on-site schedule will be developed in cooperation with the healthcare site preceptor, course faculty person, and student.
4. Students are required to wear practicum site appropriate clothing and Davenport University College of Health Professions student identification name tag at assigned practicum sites. If a site also requires the student to wear an identification name tag or badge, the Davenport University student identification name tag must also be worn. The student must dress in an appropriate fashion for the work site, usually business or business casual. Students are expected to verify with the practicum site that they meet the site's dress/clothing requirements as some practicum sites may have guidelines that are more specific.
5. Smoking, including electronic cigarettes is prohibited. Use of chewing tobacco is also strictly prohibited and grounds for **dismissal** from the site.
6. Dismissal from the professional practice site can result in **failure** of the course. This action may also result in **dismissal** from the Health Services Administration program and the College of Health Professions.
7. The student is **required** to attend every class session, however, if the student is late or absent for class, it is the student's responsibility to contact the instructor to determine what they have missed. This participation enhances the experience of the practicum with peers; and is essential to exposing students to other diverse Health Care management career placements of others and learning career options. It further develops peer learning among students that is essential in administration. It allows support among students to adjusting from student role to professional novice and furthering the experience by feedback from peers and learning from the diverse placement experiences.
8. The student is required to complete the Practicum Journal each week they are attending the practicum site.
9. The course instructor will keep in communication with the site preceptor to ensure a successful experience for both the student and the practicum site.
10. The student is required to complete an on-site project/s similar to one a healthcare manager would encounter. The preceptor will assist in determining the project/s of the practicum site and may be related to areas such as quality improvement/assurance, risk management, data analysis, writing protocols/policies, educational material development, financial analysis, technology etc. The student can expect to be involved in outside research, seeking ways to improve, modify, or correct to meet the needs of the specific project.
11. The student is required to complete a research paper that reflects their required on-site project/s and provide a presentation with PowerPoint of summarizing the research and project during the last class session.

12. The student is required to complete the Health Services Administration Exit Examination. The Exit Examination is a comprehensive-based exam to assess each student's strengths and areas of opportunity on all course theory/information covered throughout the HSA program. When the student begins the practicum course, they will be given information on how to prepare for the Exit Exam. It is strongly recommended to save all course materials, download course materials from the Blackboard course shell within 30 days of completing the course so the student has the materials necessary for review and preparation for the Exit Exam.

Grade Determination

All assignments and evaluations must be submitted to and will be graded by the Davenport University Instructor for the Practicum course. He or she is responsible for determining the student's final grade. See Course Syllabus for instructions for submitting assignments. It is the Student's responsibility to work with the site Preceptor to ensure all required evaluations and other practicum documents be completed and submitted to the course Instructor on or before the designated due date(s).

Program Faculty

Kimberly A. Corsi, M.S.A., L.R.C.P., C.C.S.

Associate Professor

Campus Associate Department Chair/Program Director-Allied Health Program Director - Health Services Administration

Recommended Program Sequence and Link:

Health Service Administration with open electives BS

<https://docs.google.com/spreadsheets/d/1Q6iAoHv-icbWNN06HuZsLj2G3evjPq05QIAFpfCsySc/edit?gid=1938099717#gid=1938099717>

Health Services Administration - Health Information Assurance Specialty

<https://docs.google.com/spreadsheets/d/1gqHBr567UKqli3X3LO0RXJOvwtk6TfXbt3ZdEn13T94/edit?gid=1938099717#gid=1938099717>

Health Services Administration - Human Resource Management Specialty

<https://docs.google.com/spreadsheets/d/1etI9o6HpwOIKPIbGmN4YVerHEYJwIAy-o306SafCLd0/edit?gid=1938099717#gid=1938099717>

Health Services Administration - Long-Term Care Specialty

https://docs.google.com/spreadsheets/d/1acQ4JOuK8d2UKskl8qWsaG9Ly5brMo8WKCu_pCPDKKs/edit?gid=1938099717#gid=1938099717

Health Service Administration - Project Management Specialty

https://docs.google.com/spreadsheets/d/1S9kB7TCXO4zOfR_vSuhnIpyUD5pMMwRc0E5iiVjAz18/edit?gid=1938099717#gid=1938099717

HEALTH SERVICES ADMINISTRATION COMPLETION PROGRAMS

Allied Health Associate Degree Professional

This program is designed for current Allied Health Professionals, such as Respiratory Therapist, Medical Assistant, Radiology professionals, Surgical Technician, Dental Hygienists/Assistants, Diagnostic Medical Sonographers, Vascular Technologist, Cardiovascular Technologist, or other certified health care professionals. The purpose of the HSA bachelor's degree program at Davenport University is to prepare graduates for career advancement in health care administration. The program prepares allied health credentialed professionals for emerging management positions in various health care settings and organizations by enhancing their critical thinking, analytic, communication, applied-research, project management, leadership, and management skills.

Preadmission Requirements:

1. Must possess a current active credential/license allowing them to be employed within their profession.
2. Must have an associate degree with a cumulative GPA of 2.0 from an accredited community college or two-year college program.

| Transfer Credit for Associate Degree in Allied Health Profession with a GPA of 2.0 | Advanced Standing Credit for current active professional credential/license | Total Davenport University credit to be completed | Minimum credits for graduation |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------|--------------------------------|
| 60 credits | 13 credits | 47 credits | 120 credits |

**HEALTH SERVICES ADMINISTRATION COMPLETION (BS)
Earned Allied Health Associate Degree
2023-2024 RECOMMENDED PROGRAM SEQUENCE (Full-time)
120 Total Credits**

YEAR 1

| Fall Semester | 12 Credits | |
|---------------|------------------------------------------------|---|
| HLTH101R | Intro to Health Career Seminar | 0 |
| HINT209 | Quality/Performance Improvement in Health Care | 3 |
| HLTH211 | Marketing Foundations | 3 |
| HLTH250 | Health Care Reimbursement Mgt | 3 |
| MKGT211 | Marketing Foundations | 3 |

| Winter Semester | 13 Credits | |
|-----------------|--------------------------------|---|
| ACCT200 | Accounting Basics for Managers | 3 |
| HINT201 | Health Information Technology | 3 |
| HINT215 | Applied Statistics for HIM 1 | 1 |
| HLTH320 | Public Health Perspectives | 3 |
| HLTH460 | Health Promotion & Education | 3 |

YEAR 2

| Fall Semester | 12 Credits | |
|---------------|-----------------------|---|
| FINC403 | Health Care Finance | 3 |
| HLTH401 | Health Care Research | 3 |
| HSAD302 | Regulatory Healthcare | 3 |
| HSAD403 | Health Care Economics | 3 |

| Winter Semester | 10 Credits | |
|-----------------|---------------------------------|---|
| HSAD402 | Health Care Risk Management | 3 |
| HSAD440 | Health Strategic Planning | 3 |
| HSAD495 | Health Services Admin Practicum | 4 |

Associate Degree Nurse Completion

This program is designed for an associate degree nurse. The purpose of the HSA bachelor's degree program at Davenport University is to prepare graduates for career advancement in health care administration. The program prepares allied health credentialed professionals for emerging management positions in various health care settings and organizations by enhancing their critical thinking, analytic, communication, applied-research, project management, leadership, and management skills.

Preadmission Requirements:

1. Must possess a current/valid unencumbered Registered Nurse license.
2. Must have an associate degree in nursing with a cumulative GPA of 2.0 from an accredited community college program.

| | | | |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------|
| Transfer Credit for Associate Degree in Allied Health Profession with a GPA of 2.0 | Advanced Standing Credit for current/valid unencumbered Registered Nurse license | Total Davenport University credit to be completed | Minimum credits for graduation |
| 60 credits | 16 credits | 44 credits | 120 credits |

**HEALTH SERVICES ADMINISTRATION COMPLETION (BS)
Earned Associate Degree in Nursing (RN)
2023-2024 RECOMMENDED PROGRAM SEQUENCE (Full-time)
120 Total Credits**

YEAR 1

| Fall Semester | 12 Credits | |
|---------------|------------------------------------------------|---|
| HLTH101R | Intro to Health Career Seminar | 0 |
| HINT209 | Quality/Performance Improvement in Health Care | 3 |
| HLTH211 | Marketing Foundations | 3 |
| HLTH250 | Health Care Reimbursement Mgt | 3 |
| MKGT211 | Marketing Foundations | 3 |

| Winter Semester | 10 Credits | |
|-----------------|--------------------------------|---|
| ACCT200 | Accounting Basics for Managers | 3 |
| HINT201 | Health Information Technology | 3 |
| HINT215 | Applied Statistics for HIM 1 | 1 |
| HLTH320 | Public Health Perspectives | 3 |

YEAR 2

| Fall Semester | 12 Credits | |
|---------------|-----------------------|---|
| FINC403 | Health Care Finance | 3 |
| HLTH401 | Health Care Research | 3 |
| HSAD302 | Regulatory Healthcare | 3 |
| HSAD403 | Health Care Economics | 3 |

| Winter Semester | 10 Credits | |
|-----------------|---------------------------------|---|
| HSAD402 | Health Care Risk Management | 3 |
| HSAD440 | Health Strategic Planning | 3 |
| HSAD495 | Health Services Admin Practicum | 4 |

Licensed Practical Nurse Completion

The program is designed for a Licensed Practical Nurse. The purpose of the HSA bachelor's degree program at Davenport University is to prepare graduates for career advancement in health care administration. The program prepares the practical nurse professional for emerging management positions in various health care settings and organizations by enhancing their critical thinking, analytic, communication, applied-research, project management, leadership, and management skills.

Preadmission Requirements:

1. Must possess a current/valid unencumbered Practical Nurse license.
2. Must have a Practical Nursing Diploma with a cumulative GPA of 2.0 from an accredited program.

| | | |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------|
| Transfer Credit for Practical Nurse Diploma with a GPA of 2.0 & current/valid unencumbered Practical Nurse License | Total Davenport University Credit to be Completed | Minimum Credits for Graduation |
| 46 credits | 76 credits | 122 credits |

**HEALTH SERVICES ADMINISTRATION (BS)
Earned LPN
2023-2024 RECOMMENDED PROGRAM SEQUENCE (Full-time)
122 Total Credits**

YEAR 1

| Fall Semester | 12 Credits | |
|---------------|-----------------------------------|---|
| HLTH101R | Intro to Health Career Seminar | 0 |
| CISP11 | Requirements Planning/Development | 3 |
| ENGL110 | Advanced Composition | 3 |
| HLTH211 | Health Care Management | 3 |
| MKGT211 | Marketing Foundations | 3 |

| Winter Semester | 15 Credits | |
|-----------------|--------------------------------|---|
| ACCT200 | Accounting Basics for Managers | 3 |
| ENGL311 | Professional Writing | 3 |
| HINT201 | Health Information Technology | 3 |
| HLTH210 | Health Care Orgs and Systems | 3 |
| HRMG213 | Human Resource Management | 3 |

YEAR 2

| Fall Semester | 15 Credits | |
|---------------|------------------------------------------------|---|
| BITS211 | Microcomputer App: Spreadsheet | 3 |
| HINT209 | Quality/Performance Improvement in Health Care | 3 |
| HLTH250 | Health Care Reimbursement Mgt | 3 |
| HSAD302 | Regulatory Health Care | 3 |
| SOSC201 | Diversity in Society | 3 |

| Winter Semester | 10 Credits | |
|-----------------|---------------------------------|---|
| HLTH320 | Public Health Perspectives | 3 |
| HLTH460 | Health Promotions and Education | 3 |
| HSAD425 | Bioethics | 3 |
| STAT219 | Introduction to Biostatistics | 3 |

YEAR 3

| Fall Semester | 12 Credits | |
|---------------|-------------------------|---|
| FINC403 | Health Care Finance | 3 |
| HLTH401 | Health Care Research | 3 |
| HSAD403 | Health Care Economics | 3 |
| MGMT321 | Organizational Behavior | 3 |

| Winter Semester | 10 Credits | |
|-----------------|---------------------------------|---|
| HSAD402 | Health Care Risk Management | 3 |
| HSAD440 | Health Care Strategic Planning | 3 |
| HSAD495 | Health Services Admin Practicum | 4 |

Long-Term Care Post-Bac Certification

The Long-Term Care Certificate program is designed for working professionals who have obtained a bachelor's degree in health service administration/management, health related or business degree and want to pursue a career as a licensed nursing home administrator. The certificate prepares students for leadership and administrative roles within the Long-Term Care health sector. The certificate provides the knowledge the graduate needs to be eligible to sit for the state Nursing Home Administrator Licensure Exam.

Pre-admission Criteria:

A bachelor's degree from an accredited college or university in Health Services Administration or related Health or Business degree, Program Director Approval, minimum CGPA 2.7. Decision sheet approval process.

Long-Term Care Post Bac Certificate Recommended Program Sequence 18 Credits

| Fall Semester | 9 Credits | |
|---------------|-----------------------------|---|
| HSAD415 | LTC Administration | 3 |
| HSAD423 | Legal/Fin Aspects of LTC | 3 |
| | Elective Per Decision Sheet | 3 |

| Winter Semester | 9 Credits | |
|-----------------|------------------------------------|---|
| HSAD430 | Services & Clinical Aspects of LTC | 3 |
| PSYC270 | Dimensions of Aging | 3 |
| | Elective Per Decision Sheet | 3 |



MEDICAL ASSISTING PROGRAM



3.3 - MEDICAL ASSISTING (ASSOCIATE OF APPLIED SCIENCE DEGREE)

Medical Assistants (MAs) are allied health professionals, who function as members of the healthcare delivery team performing administrative, clinical, and cross-disciplinary functions. Medical Assistants work in physician's offices, clinics, and outpatient healthcare facilities performing direct patient care. Medical Assistants may perform vital signs, injections, venipuncture, ECG's, and various clinical tasks. Medical Assistants may also perform front office reception, medical insurance billing and various administrative duties.

With completion of the Medical Assisting program, students receive an Associate of Applied Science Degree in Medical Assisting which can be used as a pathway to completion of our Bachelor's degree in Health Services Administration, Health and Human Services Case Management, Nursing, or another healthcare degree. Students should meet with an advisor and/or the Associate Department Chair for Allied Health for assistance in planning a course of study.

Employment in this field is projected to grow much faster than average, ranking medical assistants among the fastest growing occupations over the next decade. According to the Bureau of Labor Statistics Occupational Outlook Handbook, job opportunities should be excellent for those with formal training, experience, and certification.

Program Faculty:

Marybeth Pieri-Smith, MBA, CMA (AAMA), RHIA, CCS-P, (mpieri@davenport.edu), Medical Assistant Program Director
Associate Professor/Adjunct

SCOPE OF PRACTICE

Successful medical assistant students need appropriate knowledge, skills, and a professional attitude. The Medical Assisting (MA) program provides a blend of theoretical concepts, laboratory practice and clinical application (both in a laboratory setting at the University and practicum experience in a clinical setting). It is essential to recognize and actively work towards meeting all objectives of the MA program. This includes taking responsibility for one's own actions, attendance, and active participation during one's education and chosen profession.

Medical Assistants (MAs) perform delegated clinical and administrative duties within the supervising healthcare provider's scope of practice, consistent with the MA's education, training, and experience. Duties do not constitute the practice of medicine. MAs practice under the supervision of a licensed healthcare provider.

Trained in both clinical and administrative skills, MAs assist healthcare providers in managing the needs of a diverse population of patients. Some MAs may also operate specialized equipment, collect specimens, and perform some basic laboratory tests. Office administrative duties may include patient scheduling, insurance billing, and data entry. Clinical duties may include preparing patients for examination, obtaining patient health histories and vital signs, assisting with examinations, treatments, preparing and administering

medications as directed by a physician, sterilizing instruments, and instructing patients in preparation for diagnostic studies.

The rapidly growing healthcare industry offers the Medical Assistant excellent career opportunities in the ambulatory care setting, the insurance industry, hospitals, outpatient clinics, pharmacies, and a variety of other settings.

ACCREDITATION & LICENSURE

The state of Michigan does not license, certify, or register Medical Assistants (MAs). However, as a condition of affiliation, Medical Assisting students are encouraged to demonstrate their knowledge and commitment of professionalism by earning their Certified Medical Assistant (CMA - AAMA) (<https://www.aamantl.org/cma-aama-exam>) or Registered Medical Assistant (RMA-AMT) (<http://www.americanmedtech.org/GetCertified/RMAEligibility.aspx>) credential.

CMS – CPOE INFORMATION

The CMA (AAMA) certification is awarded to candidates who have successfully passed the certification examination administered by the certifying Board of the American Association of Medical Assistants (AAMA). The RMA(AMT) certification is awarded to candidates who have successfully passed the certification examination administered by the certifying Board of American Medical Technologists.

To be eligible to sit for the Certification Exam, applicants must meet requirements found on the AAMA or the AMT website. Graduating Medical Assisting students must have completed all their formal training, including the practicum prior to taking either examination. Both the CMA (AAMA) and RMA (AMT) exams are computer-based exams.

Of note, the Meaningful Use criteria of the EHR incentive program of the Center for Medicare and Medicaid Services (CMS) has established that use of the CPOE (Computerized Physician Order Entry) within the Electronic Health Record should be limited to Eligible Professionals (EPs) and 'credentialed medical assistants.' This means if an office is participating in the Medicare/Medicaid EHR incentive program and the Medical Assistants actively participate in the entry of lab orders or prescriptions into the EMR –they must be "credentialed", or their activity will count against core measures. CMS does not limit the "Medical Assistant" job description to only those who have received formal training in an accredited medical assistant trade school or college program. Also clarified within the Final Rules for Stage 3 of Meaningful Use, CMS recognizes that many Medical Assistants were trained on-the-job, and the intent was not to interfere with the right of physicians to designate who fills that role within each practice. CMS only requires that the Medical Assistant staff be credentialed by an organization other than the employer.

MEDICAL ASSISTANT PROGRAM GUIDELINES AND RESPONSIBILITIES

All Students interested in the Medical Assistant program should be directed to the College of Health Professions (CoHP) Handbook through the University website and informed they will be responsible for meeting all course pre-requisites and co- requisites during the course of study at Davenport University.

Students seeking to enter the Medical Assistant program are expected to act in a responsible and professional manner. Failure to follow guidelines for the MA program, the College of Health Professions and the Davenport University Student Code of Conduct may result in dismissal from the program, the College of Health Professions and/or Davenport University.

A “C” grade or better is required in designated College of Health Profession courses in the Medical Assisting curriculum to continue to the next semester, and a student must have an overall 2.3 GPA in the major for graduation.

A student must have a 2.3 GPA in the major and a 2.0 overall GPA to apply for the Medical Assisting practicum.

Obtain a “P” grade for the HLTH101 M or R course taken with ACES100. Failure to complete the mandatory criminal background check and drug screen (CBC/DS) will result in an automatic failure of the course and will result in delay of progression in the major.

After enrollment into MA curriculum courses, students are required to provide documentation of the following:

1. Immunization Record
2. Record of annual TB test
3. Record of Hepatitis Vaccine or waiver
4. Annual flu injection
5. CPR card (American Heart Association BLS Healthcare Provider)/First Aid Card (American Heart Association Heartsaver) - if required by Practicum site

There may be out-of-pocket expenses not covered by financial aid.

Students are expected to have reliable transportation available prior to the start of MA curriculum courses.

MA curriculum requires students to take courses in a specific order. Dropping or failing courses may result in inability to complete a course rotation as originally planned. Dropping or failing courses may result in a delay in graduation.

If a student is injured or becomes ill during any MA curriculum course, the cost of medical care may be at the student’s expense unless covered by a health insurance policy. Most clinical sites require students to have health insurance prior to beginning practicum experience. All students are strongly encouraged to obtain health insurance prior to starting courses in the MA major.

Students should be aware that the Handshake process will be used to arrange an appropriate clinical site for the practicum portion of the MA curriculum. Every attempt will be made to help arrange a clinical site near the student’s home or campus location. MA practicums must be completed within the State of

Michigan, unless approved beforehand. Students should be aware that if they refuse to accept the site offered without a reasonable explanation, this may result in a delay in placement, which may delay progression to graduation.

If it has been one semester or longer between MEDA254, MEDA 255, and MEDA 259 courses from the beginning of the MEDA 290 practicum course, the student may be required to complete a skills evaluation prior to being placed at a practicum site. The student is responsible for contacting the Medical Assistant Program Director to schedule and complete the required skills evaluation. Failure to successfully complete the skills evaluation may result in repeating courses.

All students must successfully complete a 180-hour minimum practicum, in no less than 4-hour increments, at a Davenport University approved site, with an additional classroom component, to graduate. Many practicum sites require more than the University's minimum of 12 hours each week. To meet course and practicum site requirements, the student may be required to be available during varied hours (depending on site hours).

Incomplete practicum applications will **not** be accepted and will be returned to the student for completion by the due date (extensions are not allowed). Placement at the clinical site will not occur if paperwork is incomplete or submitted after the deadline and will likely result in postponement of graduation.

Students are required to wear Davenport University College of Health Professions scrubs and a Davenport University student identification name tag at assigned practicum sites. Hair must be neat, clean and off the collar with no loose ends hanging forward. Beards, sideburns, and mustaches must be neat and trimmed. Large decorative hairpieces or ornaments are not acceptable. Visible body piercing jewelry is not acceptable. Nails must be neatly trimmed, to a length that will not interfere with safe hygienic or aseptic techniques. Visible tattoos must be covered. Some clinical sites may have more specific guidelines concerning personal appearance and hygiene. Students are expected to verify with the clinical site that they meet the site's requirements.

Students are responsible for meeting all course pre-requisites and co-requisites during their course of study at Davenport University. This includes having all courses in the major completed prior to starting the practicum course – MEDA290.

MA curriculum courses require students to attend classes on an irregular schedule, depending on the availability of classroom space at any given location to practice competencies.

Davenport University reserves the right to modify the MA program guidelines and responsibilities.

Attendance Policy

In addition to the University's Attendance Policy, each student enrolled in a MEDA designated course must remain an active participant. Students unable to meet this class requirement may be dropped from the course and allowed to enroll in the next semester the course is offered if a seat is available. Please contact the Program Director for more information.

Mandatory Attendance Policy

Professional integrity in the health professions is essential to successful completion of any healthcare career program, but especially in completion of Medical Assisting (MA) program requirements and preparation for transitioning to a new career role. Poor attendance will jeopardize successful MA program completion because repetition of skills in the MEDA designated courses is imperative to assuring necessary mastery of essential competencies. Therefore, attendance in all MEDA designated courses is mandatory for the entire scheduled class meeting time.

Any student allowed to continue in a MEDA class despite an absence, regardless of the circumstances, must have documentation outlining the reason for the absence. The instructor may excuse an absence with documentation provided by the student, in consultation with the MA Program Director, or Department Chair on a case-by-case basis and ONLY under extenuating circumstances.

Extenuating circumstances include but are not limited to death of an immediate family member, auto accident and hospitalization, serious illness of student or immediate family member, or pre-approved university event/activity.

Health Requirement Information

Medical Assisting students may expect to lift more than 50 pounds, spend several hours standing, and move quickly, appropriately handle stressful situations, and function as a member of the healthcare delivery team.

Inclement Weather

When severe weather occurs during a practicum experience, the College of Health Professions first and foremost stresses the importance of student safety. Should it be impossible for the student to attend the practicum site, student must notify the preceptor and instructor in a timely manner. Students must stay in contact with the Program Director and may not be at a site at times DU is closed for inclement weather.

Once a student is placed at a practicum site, it is expected the student is committed to follow through with the practicum experience. Withdrawing from a practicum site prior to the beginning of the semester is not possible because an agreement has been made between the student, Davenport University and the practicum site and investments have been made in preparation for the experience. The student may receive an "F" in the class for failing to report to the practicum site or withdrawing from the site.

MEDICAL ASSISTING PRACTICUM (MEDA290)

The Medical Assisting Practicum is required to complete the Associate of Applied Science degree for the Medical Assisting Program.

Students will comply with all College of Health Professions Policies and Procedures prior to enrolling in this practicum.

The Medical Assisting practicum experience requires the student to participate in a minimum of 180 hours in a clinical healthcare setting. This course provides an opportunity for the student to demonstrate the ability to function as an entry-level medical assistant in a healthcare environment. The experience can be obtained in physician offices, urgent care clinics, or ambulatory care settings. In addition, the students will be involved in Blackboard activities that include critical thinking assignments, group discussions, and preparation for the Certified Medical Assisting (CMA) or Registered Medical Assistant (RMA) credential.

The student will maintain a time sheet and weekly journal/activity report that must be submitted before the end of the course and is required to pass the course.

Actual time and schedule for the student to be at the clinical site will be developed in cooperation with the healthcare site preceptor, course faculty, and the student.

A satisfactory evaluation completed by the site preceptor at the halfway point of the practicum experience and upon completion of the semester is required to pass this course. Students are also required to successfully complete the On Demand portion of the practicum class, including all assignments.

The student may receive compensation while participating in the practicum experience. This needs to be approved in advance in agreement with the site.

The student will provide his/her own transportation to and from the practicum facility.

The student must abide by the existing personnel policies and procedures of the practicum facility.

The student will follow directions of the site preceptor in planning and carrying out all assignments.

MEDICAL ASSISTING (ASSOCIATE OF APPLIED SCIENCE DEGREE)

Program Purpose (Goals)

The Davenport University Medical Assisting Associate Program is designed to prepare individuals to function as entry-level medical assistants. The program provides a foundation in the basics of patient care, medical office procedures, and basic laboratory practices. Students graduating from this program are eligible to sit for a national certification exam offered by either the American Association of Medical Assistants (CMA-AAMA) or the American Medical Technologists (RMA-AMT).

PROGRAM OUTCOMES (OBJECTIVES)

Upon successful completion of the Medical Assisting Program at Davenport University, each graduate will be expected to:

1. Demonstrate effective communication with patients, families, and healthcare professionals.
2. Integrate knowledge of human anatomy and physiology, medical terminology, mathematics, pharmacology, and pathophysiology to ensure safe and effective patient care.
3. Integrate clinical workflow and business strategies in medical office practice.

4. Evaluate ethical principles in providing patient care and upholding patient rights.
5. Integrate critical thinking while performing competencies essential in the medical assisting profession.
6. Apply quality control procedures to promote health and prevent illness and injury.

MEDICAL ASSISTING - ASSOCIATE OF APPLIED SCIENCE

60 – 63 CREDITS

| Foundations of Excellence | | 27 cr. |
|---------------------------------------------------|---------------------------------------------------------------------------|----------------|
| BIOL115 | Anatomy and Physiology with Human Disease I | 4 cr. |
| BIOL116 | Anatomy and Physiology with Human Disease II | 4 cr. |
| COMM120 | Presentation Techniques | 3 cr. |
| ENGL109 | Composition | 3 cr. |
| ENGL110 | Advanced Composition | 3 cr. |
| HLTH100 | Cardiopulmonary Resuscitation/First Aid (if required by Practicum site) | 1 cr. |
| MATH120 | College Mathematics | 3 cr. |
| PSYC101 | Introductory Psychology | 3 cr. |
| SOSC201 | Diversity in Society | 3 cr. |
| Foundations of Health Professions | | 15 cr. |
| ACES100/HLTH101M | Achieving Career and Education Success AND Introduction to Health Careers | 3 cr. |
| HLTH110 | Medical Terminology | 3 cr. |
| HLTH220 | Pharmacology | 3 cr. |
| HLTH230 | Healthcare Law and Ethics | 3 cr. |
| Planned Semester Major | | 16 cr. |
| HLTH250 | Principles of Reimbursement Management | 3 cr. |
| MEDA254 | Clinical Patient Care* | 3 cr. |
| MEDA255 | Clinical Laboratory Procedures* | 3 cr. |
| MEDA259 | Medical Office Applications* | 3 cr. |
| MEDA290 | Medical Assisting Practicum* | 4 cr. |
| Choose Open Electives or Specialty Option: | | 3-6 cr. |
| Recommended Open Electives | | (3) cr. |
| HINT110 | Health Record Content | 3 cr. |
| HINT201 | Health Information Technology | 3 cr. |
| HLTH210 | Healthcare Organizations and Systems | 3 cr. |
| HLTH/PSYC127 | Healthy Living | 3 cr. |
| HLTH/PSYC270 | Dimensions of Aging | 3 cr. |
| HLTH/PSYC303 | Psychosocial Health Concerns | 3 cr. |
| HLTH320 | Public Health Perspectives | 3 cr. |

Medical Assistant Certificate Learning Outcome(s):

1. Successfully demonstrate effective communication verbally and non-verbally with patients, families, and healthcare professionals in various environments utilizing active listening, interviewing, instruction of procedures and patient education, and documentation skills.
2. Apply critical thinking and knowledge of human anatomy and physiology, medical terminology, mathematics, pharmacology, and pathophysiology in the performance of clinical procedures and administrative functions to ensure safe and effective care of patients in the practice setting.
3. Utilize critical thinking, effective time management, cultural sensitivity, professionalism, and ethical decision-making in the medical business practice setting using current technology in order to integrate clinical workflow and business strategies.
4. Demonstrate critical thinking skills to identify, prioritize, and mitigate ethical dilemmas while providing patient care in accordance with local, state, and federal regulations, policies, and laws while upholding patient rights.
5. Exhibit critical thinking based on knowledge of academic subject matter required for competence in the medical assisting profession including accurately calculating and administering medication dosages, performing laboratory testing and interpreting data for safe and effective patient care.
6. Incorporate cognitive knowledge in performing in the psychomotor and affective domains in the practice of medical assisting, applying quality control measures in following health and safety policies and procedures to prevent illness and injury.

Courses in Medical Assistant Certificate in recommended sequence:

| Course Code | Credit Hours | Contact Hours |
|--------------------|--------------|----------------------------------------------------------------------|
| HLTH 101M | 0 | 0 |
| BIOL 115 | 4 | 60 |
| HLTH 110 | 3 | 45 |
| HLTH 230 | 3 | 45 |
| HLTH 220 | 3 | 45 |
| BIOL 116 | 4 | 60 |
| MEDA 254 | 3 | 75 |
| MEDA 255 | 3 | 75 |
| MEDA 259 | 3 | 60 |
| MEDA 290 | 4 | 60 |
| Open Elective | 3 | 45 |
| Total Hours | 33 | 570 contact hrs – accreditation requirement = 560 |

Davenport University

Medical Assisting to BSN-PL Bridge

This program will benefit medical assisting students who have the goal of furthering their education and moving from an associate's degree in medical assisting to a bachelor's degree in nursing. The medical assisting program will continue to run with current content for those students who are interested in completing the medical assisting degree with no intention to pursue a degree in nursing. However, course substitution options will be offered to those students with a desire to continue on in the nursing program. These course substitutions will maintain the required curricular content necessary for medical assistants, but will provide the option of taking courses that will also apply to the BSN program thus allowing a smoother transition and fewer required credits.

Admission Requirements:

- Nursing Application to NURS CAS
- Minimum GPA 3.0
- TEAS Test
- Written Essay
- Two Professional References

Course Substitutions for MA to BSN

| Required Course | Substitution Course |
|-----------------------------------|------------------------------------------------------------------|
| BIOL 115 (4 credits) | BIOL 221 & 221 Lab (4 credits) |
| BIOL 116 (4 credits) | BIOL 222 & 222 Lab (4 credits) |
| Open elective options (7 credits) | BIOL 110 & 110 Lab (4 credits) CHEM 150 & 150 Lab (4 credits) |

Advanced Standing for MA to BSN PL

| MA Course | BSN Course | Credits |
|----------------------------------------|------------------------------------|---------|
| MEDA254 Clinical Patient Care | NURS 101 Nursing Fundamentals | 3 |
| MEDA255 Clinical Laboratory Procedures | NURS 101C Nursing Fundamentals Lab | 2 |
| HLTH220 Pharmacology | NURS 125 Pharmacology | 2 |
| Threaded Through all MEDA Courses | NURS 135 Nutrition in Nursing | 2 |
| Total | | 9 |

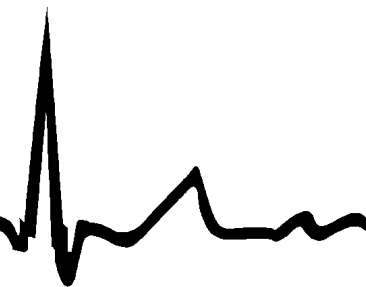
Course Completion

| Course | Credits |
|------------------------------|---------|
| NURS 110 Nursing Transitions | 4 |
| NURS 110 Nursing Transitions | 1 |

Nursing Transitions is designed to validate prior learning. The courses expand on knowledge and skills obtained previously in the healthcare setting; achieved as an MA



**HEALTH & HUMAN
SERVICE CASE
MANAGEMENT
PROGRAM**



3.4 - HEALTH AND HUMAN SERVICE CASE MANAGEMENT

PROGRAM PURPOSE (GOALS)

The Health and Human Service Case Management program is designed to prepare individuals for employment in areas focused on enhancing the physical and mental Health and human services to diverse populations across the continuum of care. The student will learn the components of health and human service case management including assessing, planning, implementing, coordinating, monitoring and evaluating the services of a client to improve their quality of life. Specialties are designed to assist students needing or desiring a more focused area of interest.

Potential employment in entry-level non clinical and non-management health positions for health and human service case management professionals may include community-based programs, health related social services, mental health organizations, rehabilitation agencies, disability services, government agencies and integrated healthcare systems.

The graduate of the program is eligible to take the Certified Case Managers (CCM) Exam and the Human Services-Board Certified Practitioner (HS-BCP) Exam.

PROGRAM OUTCOMES (OBJECTIVES)

The Program Outcomes for the Health and Human Services Case Management Program are:

1. Develop intervention strategies for holistic client care utilizing behavioral concepts.
2. Integrate professional and ethical principles.
3. Integrate interdisciplinary healthcare delivery necessary to achieve client goals.
4. Synthesize case management models, processes, and research methods to measure quality of practice parameters.
5. Evaluate options for fiscally responsible client-centered care.
6. Compare and contrast resources that support identifiable community resources to meet client outcomes.

PROFESSIONAL NETWORKING

Students are strongly encouraged to begin networking their first semester of school. The value of networking helps you to begin meeting prospective mentors, develop and improve your skills, gain access to resources and foster your career development. Examples of networking include but are not limited to volunteering for a local healthcare organization, joining student organizations and professional associations and participating in local and state meetings and seminars.

PROFESSIONAL ORGANIZATIONS

National Organization for Human Services – <https://www.nationalhumanservices.org/>

Midwest Organization for Human Services – mwohs@humanservices.org

National Council on Family Relations – <https://www.ncfr.org/>

American Public Human Service Association – <https://www.aphsa.org/about>

Case Management Society of America - www.cmsa.org

American Case Management Association - www.acmaweb.org

National Association of Case Management – www.yourmacm.com

CMSA Detroit – <https://cmsadetroit.org>

Greater Grand Rapids/Kalamazoo CMSA - <http://www.cmsa-westmi.com/>

The Commission for Case Manager Certification - <https://ccmcertification.org>

GETTING STARTED IN THE HEALTH & HUMAN SERVICE CASE MANAGEMENT PROGRAM

1. All Students interested in the Health & Human Service Case Management (HHCM) program should contact the Program Director or the Department Chairperson to discuss the program.
2. All student interested in the HHCM program may obtain a College of Health Professions (COHP) Handbook through the University website or by contacting Student Services and following instructions listed in the Davenport University Undergraduate Catalog.
3. All students seeking to enter into the Health & Human Service Case Management program are expected to act in a responsible and professional manner. Failure to follow all guidelines for the HHCM program, the College of Health Professions, and the Davenport University Student Code of Conduct can result in dismissal from the program, the College of Health Professions and/or Davenport University.
4. A “C” grade or better is required in designated College of Health Profession’s courses in the curriculum to continue to the next semester and a student must have an overall 2.3 GPA in the major for graduation.
5. Students are responsible for meeting all course pre-requisites and co-requisites during their course of study at Davenport University.
6. Students must complete the required version of HLTH 101 as indicated by the advisor – Introduction to Health Careers. Failure to complete the mandatory criminal background check and

drug screen will result in an automatic failure of the course and will result in delay of progression in the major.

7. Students are expected to have reliable transportation at their disposal prior to the start of Health & Human Service Case Management curriculum courses.
8. HHCM curriculum courses are offered on campus, as Livestream virtual and online. On campus and Livestream virtual courses require students to attend classes on a variable semester schedule, which includes mornings, afternoons and evenings depending on the availability of courses and space at any given campus.
9. Students should follow the recommended Program Sequence for the HHCM curricula. Dropping or failing of courses can result in the inability to complete a Program Sequence as originally planned, and may result in a delay in graduation.
10. Students are expected to work with the Program Director and the Practicum Coordinator on obtaining a Davenport University approved practicum site for the practicum portion of the HHCM curriculum by completing a self-paced Practicum Seminar and following all required steps when applying for a practicum position in Handshake. Students are expected to realize that while every attempt will be made to locate a community partner near to the student's location, it may be necessary for the student to travel outside of their location.
11. All students must successfully complete the practicum course, which includes 120-hour minimum practicum experience at a Davenport University approved site and a classroom component to graduate. To meet course requirements, the student will be required to be available during normal business hours (8:00 am to 5:00 pm). The practicum will more than likely be unpaid, but a paid practicum may be available but is rare. Please see the section titled The Practicum for details.
12. Davenport University and the College of Health Professions reserves the right to modify the HHCM program guidelines and responsibilities at any time.

THE PRACTICUM

The practicum experience for the HHCM program provides an opportunity for the student to focus on enhancing the physical and mental health, and human services by applying components of case management, including assessing, case management plan development, implementing, coordinating, monitoring and evaluating the care of clients across the continuum of care. The student will complete a minimum of 120 hours under the direct supervision of a designated preceptor. The practicum will require students to critically think and communicate direct knowledge of case management and casework utilizing current industry Standards of Case Management, client services, community and interdisciplinary resources, and professional functions in a public or private agency.

The student is required to complete the self-paced Practicum Seminar and follow all required steps to request the Practicum Experience through Handshake. The student should meet with their advisor and be placed on the waitlist at least two semesters prior to submitting the request to obtain information on the request process.

Communication is a collaborative effort. To achieve success in the Practicum, communication between the Student, the site Preceptor and the Davenport University Instructor must be timely and ongoing.

Requirements for the Practicum Course, HHCM 495:

1. The student is required to complete a minimum of 120 hours of practicum time at an approved site. Attendance is critical; in the event the student is ill or unable to attend their practicum on a scheduled day, they **MUST** notify **BOTH** the practicum supervisor and the instructor immediately. Problems with attendance or tardiness at the practicum site will be cause for dismissal from the practicum and failure of the course.
2. The practicum hours and on-site schedule will be developed in cooperation with the site preceptor and the student.
3. Students are required to wear practicum site appropriate clothing and Davenport University College of Health Professions student identification name tag at assigned practicum sites. If a site also requires the student to wear an identification name tag or badge, the Davenport University student identification name tag must also be worn. The student must dress in an appropriate fashion for the work site, usually business or business casual. Students are expected to verify with the practicum site that they meet the site's dress/clothing requirements as some practicum sites may have guidelines that are more specific.
4. Smoking, including electronic cigarettes is prohibited. Use of chewing tobacco is also strictly prohibited and grounds for dismissal from the site.
5. Dismissal from the professional practice site can result in failure of the course. This action may also result in dismissal from the Health and Human Services Case Management program and the College of Health Professions.
6. The student is **required** to attend every class session. This participation enhances the experience of the practicum with peers; and is essential to exposing students to other diverse health and human service case management career placements of others and learning career options. It further develops peer learning among students that is essential in the profession. It allows support among students to adjusting from student role to professional novice and furthering the experience by feedback from peers and learning from the diverse placement experiences.
7. The student is required to complete the Practicum Journal each week they are attending the practicum site.
8. The course instructor will keep in communication with the site preceptor to ensure a successful experience for both the student and the practicum site.
9. Each student is required to complete 2 Case Management Plans based on case studies provided in class. The student will be involved in outside research, seeking ways to improve and enhance the client's life and ability to complete activities of daily living and meeting the goals of their case management plan.

10. The student is required to provide a presentation utilizing a PowerPoint summarizing the second Case Management Plan during the last class session.
11. Students are required to complete the Case Management Mock Certified Case Manager (CCM) Examination. The CCM Examination is a comprehensive- based examination to assess each student's strengths and areas of needed improvement on all information covered throughout the health and human service case management program. When a student begins the practicum course, they will be given information on how to prepare for the exam and the testing dates the exam will be administered. It is strongly recommended to save all course materials, download course materials from the Blackboard online shell within 30 days of completing the course so the student has the materials necessary for review and prepare for the Exam.

Grade Determination

All assignments and evaluations must be submitted to and will be graded by the Davenport University Instructor for the Practicum course. The instructor is responsible for determining the student's final grade. See Course Syllabus for instructions for submitting assignments. It is the Student's responsibility to work with the site Preceptor to ensure all required evaluations and other practicum documents be completed and submitted to the course Instructor on or before the designated due date(s).

Program Faculty

Kimberly A. Corsi, M.S.A., L.R.C.P., C.C.S.

Associate Professor

Campus Associate Department Chair/Program Director-Allied Health Program Director – Medical Case Management

Recommended Program Sequence and Link:

Bachelor of Science in Health and Human Service Case Management

https://docs.google.com/spreadsheets/d/1qTkHK7MX1QzMceC5hHTuRRUBDeVOce_PivelXhg4k6I/edit?gid=1562241383#gid=1562241383

Specialties

Family Life Skills/Psychology

<https://docs.google.com/spreadsheets/d/1sWQfavYBUaKPGYuDxzGD7wlgFK1RawSjCmiWI3DLfI8/edit?gid=1562241383#gid=1562241383>

Medical Assistant

<https://docs.google.com/spreadsheets/d/1qKEO4gwhOgxQcYJiLcczfV-4Ah3PTuOuToh3U4iJeP8/edit?gid=1562241383#gid=1562241383>

HEALTH & HUMAN SERVICE CASE MANAGEMENT COMPLETION PROGRAMS

Allied Health Associate Degree Professional

This program is designed for current Allied Health Professionals, such as Respiratory Therapist, Occupational Therapy Assistant, Physical Therapy Assistant, Medical Assistant, Mental Health, and Social Work Technician/Assistant professionals. The purpose of the Health and Human Service Case Management bachelor's degree program at Davenport University is to prepare graduates for career advancement in the area of case management. The student will learn the components of case management including assessing, planning, implementing, coordinating, monitoring, and evaluating the care of a client across the continuum of care.

Preadmission Requirements:

1. Must possess a current active credential/license allowing them to be employed within their profession.
2. Must have an associate degree with a cumulative GPA of 2.0 from an accredited community college or two-year college program.

| Transfer Credit for Associate Degree in Allied Health Profession with a GPA of 2.0 | Advanced Standing Credit for current active professional credential/license | Total Davenport University credit to be completed | Minimum credits for graduation |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------|--------------------------------|
| 60 Credits | 10 Credits | 50 Credits | 120 Credits |

Recommended Program Sequence Link:

<https://docs.google.com/spreadsheets/d/1DxWvLLsO6OGqemddJwZYDvILTiGtnd3dMUH2W7JpYnc/edit?gid=203863612#gid=203863612>

ASSOCIATE DEGREE NURSE COMPLETION

The program is designed for an associate degree nurse. The purpose of the Health and Human Service Case Management bachelor's degree program at Davenport University is to prepare graduates for career advancement in the area of case management. The student will learn the components of case management including assessing, planning, implementing, coordinating, monitoring, and evaluating the care of a client across the continuum of care.

Preadmission Requirements:

1. Must possess a current/valid unencumbered Registered Nurse license.
2. Must have an associate degree in nursing with a cumulative GPA of 2.0 from an accredited two-year community college program.

| | | | |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------|
| Transfer Credit for Associate Degree in Nursing with a GPA of 2.0 | Advanced Standing Credit for current/ valid unencumbered Registered Nurse license | Total Davenport University credit to be completed | Minimum credits for graduation |
| 60 Credits | 16 Credits | 44 Credits | 120 Credits |

Recommended Program Sequence Link:

https://docs.google.com/spreadsheets/d/1_aeK3g5GIG16GFI5E9NF9Sb3F0ug2wwSn3ghkMC9pBk/edit?gid=831655651#gid=831655651

LICENSED PRACTICAL NURSE COMPLETION

The program is designed for the Licensed Practical Nurse. The purpose of the Hsealth and Human Service Case Management bachelor's degree program at Davenport University is to prepare graduates for career advancement in the area of case management. The student will learn the components of case management including assessing, planning, implementing, coordinating, monitoring, and evaluating the care of a client across the continuum of care.

Preadmission Requirements:

1. Must possess a current/valid unencumbered Practical Nurse license.
2. Must have a Practical Nursing Diploma with a cumulative GPA of 2.0 from an accredited program.

| | | |
|------------------------------------------------------------------------------------------------|-----------------------------------|----------------|
| Practical Nurse Diploma with a GPA of 2.0 & current/valid unencumbered Practical Nurse License | University Credit to be completed | For Graduation |
| 46 Credits | 74 Credits | 120 Credits |

Recommended Program Sequence Link:

<https://docs.google.com/spreadsheets/d/1V8IOBBuc0yv3OvywuvS976Bw5nei9yF8sScBE1nd5lQ/edit?gid=1743032741#gid=1743032741>

HEALTH AND HUMAN SERVICE CASE MANAGEMENT – POST BACCALAUREATE

CERTIFICATE

The Health and Human Service Case Management Certificate program is designed for working professionals who have obtained a bachelor's degree in a science, health, or psychology related profession and want to pursue or advance their career as a case manager. The student will learn the components of health and human service case management including assessing, planning, implementing, coordinating, monitoring and evaluating the services of a client to improve their quality of life. The student may be eligible to take the Certified Case Managers (CCM) Exam and the Human Services Board Certified Practitioner (HS- BCP) Exam.

Preadmission requirements:

Successful completion of an undergraduate degree earned at an accredited college or university as well as successful completion of Anatomy & Physiology equivalent to BIOL115 and BIOL116. Student will need to complete BIOL116 or BIOL 222/BIOL 222L prior to beginning medical case management classes.

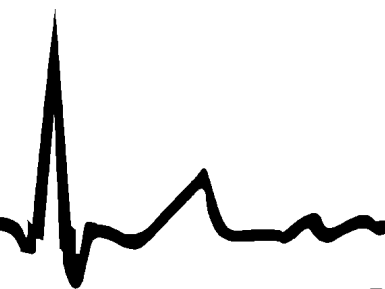
* HHCM495 HHS Case Management Practicum is required if students have not previously completed a supervised field experience in case management, health, or behavioral health in their baccalaureate degree program.

Recommended Program Sequence Link:

<https://docs.google.com/spreadsheets/d/1uJz5hkUIaZ1lIHKgvRdvowM1q3th8TOLUDt5D1fuE24/edit?gid=1346061387#gid=1346061387>



**HEALTH & HUMAN
SERVICE CASE
MANAGEMENT/
OCCUPATIONAL
THERAPY PROGRAM**



3.5 - HEALTH AND HUMAN SERVICE CASE MANAGEMENT/ OCCUPATIONAL THERAPY PROGRAM

PURPOSE

Health and Human Service Case Management/Occupational Therapy Program provides students with an opportunity to earn a Bachelor of Science in Health and Human Service Case Management and a Master of Science in Occupational Therapy with a reduced number of semesters and credits. The bachelor degree in Health and Human Service Case Management prepares the graduate for employment in areas focused on enhancing the physical and mental health and human services to diverse populations across the continuum of care. The student will learn the components of health and human service case management including assessing, planning, implementing, coordinating, monitoring and evaluating the services of a client to improve their quality of life. The graduate of this degree is eligible to sit for the Certified Case Management (CCM) and the Human Services Board Certified Practitioner (HS-BCP).

The Master of Science in Occupational Therapy curriculum sequence is intentional and complies with standards established by the Accreditation Council for Occupational Therapy Education. Classroom experience educator-clinicians and is supported by on-campus practical activities and off-campus experience settings. The Master of Science in Occupational Therapy at Davenport University provides education that is practice based, knowledge-driven and prepares students for contemporary and emerging areas of practice. The graduate of this degree is eligible sit for the National Board for Certification in Occupational Therapy (NBCOT) and state license.

The program is a full-time program, with Health and Human Service Case Management courses offered on campus or online and required Occupational Therapy courses offered at the W.A. Lettinga Campus.

Direct admittance to the MSOT Program is based on the student meeting all the MSOT Enrollment Requirements. Once the student is in the MSOT Program, graduate policies of the Program will be followed.

Preadmission Requirements:

1. CGPA: 3.5
2. Science Course Transfers: Grade of C or better in each of the following:
 - a. BIOL110/110L, BIOL221/221L, and BIOL222/222L

MSOT Enrollment Requirements:

1. Maintain CGPA of 3.5 by end of Third Year Winter Semester
2. Final Grade of C or better in each Science Course: BIOL110/110L, BIOL221/221L, and BIOL222/222L
3. Successful completion of Pre-MSOT Seminar

4. Successful completion of Occupational Therapy Observation Hours
5. Active Student Participant in the Mentorship Program

PROGRAM OUTCOMES (Objective)

The Program Outcomes for the Health & Human Service Case Management Bachelor of Science Program are:

1. Develop intervention strategies for holistic client care utilizing behavioral concepts.
2. Integrate professional and ethical principles.
3. Integrate interdisciplinary healthcare delivery necessary to achieve client goals.
4. Synthesize case management models, processes, and research methods to measure quality of practice parameters.
5. Evaluate options for fiscally responsible client-centered care.
6. Compare and contrast resources that support identifiable community resources to meet client outcomes.

Refer to the College of Health Professions Graduate Student Handbook for specific information pertaining to the Master of Science in Occupational Therapy Program.

PROFESSIONAL NETWORKING

Students are strongly encouraged to begin networking their first semester of school. The value of networking helps you to begin meeting prospective mentors, develop and improve your skills, gain access to resources and foster your career development. Examples of networking include but are not limited to volunteering for a local healthcare organization, joining student organizations and professional associations and participating in local and state meetings and seminars.

PROFESSIONAL ORGANIZATIONS

National Organization for Human Services - <https://www.nationalhumanservices.org/>

Midwest Organization for Human Services - mwohs@nationalhumanservices.org

National Council on Family Relations - <https://www.ncfr.org/>

American Public Human Service Association - <https://www.aphsa.org/about>

Case Management Society of America - www.cmsa.org

American Case Management Association - www.acmaweb.org

National Association of Case Management – www.yourmacm.com

CMSA Detroit – <https://cmsadetroit.org>

Greater Grand Rapids/Kalamazoo CMSA - <http://www.cmsa-westmi.com/>

The Commission for Case Manager Certification - <https://ccmcertification.org>

GETTING STARTED IN THE HEALTH & HUMAN SERVICE CASE MANAGEMENT PROGRAM

1. All Students interested in the Health & Human Service Case Management (HHCM) program should contact the Program Director or the Department Chairperson to discuss the program.
2. All student interested in the HHCM program may obtain a College of Health Professions (COHP) Handbook through the University website or by contacting Student Services and following instructions listed in the Davenport University Undergraduate Catalog.
3. All students seeking to enter into the Health & Human Service Case Management program are expected to act in a responsible and professional manner. Failure to follow all guidelines for the HHCM program, the College of Health Professions, and the Davenport University Student Code of Conduct can result in dismissal from the program, the College of Health Professions and/or Davenport University.
4. A “C” grade or better is required in designated College of Health Profession’s courses in the curriculum to continue to the next semester and a student must have an overall 2.3 GPA in the major for graduation.
5. Students are responsible for meeting all course pre-requisites and co- requisites during their course of study at Davenport University.
6. Students must complete the required version of HLTH 101 as indicated by the advisor – Introduction to Health Careers. Failure to complete the mandatory criminal background check and drug screen will result in an automatic failure of the course and will result in delay of progression in the major.
7. Students are expected to have reliable transportation at their disposal prior to the start of Health & Human Service Case Management curriculum courses.
8. HHCM curriculum courses are offered on campus, as Livestream virtual and online. On campus and Livestream virtual courses require students to attend classes on a variable semester schedule, which includes mornings, afternoons and evenings depending on the availability of courses and space at any given campus.

9. Students should follow the recommended Program Sequence for the HHCM curricula. Dropping or failing of courses can result in the inability to complete a Program Sequence as originally planned, and may result in a delay in graduation.
10. Students are required to complete the self-paced Practicum Seminar and follow all required steps to request the Practicum Experience through Handshake. The student should meet with their advisor and be placed on the waitlist at least two semesters prior to submitting the request to obtain information on the request process. Students are expected to realize that while every attempt will be made to locate a community practicum partner near to the student's location, it may be necessary for the student to travel outside of their location.
11. All students must successfully complete the practicum course, which includes 120- hour minimum practicum experience at a Davenport University approved site and a classroom component to graduate. To meet course requirements, the student will be required to be available during normal business hours (8:00 am to 5:00 pm). This practicum is unpaid. Please see the section titled The Practicum for details.
12. Davenport University and the College of Health Professions reserves the right to modify the HHCM program guidelines and responsibilities at any time.

THE PRACTICUM

The practicum experience for the HHCM program provides an opportunity for the student to focus on enhancing the physical and mental health, and human services by applying components of case management including assessing, case management plan development, implementing, coordinating, monitoring, and evaluating the care of clients across the continuum of care. The student will complete a minimum of 120 hours under the direct supervision of a designated preceptor. The practicum will require students to critically think and communicate direct knowledge of case management and casework utilizing current industry Standards of Case Management, client services, community and interdisciplinary resources, and professional functions in a public or private agency.

Communication is a collaborative effort. To achieve success in the Practicum, communication between the Student, the site Preceptor and the Davenport University Instructor must be timely and ongoing.

Requirements for the Practicum Course, HHCM 495:

1. The student is required to complete a minimum of 120 hours of practicum time at an approved site. Attendance is critical; in the event the student is ill or unable to attend their practicum on a scheduled day, they **MUST** notify **BOTH** the practicum supervisor and the instructor immediately. Problems with attendance or tardiness at the practicum site will be cause for dismissal from the practicum and failure of the course.
2. The practicum hours and on-site schedule will be developed in cooperation with the site preceptor and the student. Students are required to wear practicum site appropriate clothing and Davenport University College of Health Professions student identification name tag at assigned practicum sites. If a site also requires the student to wear an identification name tag or badge, the Davenport University student identification name tag must also be worn. The student must dress in an

appropriate fashion for the work site, usually business or business casual. Students are expected to verify with the practicum site that they meet the site's dress/clothing requirements as some practicum sites may have guidelines that are more specific.

3. Smoking, including electronic cigarettes is prohibited. Use of chewing tobacco is also strictly prohibited and grounds for **dismissal** from the site.
4. Dismissal from the professional practice site can result in **failure** of the course. This action may also result in **dismissal** from the Health and Human Services Case Management program and the College of Health Professions.
5. The student is **required** to attend every class session. This participation enhances the experience of the practicum with peers; and is essential to exposing students to other diverse health and human service case management career placements of others and learning career options. It further develops peer learning among students that is essential in the profession. It allows support among students to adjusting from student role to professional novice and furthering the experience by feedback from peers and learning from the diverse placement experiences.
6. The student is required to complete the Practicum Journal each week they are attending the practicum site.
7. The course instructor will keep in communication with the site preceptor to ensure a successful experience for both the student and the practicum site.
8. Each student is required to complete 2 Case Management Plans based on case studies provided in class. The student will be involved in outside research, seeking ways to improve and enhance the client's life and ability to complete activities of daily living and meeting the goals of their case management plan.
9. The student is required to provide a presentation utilizing a PowerPoint summarizing the second Case Management Plan during the last class session.
10. Students are required to complete the Case Management Mock Certified Case Manager (CCM) Examination. The CCM Examination is a comprehensive-based examination to assess each student's strengths and areas of needed improvement on all information covered throughout the health and human service case management program. When a student begins the practicum course, they will be given information on how to prepare for the exam and the testing dates the exam will be administered. It is strongly recommended to save all course materials, download course materials from the Blackboard online shell within 30 days of completing the course so the student has the materials necessary for review and prepare for the Exam.

Grade Determination

All assignments and evaluations must be submitted to and will be graded by the Davenport University Instructor for the Practicum course. The instructor is responsible for determining the student's final grade. See Course Syllabus for instructions for submitting assignments. It is the Student's responsibility to work

with the site Preceptor to ensure all required evaluations and other practicum documents be completed and submitted to the course Instructor on or before the designated due date(s).

Program Faculty

Kimberly A. Corsi, M.S.A., L.R.C.P., C.C.S.

Associate Professor

Campus Associate Department Chair/Program Director-Allied Health Program Director – Medical Case Management

Theresa Leto D.H.S., O.T.R.L Associate Professor

Department Chair – Occupational Therapy

Recommended Program Sequence and Link:

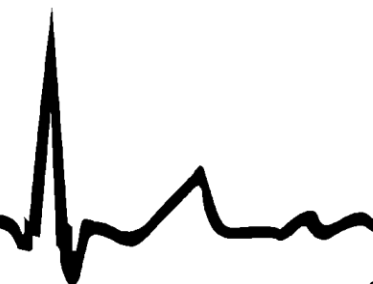
<https://docs.google.com/spreadsheets/d/16QYvhFfqZlrkdWgcbNR9hOrJmvdjHhVT3kWxijoFwGQ/edit?gid=77899317#gid=77899317>



**COLLEGE OF HEALTH
PROFESSIONS
NURSING PROGRAMS**

**UNDERGRADUATE
STUDENT HANDBOOK**

**PRE- LICENSURE BACHELOR OF SCIENCE IN NURSING
RN COMPLETION BACHELOR OF SCIENCE IN NURSING, CONCURRENT**



3.6 NURSING PROGRAMS

INTRODUCTION

This handbook has been prepared to provide nursing students with information necessary to their roles as student nurses and to assist in their learning experiences. It is important that students become familiar with the policies and how they regulate the conduct and activities of nursing students enrolled at Davenport University.

Other policies and procedures of the University; course descriptions, calendar, graduation requirements and other pertinent information are covered in detail in the University Undergraduate Catalog.

WELCOME TO THE NURSING PROGRAM

The faculty, staff, and administration of the University, welcome you to the Davenport University nursing program. Whether you are beginning your study or continuing on to an advanced degree, your education will prepare you for the exciting opportunities available to nurses. As you study to become a nurse, you will discover that wonderful feeling when you are a part of a team assisting others attain or maintain health. Our nursing faculty will share their knowledge, skills, and expertise in nursing with you and are available to assist you in your educational journey. There are many learning opportunities for you to take advantage of during your learning experience at DU and we wish you well as you prepare for an exciting career in the Profession of Nursing.

Davenport University (DU) offers the following undergraduate Nursing programs:

Davenport University (DU) Bachelor of Science in Nursing (BSN) Pre Licensure (PL)

The Davenport University (DU) Bachelor of Science in Nursing (BSN) Pre Licensure (PL) degree, which is offered at the Grand Rapids, Great Lakes Bay, Warren and Lansing campuses, prepares the student for the registered nurse licensure and entry level position as a professional nurse. In July, 2006, Davenport University received approval from the Higher Learning Commission of the North Central Accrediting Association to offer the BSN degree. The BSN-PL Program is a four year program that includes both general education requirements and nursing related courses. When you successfully complete the BSN-PL program, a Certificate of Completion will be sent to the State Board of Nursing and a copy will be placed in your academic records. You will then be eligible to take the NCLEX-RN (National Council Licensure Examination for Registered Nurses) which, upon satisfactory performance, entitles you to be a Registered Nurse (RN).

The BSN-PL program prepares the student to enter the nursing field as novice professional and practice in a variety of settings. Emphasis of care focuses on disease prevention and health promotion, as well as to assume entry level management and leadership responsibilities.

RN-BSN Completion Program

The RN-BSN Completion program enables the licensed registered nurse to complete the Bachelor of Science with a major in nursing degree (RN-BSN Completion program). The RN-BSN Completion program is an online program that prepares the RN to practice in the community setting with an emphasis on disease prevention, as well as, management and leadership responsibilities. As a licensed professional at this level, no further licensing examinations are required.

RN-BSN Concurrent Program

The Davenport University Concurrent Nursing Program offers a unique partnership with local community colleges, allowing the student to take Associate Degree in Nursing (ADN) courses and courses toward the Davenport University Baccalaureate of Science in Nursing (BSN) concurrently while completing the ADN courses. The BSN degree may be completed in two-three semesters after graduating from the ADN program. The concurrent courses are offered in seat and hybrid at a local community college.

General Information for Nursing programs

To be a successful graduate, a nurse will need basic knowledge, skills, and attitudes. The Nursing programs will provide a blend of theoretical concepts, laboratory practice, simulation, and clinical application. To be a successful student, it is essential that students recognize and give a high priority to meeting the objectives of the program. **Taking responsibility for one's own actions including attendance and participation are required in the role of a student and as a professional nurse.**

Nursing is a constantly changing field, and Davenport University's Nursing programs equip the student with the ability to change and grow within the profession. The educational journey will expose the student to many learning opportunities including independent work and study, and practice within the hospital, clinic, and/or community setting.

As a student, take advantage of the many opportunities within the nursing program and extracurricular sphere to get involved. May you enter nursing with an open mind to the many learning opportunities available to you and may you leave the program with your eyes focused on ways in which you can give back to the world through your exceptional care of patients and their families.

The nursing courses include classroom, laboratory, simulation and clinical experiences. In the classroom the concepts of nursing are presented and discussed. Clinical experiences include a variety of practice settings: Medical/Surgical, Mental Health, Obstetrics, Pediatrics, Community, and Leadership, depending on the program and level the student is enrolled in.

You will be required to be familiar with and use computer skills within your classes. Your home computer or the computers in the lab or library may be used for assignments when required. Selected nursing courses may be offered in a blended-format or online, which means that learning takes place in the classroom and/or through web-based format or in a combination of both web and in-seat. See "Technology Requirements for COHP Courses".

The Nursing Program Director and full-time faculty serve as the primary advisors for the program. Students experiencing any problems or issues are responsible to communicate with their faculty as soon as possible. Faculty have posted office hours which are the preferred time for communicating with them.

This section of the College of Health Professions Student Handbook is designed to provide the nursing student with information pertinent to the nursing program. Information incorporated into this handbook is in addition to that found in the Davenport University Undergraduate Catalog and contains information that is specific to the requirements for the Nursing Program, which may not be required of other majors of study. Nursing has some particular provisions due to the nature of the profession and requirements of our licensing and accrediting bodies. In addition, while successful graduates will graduate with a Bachelors' of Science in Nursing (PL), graduates do not become licensed nurses until successfully passing the NCLEX-RN examination. The information and regulations contained within this handbook are designed to ensure your success. Please take some time to become familiar with the content, as the knowledge gained will contribute to your accomplishment. You will also be required to sign and date the document at the beginning of the handbook indicating you have read the handbook completely and agree to follow the rules, regulations, expected behavior, and academic requirements of the nursing programs at Davenport University.

Best wishes for an exciting and rewarding career in the profession of nursing.

INTRODUCTION TO NURSING

If you are an entry-level nursing student, you need to be aware that there are different levels of preparation that you may choose in achieving your goal to become a nurse. These programs and their approximate time of completion include:

1. Licensed Practical or Vocational Nurse (LPN, LVN): one academic year and additional prerequisite courses
2. Associate Degree Nurse (RN, ADN): two years and additional prerequisite courses
3. Diploma Nurse (RN): three years
4. Baccalaureate Degree Nurse (BSN, RN): four years
5. Graduate level study of Nursing (MSN, RN): two years post BSN
6. Doctorate in Nursing Science (DNSc) or Doctor of Nursing Practice (DNP) three years post MSN
7. Doctor of Philosophy degree (PhD) in nursing or related degree; three to seven years post MSN

It is important to remember that completion of an entry-level education program does not end one's education but marks the continuation of one's professional learning. All nurses, at whatever level, have an obligation and responsibility to take advantage of continued educational opportunities through colleges and universities, their professional organizations, professional journals, place of employment, and their own

experience. Nursing is an ever-growing and ever-changing profession that requires its members to continue professional growth through formal and informal educational opportunities.

DAVENPORT UNIVERSITY NURSING PROGRAM PHILOSOPHY

Davenport University Nursing Program Philosophy

The formation of nursing professionals is based on a conceptual model that includes five over-arching concepts: the human person, nursing, health, environment/society, and the teaching/learning process.

Human Person

Human beings are unique, adaptable, and possess inherent dignity, thus worthy of caring, nurturing, and respect. Human beings exist in highly valued reciprocal relationships with others.

Environment/Society

Human beings exist within a dynamic physical, social, and cultural environment. The environment impacts the health of individuals, groups, and populations and as such, is a relevant consideration for the nurse.

Health

Health is individually defined by the distinctive perspective of each human person or group, based on unique goals for optimizing quality of life, mental health, and functional status. Health is a dynamic state, continually changing, and all can improve health as it is individually defined by each person.

Nursing

Nursing is a caring profession that embraces a holistic approach to healthcare, in fully recognizing the interconnectedness of biological, psychological, social, cultural, and spiritual factors that contribute to health. Nurses are autonomous healthcare providers, accountable for their practice as determined by academic preparation, licensure, and certification. Nursing has its own scientific body of knowledge built from a foundation of biological and social sciences and adheres to a code of ethical behavior.

Teaching/Learning

Teaching and learning is a collaborative interaction between teacher and learner, with mutual accountability for active engagement, respectful communication, and constructive problem-solving. The faculty recognize that learners, as human persons, are unique and present with a variety of learning styles, developmental stages, and life experiences that create individual states of readiness for transformational learning. Learning is active, builds on prior knowledge, requires intrinsic motivation, and leads to a measurable change in knowledge, behavior, and nursing clinical judgment. Faculty engage in evidence-based pedagogies and provide an equitable and inclusive learning environment for all.

Bachelor of Science in Nursing (BSN) Student Learning Outcomes

End-of-program Student Outcomes

1. **Care Delivery:** Integrates clinical judgment and evidence to develop, implement and evaluate person-centered plans of care for clients in diverse populations encompassing individuals, families, and communities across the lifespan.
2. **Care Coordination:** Manages nursing care of individuals, families, and communities, through coordination of resources and in collaboration with the interprofessional healthcare team, to promote safe, high-quality care and equitable outcomes.
3. **Professionalism:** Displays a commitment to the current standards of professional nursing practice according to the American Nurses Association.
4. **Quality Management:** Applies knowledge of information technology, leadership behaviors, and systems-based thinking to ensure quality and safety in complex healthcare systems.
5. **Health Management:** Promotes equitable health outcomes for diverse populations through assessment of risks, evidence-based prevention strategies, coordination of resources, and policy development.
6. **Personal Development:** Utilizes self-reflection and self-advocacy to promote personal well-being and resilience.

Bachelor of Science in Nursing (Prelicensure) Required Course Sequences

1. [BSN-PL Fall Start Required Course Sequence](#)
2. [BSN-PL Winter Start Required Course Sequence \(Grand Rapids Only\)](#)

Bachelor of Science in Nursing (Completion) Course Sequence

1. [BSN-C Recommended Course Sequence](#)

| Optional: Health and Human Services Case Management Specialty (CMS) (13 Credits) | | |
|---------------------------------------------------------------------------------------------|---------------------------------------------|---|
| HHCM 300 | Case Management Fundamentals | 3 |
| HHCM 312 | Insurance, UR and Discharge Planning | 3 |
| HHCM 401 | Case Management Documentation and Reporting | 4 |
| HHCM 403 | Case Management Special Populations | 3 |

Davenport University Nursing Honor Society Sigma Theta Tau International– Psi Omicron Chapter

Student Nurse:

Student members are invited to join based on their academic achievements and leadership potential.

Must be a BSN Student

GPA of 3.0 or greater and in the top 35% of their cohort (this may indicate the grade point average is higher and the top 35%).

Eligible at the end of their junior year or end of the first semester of their senior year (two opportunities).

RN to BSN student

GPA of 3.0 or greater and in the top 35% of their cohort (this may indicate the grade point average is higher and the top 35%).

Must have completed NURS420Y

MSN Students:

Must have completed 20 nursing credits towards a MSN GPA of 3.5 or greater and in the top 35% of their cohort.

Nurse Leaders

Nominated as members based on three criteria:

1. Legally recognized to practice nursing in your country
2. Minimum of a baccalaureate degree or the equivalent in any field of study
3. Demonstrated achievement in nursing

Davenport University Excellence System

The mission of Davenport University is to “prepare(s) individuals and organizations to excel in the knowledge-driven environment of the 21st century.” To that end, the Davenport University Excellence System was created. The Excellence System consists of nine student learning outcomes that demonstrate professional competencies necessary for graduates to engage in life-long learning and succeed in their chosen profession. BSN Nursing students will be evaluated on all nine competencies upon successful completion of the degree plan. Achievement of these competencies is measured in specific nursing courses and this will be stated in the course syllabus. See “Davenport University Excellence System Learning Outcomes” in Section 1.

FACULTY RIGHTS

In addition to the rights and responsibilities identified in Section 1, the faculty have the right to input and participation in policy development and decisions regarding student concerns and/or the academic program.

STUDENT RIGHTS

Nursing students have a right to quality education, review of formative evaluation and due process. Specifically, a student has a right to the following when pursued in accordance with the College of Health Professions and University Policies and Procedures:

1. A fair academic and clinical evaluation of their performance.
2. Confidentiality of information concerning grades and performance.
3. Participation in course and faculty evaluations.
4. Facilitation of awareness of self as an individual with varying physical, emotional, and developmental needs. The student will seek assistance or accommodation as appropriate or needed.
5. An education program approved by the State Board of Nursing and clinical instruction in an institution accredited by the Joint Commission for Accreditation of Healthcare Organizations, Centers for Medicare and Medicaid Services, or other relevant accrediting bodies.
6. Appeal an academic decision including a grade or dismissal from the nursing program (see the *Undergraduate Catalog*.)
7. File a complaint against the program with the Michigan Board of Nursing or the Higher Learning Commission.

Professionalism and Civility

Professionalism and Professional Values- professionalism includes the inherent values of altruism, caring, human dignity, and integrity, communication and respect which are fundamental to Nursing*. Inherent in accountability is responsibility for individual actions and behaviors, including civility. In order to demonstrate professionalism, civility must be present. Civility is a fundamental set of accepted behaviors for a society/culture upon which professional behaviors are based. See Nursing appendix 1.

**The Essentials: Core competencies for professional nursing education (AACN, 2021).*

The nursing faculty at Davenport University believes the student is a responsible, motivated adult. Therefore, the student has the responsibility to be an active participant in the learning process. By accepting the responsibility for her/his own learning, the student will become independent, self-evaluative, and self-directing. The following address behaviors that reflect the standards of the Nursing Profession.

I. Personal Appearance Requirements

- A. Dress Code: A neat, clean, odor free, and scent free professional appearance in the classroom, skills lab, and clinical area is required. Instructors will enforce this standard dress code. Students not appropriately dressed will be required to leave the classroom, lab, or clinical area. The purpose of a standard dress code is:
 - 1. To limit the transfer of microorganisms from student to patients and vice versa
 - 2. To provide for safety and limit injury
 - 3. To identify the wearer as a Davenport University nursing student
 - 4. To appear as a professional healthcare provider

- B. Clinical Uniform and Name Badge: Students are to present themselves to the clinical facility in the Davenport University nursing student uniform. When in complete uniform, the Davenport University nursing student should have:
 - 1. DU scrubs (no outside attire is allowed over scrubs)
 - 2. Pictured identification name badge
 - 3. Black, gray or white shoes, and socks (as designated below)
 - 4. Non-revealing undergarments
 - 5. Watch with a second hand and stethoscope
 - 6. **Picture ID is required in all clinical facilities.** If lost, the student will be required to replace the picture ID at their own cost. Students may not report to a clinical facility without a name badge.

- C. Students may choose to purchase a white lab jacket with DU logo to wear over their scrubs (in clinical) or over appropriate street clothes (in lab).

- D. Students may choose to purchase a black DU full-zip nursing jacket to wear over their scrubs in the clinical setting or the lab.

- E. Students may choose to wear a solid short-sleeved or long-sleeved T-shirt in the colors of white, black, gray or red, underneath their scrub top.
- F. Student Lab Uniform: At the discretion of faculty, students are required to be in full DU Nursing Student uniform (see above), scrubs with the DU logo, or appropriate street clothes with a lab jacket that has the DU logo. No outside attire is allowed over scrubs. A picture ID may be required.
- G. Shoes, Hose, or Socks, and Laces: White, gray or black shoes are required. Leather and vinyl are preferred for protection from exposure to bodily fluids. Shoes and laces are to be kept clean. Clogs, mules, open-backed, sling-backed, or other unusual designs are not acceptable. Hosiery must be in good repair. White, gray, or black cotton socks/nylons must be worn.
- H. Hair and Beards: For both male and female students' hair must be clean, well groomed, and neat. Hair must be fastened to prevent falling in front of shoulders and face. Hair must not hang below collar level. Males are required to keep facial hair clean and neatly trimmed (1/2 inch or shorter). No exotic hair colors.
- I. Cosmetics and Fingernails: Cosmetics should be worn in moderation. Fingernails are to be clean, fingertip length, and bare. Artificial nails are not allowed. Nail polish may not be worn. Perfume and aftershave are forbidden. Consideration should be given to the patient's wellbeing.
- J. Jewelry: Jewelry should be kept to a minimum. Most jewelry harbor microorganisms (specifically rings with large stones) and are inappropriate in the clinical area. It may be necessary to remove all jewelry for specific patient care. One small post-style earring may be worn per ear. Visible body piercing jewelry is not allowed in the clinical area. (This policy includes tongue studs, eyebrow, lip, and nasal studs).
- K. Tattoos: Must not be visible (must be covered) while in lab, and clinical setting.
- L. Gum and tobacco chewing: This is not allowed in clinical or laboratory practice or during presentations.
- M. Profane language: Cursing is unprofessional, unacceptable and disrespectful on campus and in the clinical setting. Profane language will be addressed on classroom and clinical evaluations. A student may be removed from a clinical or classroom experience should language become offensive or a problem on a continuing basis.
- N. Smoking/Vaping/Chewing Tobacco: DU is a smoke-free campus. Consideration should be given to others, and the patient's well-being regarding smoke odors on uniform or breath. When in clinical affiliation, students will conform to the agency policy.
- O. Drug-Free Status: The Drug-Free Schools and Communities Act Amendments of 1989, require DU to enforce and inform students of standards of conduct which clearly prohibit the unlawful possession, use or distribution of drugs and alcohol by students on DU property or during any DU sponsored clinical activities.

Additionally, DU as an institution will impose sanctions on students that are consistent with local, State and Federal laws which may include dismissal from DU.

- P. In regards to personal appearance guidelines, the policies of the clinical facilities will always supersede any stated here.

II. Criminal Background Check and Drug Screening (See also Section 2)

- A. Nursing as a profession maintains a standard of practice which involves integrity with regard to the administration of medications to patients entrusted to your care. Substance abuse can often occur in a profession which involves the use of narcotics and other drugs that are often abused. Therefore, it is imperative that caregivers not have a substance abuse problem.
- B. Random testing could also occur at any time during the program if suspicion of alcohol or drug use at the cost of the student. Should a student not comply with a request for random testing when a suspicion of drug or alcohol occurs, the student may be dismissed from the nursing program. It is the responsibility of Davenport University to send students to patient care facilities drug and alcohol free.
- C. If indicated, the administrator of the nursing program at your campus will give you the form for a drug screen and assign a date to have this completed and returned to the nursing department.
- D. You will be required to complete the drug screen by the date and time indicated on the form. Noncompliance of this requirement will be grounds for dismissal from the program. The cost of any repeat or additional drug screens will be the responsibility of the student.
- E. Students are expected to maintain a clean drug screen at all times during their program and while in off-site clinical placements. Positive findings on the drug screen will result in immediate suspension from the program's off-site clinical. Prescription drugs that result in a positive drug screen will require documentation of medical necessity. Due to federal regulations, all students must test negative for marijuana and marijuana metabolites in order to progress in the program. Disciplinary action for a positive result will be determined on a case-by-case basis and may result in dismissal from the nursing program.
- F. For students who hold a current license as an LPN or RN, the nursing division is required, **by law**, to report any suspicion of substance abuse to the Health Professionals Recovery Program (HPRP). Any student who may have a substance abuse problem is strongly encouraged to self-report.
- G. Fingerprinting may be required for clinical placement per agency policy.

III. Clinical Documentation Requirements

A. Clinical Health Requirements

1. Students are required to comply with all clinical health requirements of Davenport University. Additional requirements may be required of some clinical agencies and students must comply with those as well.
2. It is the student's responsibility to provide and maintain current health records. The student is expected to maintain a satisfactory level of mental and physical health to provide a safe and competent level of functioning. Professional Practice Standards can be found in Appendix A6.
3. A Statement of Fitness Health Appraisal Form must be completed by a healthcare provider, who is a licensed physician, nurse practitioner or physician's assistant. The Statement of Fitness Health Appraisal form must be completed and dated within 3 months prior to beginning the academic year. The Davenport University form is the only form that will be accepted. The Statement of Fitness Health Appraisal form is to be completed and updated on a yearly basis while student is in the Nursing program at Davenport University.
4. If a student has any changes in their health status while enrolled in a clinical course, the student is expected to notify their clinical instructor and campus Clinical Coordinator as soon as possible and may be required to obtain a complete physical, at their own expense, at the discretion of the Clinical Coordinator. Accommodations, temporary or permanent, may be available through Student Access. Students who experience a significant change in health status must receive clearance from a licensed provider to return to clinical and lab without restrictions.
5. It is the student's responsibility to inform the University of any assistive-device or accommodations required to meet the objectives of the nursing program so that reasonable accommodation and/or counseling can be provided according to federal guidelines. Clinical placement cannot be guaranteed if physical limitations exist or assistive devices are required, as many clinical partners will not allow students to be placed in their facilities if this is the case.
6. Students must submit all of the required clinical health documentation by the published deadline. Students who have not submitted all required documentation can not continue in their clinical course. Any student who does not submit all of the requirements by the deadline date may be withdrawn from the clinical course and the associated didactic course.

B. Health Assessment and Personal Record

1. The following items must be uploaded into the student's Verified Credentials Account:
 - a. Statement of Fitness Health Appraisal Form
 - b. Evidence of immunity to Hepatitis B (titers are required)

- c. Evidence of immunity to measles, mumps, rubella and varicella (vaccinations or titers)
 - d. Record of annual TB Testing
 - e. Record of annual influenza vaccination for current academic year
 - f. Record of up-to-date vaccination against COVID-19 or documentation of approved exemption
 - g. Basic Life Support (BLS) card
 - h. RN-BSN Completion and MSN Students: Copy of RN license
2. Vaccinations
- a. Nurses and nursing students are at risk for increased exposure to certain preventable infectious diseases and other health hazards. It is important for nurses to be immunized properly for protection against these diseases and for the prevention of their spread among clients in hospitals and clinics. All nursing students must provide proof vaccination or immunity for infectious diseases as outlined below. Students should discuss their immunization status and the advisability of receiving these immunizations with their healthcare provider. Titers may be acceptable in some cases.
 - b. The Center for Disease Control and Prevention (CDC) recommends that all healthcare providers (HCP) including students be immune to Hepatitis B, measles, mumps, rubella, and varicella, regardless of the degree of risk for exposure to patients. Influenza, COVID-19 and tetanus vaccination is also recommended by the CDC to prevent disease transmission.
 - c. All students in the Nursing Program at Davenport University are required to prove immunity to these infectious diseases. If vaccination is contraindicated, a student should work with the clinical coordinator to identify available options for proving immunity or waiving the vaccination (see below). Clinical agencies reserve the right to refuse placement of a student who does not have a required vaccination, regardless of reason, even with a DU approved exemption. The inability to place an unvaccinated student in clinical settings may prevent a student from progressing in the program.
 - d. The vaccines and TB screening/skin testing listed in detail below are required for the student to participate in any clinical and practicum experience. All nursing students are required to present documentation of current immunizations/TB screening before posted deadlines (see above).
 - e. Students obtain vaccinations, TB screening and/or titers at their own expense.
 - f. If a contraindication(s) exists for the vaccination, the student will provide appropriate documentation for the contraindication(s) and a titer will be required, if applicable.

Davenport University cannot guarantee clinical placement for an unvaccinated student. (See information below).

- g. Annual influenza vaccination must be completed by the posted deadline (see above).
3. Proof of Immunity Guidelines
- a. Measles/Mumps/Rubella (MMR): Documentation of lab immunity (titer) or two doses with the first dose given at or after 12 months of age and one other dose given at least one month later may be submitted to fulfill Rubeola (Measles), Mumps and Rubella requirements. If documentation shows only one MMR at or after 12 months of age, one additional MMR is required. If both doses of MMR occurred prior to 12 months of age, two doses are required.
 - b. Varicella: Documentation of lab immunity (titer) or two doses of vaccination (Varivax) given 1-2 months apart. History of chickenpox is not sufficient evidence of immunity and a titer is required.
 - c. Hepatitis B: Previous Hepatitis B vaccination series with at least three vaccinations, immunization dates and anti-BBs titer results (proof of immunity) are all required.
 - d. Tetanus, diphtheria and acellular pertussis (Tdap): Documentation of Tdap vaccination is required once every 10 years.
 - e. Influenza: one dose per year as directed by current CDC immunization requirements. This vaccination is required and is due by October 1 of each year.
 - f. COVID-19 Vaccination: Evidence of up-to-date vaccination, defined by the Centers for Disease Control (CDC) may be required by posted deadlines for any student who will be placed in a clinical site. Students who are unvaccinated against COVID-19 may not be able to be placed due to site requirements and therefore unable to progress in their program or graduate. Each clinical partner has their own policies regarding COVID-19 vaccination exemptions and maintain the right to deny placement for unvaccinated students.

[Link to DU Religious Accommodation Request Form](#)

[Link to DU Medical Accommodation Request Form](#)

4. Tuberculosis (TB) Testing

- a. Davenport University requires students to upload documentation of a blood test or two most recent skin tests completed within 2 months of starting the program and updated annually thereafter.

- b. The two-step TB skin test or a TB Blood test is required for initial testing. QuantiFERON-TB Gold In-Tube test (QFT-GIT) and the T- SPOT are both acceptable.
 - c. If a student is found to have an expired TB skin test, the two step TB skin test or a TB blood test will need to be obtained. The student is responsible to remain current in their TB screening requirements.
 - d. Students who have positive TB test results (skin or blood) will need to submit documentation of a negative Chest X-Ray and ONE of the following Absence of Symptoms Forms:
 - Davenport University Absence of Tuberculosis Symptoms Form
 - Sparrow Hospital Annual Tuberculosis Questionnaire
 - e. Students with positive Chest X-Ray results, please visit your healthcare provider to complete treatment and notify your Clinical Coordinator.
5. Basic Cardiac Life Support (BLS) Healthcare Provider Course: Students must have a current, two- year BLS card. It is the students' responsibility to keep current BLS certification while in the program. Appropriate certification includes American Heart Association (AHA) BLS for Healthcare Providers (CPR & AED) or an American Red Cross Heartsaver for Professional Rescuer that includes CPR and AED card. It is the student's responsibility to remain current in their BLS requirements.
6. OSHA Training: Site-specific training (clinical agency) will be verified by the Clinical Coordinator and documented.
7. **RN-BSN Completion students:** Proof of an active and unencumbered RN license is required prior to enrolling in clinical courses.
8. Miscellaneous
 - a. Health Insurance: It is strongly encouraged that each student has health insurance in case of medical emergencies or injuries that occur while in a clinical rotation.
 - b. Incident Report: A student who suspects that he/she may have been exposed to blood and other body fluids or contaminated materials or other hazardous substances i.e. radiation or chemicals, must immediately notify his/her clinical instructor or other clinical supervisor as well as immediately notifying the Nursing Department at Davenport University, so prompt and appropriate treatment or protective measures can be instituted. A clinical agency incident report, and student incident report must be completed and submitted to the Nursing Department.

[Link to DU Incident Report Form](#)
 - c. Standard Precautions: DU Nursing students will follow Standard Precautions (See Nursing Appendix).

- d. **Clinical Experience Restrictions:** Recommendations for clinical experience restrictions are found in the Nursing Appendix 3. These apply to temporary illnesses/conditions that a student may experience during the clinical courses. These recommendations are from the Center for Prevention of Communicable Diseases (<https://www.cdc.gov/>) in Atlanta, Georgia.

IV. Academic Policies

- A. **Grading Scale** - The following grading scale is for **all nursing (NURS) courses: Standardized Grade Scale:**

The following grading scale is a University standard for courses in this area of study:

| Letter Grade | Percentage Range |
|--------------|------------------|
| A | 100 – 93 |
| A– | 92 – 90 |
| B+ | 89 – 87 |
| B | 86 – 83 |
| B– | 82 – 80 |
| F | 79 – 0 |

- B. **Grade Policies in NURS Courses**

1. There will be no grade rounding of any NURS courses.
2. A nursing student **MUST** complete ALL nursing courses (NURS prefix courses) with a minimum grade of B- (80%) or they will not be allowed to progress in the nursing program.
3. BSN PL students must obtain an average score of 80% on all exams, quizzes and ATI Tests prior to calculating the awarded points for assignments and projects in the determination of the final course grade.

Courses that are exempt from this rule are: NURS 135, NURS 315, NURS 415, NURS 427, NURS 433, NURS 496 and all courses offered in the Concurrent/Completion Track.

4. Students must take their program courses at the campus to which they were accepted. Requests for exceptions to this rule must be placed in writing and directed to the Program Director of the campus in which the student was originally accepted.
5. A minimum cumulative GPA of 2.70 is required in the nursing major for graduation. Students not meeting this standard will not be allowed to progress to graduation.
6. There is no extra credit allowed in any NURS course.

7. A grade of C or better is required for successful completion of all BIOL and CHEM courses in the nursing program.

C. Attendance

1. **Attendance and participation in class, lab and clinical is required.** The state dictates minimal contact hour requirements that are rigidly upheld by the university. Some of that instructional time is used for tests. The university's expectation is that classes will meet for the entire assigned time. Please refer to the University's Attendance Policy. Attendance may affect your grade in courses.
2. **Attendance is mandatory for ALL clinical and lab experiences.** The student will be required to complete the designated number of clinical hours specific to the clinical rotation for successful completion of the clinical rotation.

D. Instructor class policies

Adherence to deadlines for assignments and scheduled timeframes for classes and other scheduled activities is a professional behavior that is highly valued in the Nursing Profession. Arriving on-time to class and tests, as well as completing assignments on time, shows respect, caring and consideration for classmates and faculty. Late submissions and tardiness are subject to the consequences as outlined below.

1. All classes begin promptly at the scheduled time. Any student entering the class after the class has begun will be subjected to late penalties as outlined in the syllabus. This includes, but not limited to entering late for exams, handing in late assignments, etc. At faculty discretion, doors may be closed/locked when class starts and students are allowed to enter at a scheduled break.
2. All assignments must be submitted at the day and time designated by the faculty. Assignments handed in late will be reduced by 10% of the total points possible per each 24-hour period that the assignment is late. The 24-hour period begins at the time that the assignment is due. If the assignment is not completed within seven 24-hour periods, a grade of "zero" will be assigned. No late assignments will be accepted after the last day of the semester. It is the students' responsibility to verify that their assignment was properly submitted to the Blackboard shell (if applicable) at the time of submission to avoid a late penalty.
3. Test and Quiz Make-up policy
 - a. Course tests and quizzes must be taken on the scheduled day and time. Make-up tests and quizzes may only be requested for unexpected and/or unavoidable situations that require rescheduling the exam.
 - i. Examples include, but are not limited to, personal/family illness, mental health crisis, emergencies, bereavement/funeral, required court appearances, military service, mandatory employment

activities*, or other significant extenuating circumstances. *Scheduled work shifts are not considered excused absences.

*Vacations are not considered excused absences.

- b. Any student unable to take the exam or quiz at the scheduled time due to an unexpected or unavoidable situation must notify the course faculty member as soon as they are aware of the conflict and PRIOR to the start time of the test or quiz. In an emergency situation, notification is expected as soon as possible.
 - c. All makeup tests or quizzes (excused or unexcused-see below) must be taken as soon as possible but no later than three campus business days from the scheduled date. At the faculty's discretion, an alternate form of the test or quiz may be given.
 - d. Absences for tests or quizzes may be classified as excused/documented or unexcused.
 - i. Excused/Documented Absence
 - 1. The student must supply official documentation of the unexpected or unavoidable situation that prevented the student from taking the test or quiz at the scheduled time. Examples include but are not limited to, a healthcare provider note, obituary, receipts for roadside assistance, etc.
 - 2. Make-up tests and quizzes for excused/documented absences do not incur a grade penalty.
 - ii. Unexcused Absence
 - 1. Absences for any reason without official documentation are considered unexcused.
 - 2. Make-up tests and quizzes for unexcused absences will incur a 10% grade penalty.
 - e. A zero for that test or quiz will be recorded if a student does not follow the above guidelines.
 - f. If a medical or other extenuating circumstance will affect a student's attendance in class beyond three days, it is the student's responsibility to:
 - i. Notify all faculty as soon as possible.
 - ii. Complete a [Student Care and Concern Form](#) as soon as possible. This will trigger an evaluation for eligibility for a Temporary Medical Challenge.
 - g. **Arriving late for an exam or quiz:** A student who arrives after the test or quiz has already begun (tardy) will be allowed only the amount of time remaining in the scheduled testing period to finish the exam. At faculty discretion, the student may be required to take the test or quiz at a different time, in which case the rules for make-up tests (above) will apply.
4. All tests given in the Nursing Program must be proctored.
5. Exams may be reviewed for only a 2-week period following the posting of exam grades. After 2 weeks, exams can longer be reviewed. Post-hoc exam reviews may involve supervised review of questions or may be concept-or content-based, at the discretion of the faculty. Students must request to review an exam within two weeks after grades for the exam have been posted. After two weeks have elapsed, an exam review is not allowed.

6. The required reading and other pre-class activities are expected to be completed prior to class. This will enhance your learning and students will be able to ask questions and clarify misconceptions along with participate in the classroom discussion. If a student requires additional assistance, please ask as soon as difficulty is encountered, so that conference time may be arranged.
7. Cancellation of Classes: If class is canceled, students are still responsible for classroom materials and assignments. Students must check Blackboard for announcements, assignments, etc.
8. Cell phones and other communication devices should be silenced, and care should be taken to ensure that they do not create a distraction in the learning environment.
9. Students should request permission from the faculty to record lectures or presentations.
10. Private conversations are disruptive to the instructor as well as other students. Students who disrupt the learning environment may be asked to leave the classroom.

E. Progression in the Nursing Program

1. Definitions

- a. **Stop-Out**: Refers to a situation in which a student is in good academic standing and must step out of the nursing program for a personal reason. Some reasons for this include, but are not limited to, a family emergency, health concern, or a call to military service.
- b. **Fail-Out**: Refers to a situation in which a student does not pass an NURS course with the minimum grade required (80%). Distinction is made between a single course fail-out and multiple course fail-out (dismissal). See procedures below.
- c. **Withdrawal**: Refers to the academic procedure of removing oneself (or being removed) officially from enrollment in a course.
- d. **Withdrawal-fail**: Refers to a situation where a student withdraws from a course that they are failing (grade less than 80%) after the halfway mark of the semester.
- e. **Dismissal**: Refers to a situation where the student may not return to the nursing program except through the formal application process for admission. Reasons for dismissal are listed below.

2. Requirements for Progression

- a. Minimum grade of 80% in all NURS courses

- b. A minimum of a C (2.0) is required in all required science courses for progression. This includes science courses that are transferred in from another institution. If a student earns less than a C (2.0) they will need to re-take the course, and may not be allowed to progress to the next level in the nursing program, until the minimum grade in the science course is achieved.
- c. Course sequences are required. Both Nursing and non-Nursing courses must be taken in the order indicated on the appropriate course sequence. Courses not taken during the indicated semester may negatively affect progression to the next semester.

3. Procedures

Re-admission by Letter of Intent

- a. If a student stops-out, fails one NURS course, or withdraw-fails, the student may request readmission to the Nursing program. The student must write a "Letter of Intent to Reenter the Nursing Program". The letter should include:
 - (1) An explanation of the reasons for stop-out or fail-out.
 - (2) A summary of the changes that have occurred in the situation since stepping out of the program
 - (3) In the case of a fail-out or a withdraw-fail, a detailed and specific plan for success if readmitted. The plan should address:
 - Study plan/habits
 - Time management
 - Communication with faculty
- b. The letter should be submitted to the Program Director of the Nursing Program at the campus attended at Davenport University. This letter of intent MUST be received prior to the date that application materials to the nursing program for the upcoming year are due. Letters received after the due date will not be accepted and the student would need to go through the full application process in the following year. It is the student's responsibility to ensure the "Letter of Intent to Reenter the Nursing Program" is received.
- c. Re-admission to the nursing program is not guaranteed and is granted at the discretion of the Program Director. The following conditions apply:
 - (1) Students who stop-out will be given first priority for readmission and should submit a letter of intent to return as soon as possible.
 - (2) Fall-start students who fail-out or withdraw-fail will be considered at the end of the application cycle for the next academic year.
 - (3) Winter-start students who fail-out or withdraw-fail will be considered at the end of the application cycle for the next winter start cohort.
 - (4) Consideration of multiple previous academic withdrawals and/or documented DUCode of Conduct violations will be included in readmission decisions by the admissions committee.
 - (5) If re-admitted, students who fail-out or withdraw-fail must return to the same starting semester cohort (Fall or Winter) to which they were originally admitted.

- (6) Readmission must occur within one year of stop-out, fail-out or withdrawal. After one year has elapsed, students must apply to the program using the formal admissions process. Exceptions for military service and extenuating circumstances will be considered.
- (7) If readmitted, the student must take and successfully complete (grade of 80% or higher) the course(s) from which the student withdrew or did not pass, as well as any co-requisite courses, in order to progress in the program.
- (8) RN-BSN Completion/Concurrent students must reapply for admission if one year has elapsed since completing an NURS course.

Admission after Dismissal

- a. Dismissal from the Nursing Program may occur for the following reasons (not an all-inclusive list):
 - (1) Failure of 2 or more separate NURS courses in one semester or in separate semesters.
 - (2) Failure of the same NURS course twice.
 - (3) Failure to be respectful of instructors, peers or patients. See also "Student Misconduct" policies in the DU Undergraduate Catalog.
 - (4) Failure to adhere to the Academic Integrity Policy. The COHP adheres to the University's Academic Dishonesty Policy and the Student Code of Conduct. Please refer to the Undergraduate Catalog for these policies
 - (5) Failure to comply with the requirements concerning drug and alcohol abuse.
 - (6) Violation of HIPAA federal mandates in the clinical setting.
 - (7) Patient safety violations. See "Patient Safety in Section 2 and also examples below.
 - (8) Violations of ethical or legal guidelines (see "Clinical" below).
 - (9) Violations of cell-phone or social media policies.

- b. If a student is dismissed from the program, they may re-apply to the nursing program using the posted admission application instructions and posted deadlines (through Nursing CAS).

- c. The student must write a "Letter of Intent to Reenter the Nursing Program" and submit it to the Program Director of the campus to which they attended. The letter should include.
 - (1) An explanation of the reasons for stop-out or fail-out.
 - (2) A summary of the changes that have occurred in the situation since stepping out of the program
 - (3) In the case of a fail-out or a withdraw-fail, a detailed and specific plan for success if readmitted. Plan should address:
 - Study plan/habits
 - Time management
 - Communication with faculty

- d. Admission after a dismissal is not guaranteed and is granted at the discretion of the Admissions Committee. The following situations significantly diminish the qualifications for readmission. Students in these circumstances are encouraged to seek other majors
 - (1) Multiple previous academic withdrawals
 - (2) Student Code of Conduct violations
 - (3) Civility Pledge violations
 - (4) Science courses were completed five or more years before anticipated readmission date.
 - (5) History of clinical probation
 - (6) Previous readmission after fail-out or withdraw fail
- e. If admission is granted after a dismissal, the student must take and successfully complete (grade of 80% or higher) the course(s) from which the student withdrew or did not pass, as well as any co-requisite courses, in order to progress in the program.
- f. Didactic courses with a corresponding clinical and/or lab course are co-requisites and linked together. A student who receives a failing grade (less than B-/80%) in the clinical component of a NURS course, will also receive a failing grade for the theory/lab co-requisite course(s). This means that the student must retake both the theory and the lab portions of the course, along with the clinical portion, before being allowed to progress in the Nursing Program. Accordingly, if a student receives a failing grade (less than B-/80%) in the theory portion of a NURS course, the student will also receive a failing grade for the clinical/lab co-requisite course. No student is able to progress in the nursing program of study unless the theory AND its counterpart clinical and lab course(s) are all passed at the same time. The theory, clinical and lab would all need to be repeated if the student were readmitted at a later date. NOTE: In NURS 355, the corresponding lab co-requisite course is NURS 370L.
- g. If a student withdraws from a course it is his/her responsibility to meet with the Program Director and the Nursing Advisor to complete the withdrawal process. Failure to officially withdraw from a course/clinical by the official withdrawal date will result in a failing grade for the course and any co-requisite clinical/lab course.
- h. If a student is dismissed from the nursing program, it is the responsibility of the Program Director to provide written documentation and supporting documents as to the reasons for dismissal. This documentation is to be placed in the student record and the administrator of all of Davenport University's nursing programs is to be notified and given a copy of such student record.

V. Clinical and Laboratory Policies

A. Attendance Policy Overview

- 1. Attendance and punctuality are professional standards for the discipline of nursing. These standards are a demonstration of trust and respect, which are expectations of the professional

nurse. Students are expected to attend, arrive on time, and actively participate in all learning experiences, whether they be in the classroom, clinical setting, lab setting, or virtual.

2. The Michigan Board of Nursing (MBON) has approved the DU Nursing Program based on the stated number hours that students spend in direct patient care. Additionally, the CCNE accreditation standards require that students participate in direct patient care experiences that allow them to meet the course and program outcomes. Additionally, professional practice standards for the nursing profession value attendance and punctuality. Therefore, lab and clinical practice hours are an essential component of the curriculum and, as such, are mandatory.
3. Any and all missed time from clinical or lab experiences, whether excused or unexcused (see below), must be replaced with a suitable make-up activity, as determined by faculty.

B. Clinical Absences

1. **All scheduled clinical hours are required.** Only unexpected, last-minute situations such as personal/family illness, emergencies, bereavement/funeral, or other significant extenuating circumstances are valid reasons to miss clinical.
2. Any student unable to attend clinical at the scheduled time due to an unexpected, last-minute situation must notify the course faculty and the campus's Simulation Lab Clinical Coordinator PRIOR to the start time of clinical or as soon as possible in an emergency situation.
3. Absences for clinical may be classified as excused/documented or unexcused.
 - a. **Excused/Documented Absence**
 - i. The student must supply official documentation of the unexpected, last-minute situation that prevented the student from attending clinical at the scheduled time. Examples include, but are not limited to, a healthcare provider note, obituary, receipts for roadside assistance, etc.
 - ii. The determination of an excused vs unexcused absence ultimately lies with the faculty and/or Clinical Coordinator.
 - iii. Make-up clinical activities for excused/documented absences do not incur a grade penalty.
 - b. **Unexcused Absence**
 - i. Make-up clinical activities for unexcused absences will incur a 50% grade penalty for the missed clinical day.
4. Absence (for any reason, excused/documented or unexcused) that exceed 20% of the total clinical per course may result in failure.
5. Make-up activities are required for all clinical absences, regardless of the reason.
 - a. Make-up assignments are determined by the clinical faculty and/or the campus's SLCC and may include, but are not limited to, in-person simulation, virtual simulation, completion of written case studies, or additional time in the lab or at the clinical location.

- b. Successful completion of make-up assignments only ensures time spent; it does not guarantee that a student has met the course outcomes or will pass the course.
- c. Failure to complete a make-up assignment with sufficient quality will result in zero points being awarded for professionalism/participation in that clinical week.

C. **Lab Absences**

1. **All scheduled lab sessions are required.** Only unexpected, last-minute situations such as personal/family illness, emergencies, bereavement/funeral, or other significant extenuating circumstances are valid reasons to miss a lab session.
2. Any student unable to attend lab at the scheduled time due to an unexpected, last-minute situation must notify the course faculty PRIOR to the lab's start time or as soon as possible in an emergency situation.
3. Absences for lab sessions may be classified as excused/documented or unexcused.
 - a. Excused/Documented Absence
 - i. The student must supply official documentation of the unexpected, last-minute situation that prevented the student from attending the lab at the scheduled time. Examples include, but are not limited to, a healthcare provider note, obituary, receipts for roadside assistance, etc.
 - ii. Make-up lab activities for excused/documented absences do not incur a grade penalty.
 - b. Unexcused Absence
 - i. Make-up lab activities for unexcused absences will incur a 50% grade penalty, which will be deducted from the participation/professionalism points.
4. All missed lab sessions (excused/documented or unexcused) must be made up. Make-up activities may include, but are not limited to, in-person simulation, virtual simulation, completion of written case studies or additional time in the lab.
5. For both excused/documented and unexcused absences, failure to complete a make-up activity with sufficient quality will result in zero points being awarded for professionalism/participation in that lab week.

D. **Extended Absences**

If a medical or other extenuating circumstance affects a student's attendance at clinical or lab beyond an isolated event, the student should notify the faculty, the campus's SLCC, and Davenport University's Student Access Department as soon as possible. It is the student's responsibility to inform these individuals in a timely manner of any circumstances that may impact a student's ability to attend clinical or lab.

[Student Care and Concern Form](#)

E. Inclement Weather

If the campus is closed due to bad weather, the lab or clinical experience may be canceled for that day. The faculty or SLCC will provide direction with the priority goal of safety in mind. A clinical day missed due to weather may need to be made up at the discretion of faculty and/or the SLCC.

F. Clinical Course Grading Policy

1. To successfully pass clinical courses, students must earn 80% of the total points possible, meet all of the course learning outcomes, and achieve the leveled competency(s) for the course.
2. Student performance and progress toward meeting the learning outcomes and required competency level will be evaluated on an ongoing basis during the clinical rotation. A formal midterm and final evaluation will be reviewed with the student and documented.

G. RN-BSN Completion/Concurrent Preceptorships

For NURS 420Y and 421Y, RN-BSN completion students are expected to seek and find qualified preceptors (MSNs preferred, BSN with Master's degree also preferred, BSN minimum required), with assistance as needed from the Program Director) or designee. Students must verify with the Program Director or designee that an affiliation agreement and that the clinical site is approved, prior to the start of the preceptorship. Students are responsible for documenting time spent in clinical, and maintaining and facilitating open communication with the preceptor and instructor.

H. Clinical Behavior and Professionalism Expectations

1. Prepare for clinical as directed by your instructor. This is for the patient's protection as well as your own. See specific clinical requirements in the course syllabus for details.
2. On the clinical days, the nursing student is to report to their assigned clinical site on time. Students are to present themselves to the clinical facility in Davenport University nursing student uniform as defined under dress code.
3. Before beginning patient care, you must:
 - a. Update yourself to current status of patient (report, physician's order, EMR chart summary, and medication sheets).
 - b. Introduce yourself to the team leader/supervisor before starting the assignment. Remember that you are a "guest" at clinical sites and are representing Davenport University. Students are normally asked to comply with specific rules, regulations, and requests of a specific institution.
4. Students are not to perform any procedure, or treatment, nor administer any medications without direct supervision by DU clinical faculty or will delegate to a licensed healthcare

provider as deemed appropriate by the DU clinical faculty. The exception to this is when students are in formal preceptorships, where the student's licensed preceptor must supervise the student.

5. A student may NEVER take verbal orders from a healthcare provider. Phone orders from the physician may be taken with the instructor or RN listening on an extension, who is willing to co-sign the orders, and only during 300 or 400 level classes. All BSN-RN Completion students may legally take a telephone order if permitted by their agency since they are already licensed registered nurses.
6. Students and faculty must follow all clinical agency policies and procedures.
7. Students will not witness signing of surgical or anesthesia permits, or DNR or any other legal forms.
8. Students will not participate in witnessing wills, power of attorney, autopsy, or donor forms.
9. Possession, use, or distribution of alcohol or controlled substances in the clinical area will result in immediate dismissal, pending investigation, without refund or recourse. A suspicion of alcohol or drug use may require immediate testing, at the expense of the student. If a student fails to comply with the request to test, it will be considered a "positive result" and the student will be dismissed and a failing grade will result.

The following are the observable behaviors that reflect professionalism in the clinical and laboratory settings.

Clinical

- Arrived to clinical and was fully prepared to begin clinical activities on time.
- Adhered to the Davenport University Nursing Program uniform policy.
- Actively participated in the clinical learning experience.
- Treated peers, faculty, patients and staff with respect.
- Maintained patient confidentiality.
- Receptive to constructive feedback on my performance.
- Recognized my own limitations and sought assistance to provide safe nursing care.
- Turned in written assignments on time.
- Displayed honesty in all written and verbal communication.
- Communicated professionally with peers, faculty, patients and staff.
- Completed Weekly Patient Report tool and/or Off-Site Observation* paper with sufficient effort and quality.
 - *Minimum of 80% according to grading rubric

Lab

- Arrived, and was fully prepared to begin lab activities on time.
- Adhered to the Davenport University Nursing Program uniform policy.
- Actively participated in the lab learning experience.

- Treated peers, faculty, and patients with respect.
- Maintained patient (simulation) confidentiality.
- Receptive to constructive feedback on my performance.
- Recognized own limitations and sought assistance to provide safe nursing care.
- Turned in written assignments on time.
- Displayed honesty in all written and verbal communication.
- Communicate professionally with peers & faculty.
- Demonstration of skills according to specified checklist, policy, procedure or guideline

I. Student Failure to Meet Clinical Performance Guidelines

1. All students in a course with a clinical practicum will receive weekly verbal feedback on their clinical performance. Progress toward correcting any deficiencies must be demonstrated weekly. Any unsatisfactory ratings or areas in need of improvement identified on the midterm evaluation must be corrected before the final evaluation at the end of the clinical rotation in order to demonstrate mastery of the course learning outcomes and leveled competency(s).
2. A student who is unprepared to give safe care to a client due to lack of knowledge of medications, lab results, procedures, or other pathologic information, may be sent off the unit and would not be allowed to return until the instructor is assured the student is adequately prepared. This will be counted as an absence and subject to the attendance policy. Students who demonstrate a lack of clinical preparedness may be placed on clinical probationary status.

Examples of unsafe clinical practice: *Examples of unsafe clinical practice include but not limited to, medication errors, failure to be adequately prepared for medication administration (including knowledge of medication needed to administer safely), failure to follow accepted policies and procedures when providing patient care, failure to seek assistance with skills that are unfamiliar, failure to report significant patient assessment findings, failure to demonstrate sound nursing judgment, incompetence, or failure to handle assignment according to level of course. Disciplinary action may result in dismissal from the program. Please see the College of Health Profession Handbook and the Student Code in the Davenport University Undergraduate Catalog.*

3. Students must adhere within the ethical code as defined by the American Nurses Association Code of Ethics practice (See Nursing Appendix 5). Failure to practice within ethical guidelines may result in disciplinary action including dismissal from the nursing program.
4. Students are required to keep patient information confidential. This is both a Michigan state law and a Federal statute. Failure to maintain patient confidentiality will result in dismissal, pending investigation, from the nursing program. Students who reproduce any part of a patient record with identifiable private patient information will be dismissed from the program. Students must practice within the federally mandated Health Insurance Portability and Accountability Act (HIPAA).

5. The Davenport University nursing program prepares students to practice within the Scope of Practice as defined by the American Nurses Association (ANA) and the Standards of Nursing Practice (See Nursing Appendices 6 and 7). Failure to progress toward mastery of the standards and scope of practice may result in disciplinary action including dismissal from the nursing program.
- J. Clinical Performance or Behavior Concerns Procedure—When there are concerns regarding a student’s performance or behavior in the clinical setting, the following process is used, with the desired goal being student success. See Nursing Appendix 9.
1. **Level 1:** Faculty will have a verbal discussion with the student. The discussion and plan for improvement will be reviewed with the student and documented. The student must demonstrate progress toward improvement weekly. Faculty may notify the Clinical Coordinator and/or Program Director if warranted.
 2. **Level 2:** If there is failure to improve or repeated violation of policy, faculty will initiate a Written Warning. Additionally, a Student Alert is generated. The Clinical Coordinator and/or Program Director is notified.
 3. **Level 3:** If there is failure to improve or repeated violation of policy after Written Warning is completed, the student will be placed on Clinical Probation.
 4. **Level 4:** If the condition(s) of the Clinical Probation is/are not met, this will result in a clinical failure.
 5. During the warning or probationary period, student’s progress towards improvement is monitored and documented weekly.
 6. The Nursing Program reserves the right to generate a Student Conduct incident report if warranted at any point in the process.
 7. Level 1 and 2 may be skipped and clinical probation initiated for serious disciplinary violations and/or egregious safety-related concerns at the discretion of the Clinical Coordinator in collaboration with the Program Director and Student Affairs.
 8. The Program Director or Clinical/Lab Coordinator must complete an incident report and phone-notification to Student Affairs for any significant disciplinary and/or egregious safety-related issues that occur in the clinical setting.
- K. Clinical Preceptorships
1. When working with a preceptor, the preceptor does not formally participate in grading the student’s performance. Preceptors will verify the students time in clinical and overall performance in meeting clinical criteria. Students placed in preceptorships in the BSN-PL program will work with both the clinical coordinator and preceptor. The clinical preceptor will

provide input on the student's clinical progress to the clinical faculty. This will be documented on the BSN-RN Completion or BSN- PL clinical performance evaluation tool.

2. Failure to meet course learning outcomes would result in a student failing the course. Students found falsifying records of clinical hours will be subject to failure of the course and other consequences. See the Davenport University Student Code of Conduct.

L. Clinical Agencies

1. Agency Policies

- a. Students are guests in the clinical site and are representing Davenport University and must act accordingly. All policies regarding conduct of employees at that particular site apply to students as well.
 - b. Students and faculty must conform to the policies of the affiliating agency. The agency has the right to request the student or the clinical instructor to be removed if (s)/he is not conforming to agency policy. The agency is to inform the Clinical Coordinator/Associate Chair if a need exists to remove a student or an Instructor from the clinical facility.
 - c. Students are responsible for their own medical expenses should emergency treatment be required in the Clinical Agency. An incident report must be filed at the Agency and the clinical instructor notified of the incident. Also, a Davenport University incident report should be completed.
 - d. Students must abide by the agency's rules regarding cell phone use. Cell phone use during clinical should be limited to essential functions only. See "Cell Phones" in section 2.
 - e. Refer to the social media guidelines in section 2.
 - f. Students may not use copy machines for the purpose of obtaining chart information, unless permission is gained from the appropriate department *managers*. *Students must attend any orientations required by the clinical site. No patient information can be physically removed from the clinical site.*
2. Clinical sites are often difficult to obtain and students may be required to travel up to 70 miles from the DU campus to the assigned clinical facility. It is the students' responsibility to arrange travel to and from the clinical site.
 3. **Students will be randomly assigned to a clinical site without consideration of demographics or personal preference.** It is the intention of the nursing program to ensure students experience clinical coursework with a variety of student peers so their learning will be enhanced. Thus, if a student has a documented life circumstance that makes attending a clinical at a specific facility a true hardship, they are to notify their nursing advisor and clinical coordinator **no less than four weeks prior to the first day of the clinical experience.** The

notification must be in writing and detail exactly why the student is making a special request for clinical placement. Please note that most requests will not be able to be accommodated.

4. Clinical site assignment is subject to change, depending on the facility, time assigned, and faculty availability. Nursing leadership will do everything possible to prevent such changes once they are confirmed with the student, however, because we are “guests” of a given facility, alterations may need to be made, which could impact a students’ schedule.

M. Employment

1. Students are discouraged from making employment commitments until they know how much time they have to commit to outside employment. Employment more than 16 hours a week for a full-time student is likely to interfere with the ability to be successful.
2. Students should avoid working a shift immediately prior to their assigned clinical start time, as caregiver fatigue is a safety concern. Students who appear overly fatigued in the clinical setting may be asked to leave the clinical site and the disciplinary process will apply.
3. While Davenport University strives to serve the nontraditional learner in a manner that makes learning convenient, it is often impossible to enroll a nursing student into classes which offer much flexibility in scheduling. This makes it difficult for a nursing student to plan ahead and can make it challenging for the student to hold outside employment.
4. Employment may be available to nursing students in the affiliating agencies. If the student does assume a work assignment at one of the affiliating agencies, the student must recognize that they are in a student role, not an employee role, during clinical experiences at this agency.
5. It is expected that students will represent themselves and the university and at clinical sites in a positive and professional manner at all times. See Clinical Experience Requirements, above, and the Student Code of Conduct

N. General Information

1. The student is responsible for transportation to and from clinical assignments.
 - a. Students are responsible for transportation to any location. Students are encouraged to carpool to save energy and costs when possible, however clinical site preferences will not be made on the basis of carpooling requests on a continued basis.
 - b. Agency regulations regarding parking vary and will be part of the orientation at each clinical facility

2. Liability Insurance

Liability insurance is insurance against malpractice and covers the specific clinical hours those students are in the clinical facilities. The cost of this insurance is included in the student’s

tuition. Students are accountable for their own actions or omissions of action based on their level of education.

O. Awards for Academic Excellence

1. Outstanding Scholastic Achievement in the Nursing program will be recognized upon graduation based on the following criteria.
 - a. A cumulative 3.9 GPA in NURS courses
 - b. Adherence to professionalism standards and civility guidelines throughout program.



NURSING APPENDICES



NURSING APPENDIX 1

Davenport University Nursing Program Civility Pledge

Davenport University's Values represent the behavioral expectations of our faculty, staff, and students in performing their responsibilities and achieving their goals. These values include quality, trustworthiness, accountability, innovation and creativity, and respect for people.

The nursing program at Davenport University is guided by standards defined in *The Essentials: Core Competencies for Professional Nursing Education*. The following Domains, Competencies and Sub-Competencies reflect the role of civility in professional nursing.

| Domain | Competency | Relevant Sub-Competencies |
|--------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quality and Safety | Contribute to a culture of provider and work environment safety. | Level 1: Recognize one's role in sustaining a just culture reflecting civility and respect. Level 2: Foster a just culture reflecting civility and respect |
| Professionalism | Demonstrate accountability to the individual, society, and the profession. | Level 1: Demonstrate adherence to a culture of civility. Level 2: Foster strategies that promote a culture of civility across a variety of settings. |

In the Davenport University Nursing program we as a community pledge to cultivate an environment of mutual respect and responsibility for all we come in contact with. Whether we are students, faculty, or staff, all have a right to be in a safe, supportive environment free of incivility in all aspects of interaction and respect all others for his or her individuality. Civility requires cooperation, inclusiveness, kindness, courtesy, and patience.

How we interact with one another is critical to maintaining an effective learning environment. We will thrive when we approach interactions and conversations openly, directly with one another, and with courtesy and professionalism. We recognize that each of us has an obligation to the community in which we have chosen to be a part of.

I pledge to uphold the values of the Davenport University civility pledge each year I attend the nursing program.

Name: _____ Date: _____

Reference:

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. <https://www.aacnnursing.org/AACN-Essentials>

NURSING APPENDIX 2

Standard Precautions

Standard: "Standard Precautions" are followed by all Davenport University nursing students and nurses when contact with blood/body fluids is anticipated.

Rationale: "Standard Precautions" anticipates that **every** patient is infectious, and is a barrier-based system whose primary elements include:

- A. Appropriate use of barriers (gloves, masks, goggles) when contact with body fluids is anticipated
- B. Appropriate hand hygiene (see hand hygiene procedure)
- C. Precautions against needle sticks
- D. Decontamination and handling procedures
- E. Proper handling of laboratory specimens

Expected Outcome: Adherence to this standard reduces the risk of transmission of infection.

Criteria:

- A. Adherence to this Standard is **MANDATORY** for all students.
- B. Personal protective equipment (PPE) for barrier use is provided by DU when in lab setting and by the Agency when in clinical practice setting:
 - 1. Gloves, sterile and non-sterile
 - 2. Protective eyewear (goggles required for clinical use-purchased through the Nursing Department)
 - 3. Cover gowns
 - 4. Masks
 - 5. One-way valve masks
- C. All students are provided with initial orientation and periodic education regarding Standard Precautions.
- D. Monitoring for compliance to this Standard is accomplished through instructor monitoring.
- E. Hand hygiene occurs as described in the hand hygiene procedure.

Procedure: Personal protective equipment (PPE) is used appropriately:

1. Gloves:
 - a. Are worn when a task performed by a student is likely to bring the student in contact with blood, body fluids (such as urine, feces, semen, vaginal secretions, oral secretions, wound drainage, gastric contents, sputum, emesis) and mucous membranes or non-intact skin.
 - b. Are removed after task completion and discarded in regular trash containers (**NOTE:** Hands are cleaned after gloves are removed).
 - c. Are changed between each patient contact.
 - d. Two gloves are mandatory during injections.
2. Gowns: Worn when there is the probability of soiling during procedure
3. Masks/goggles: Are worn when there is the risk of splattering into the eyes or face and must be taken to each clinical assignment.
4. CPR: Masks with one-way valves are available for use during emergency resuscitation.
5. Sharps are handled appropriately in the University lab or the clinical agency.
 - a. Used needles and IVPB are not cut, clipped, capped, or bent.
 - b. All sharps are placed in rigid, puncture-resistant containers.
 - c. Sharps disposal units are placed as close to point-of- use as possible and appropriate.
 - d. When full, the disposal unit is sealed and placed in the trash.
6. Spills of blood or other fluids are cleaned/decontaminated
7. Visible material is removed
 - a. Area is decontaminated with an approved germicidal.
 - b. In the clinical (agencies), equipment that will be returned to Central Supply is first washed in the dirty utility room according to Agency policy.
8. In the clinical agencies, laboratory specimens are handled appropriately:
 - a. Specimen container, label and biohazard bags are taken to patient's room.
 - b. While wearing gloves, the specimen is collected, container securely closed (a seal such as paraffin wax may be required), and label affixed.
 - c. Gloves are removed and hands are washed.
 - d. Specimen container is picked up with paper towel and placed into zip-lock bag without contaminating the outside of the bag.
 - e. Zip-lock bag is securely closed for transport.
9. **All incidents of mucous membrane or parenteral exposure to body fluids are reported via incident report, as required by each individual agency.**

10. Mask Precautions

- a. In addition to Standard Precautions, when the patient has any of the following conditions:
 - Pulmonary TB - suspected or confirmed
 - Measles, Rubella, Chickenpox
 - Haemophilus influenzae meningitis
 - Meningococcal meningitis or pneumonia
 - Positive RSV (respiratory syncytial virus) being treated with Ribavirin aerosol medication

- b. Individual Agencies may require:
 - Private room is used (**NOTE:** Patients with like diagnoses may share a semi-private room if the physician requests).
 - All personnel who enter a room wear a mask.
 - Maintenance of mask precautions is documented in the patient record, each shift.

** Due to possible adverse reactions from Ribavirin aerosol in women or their fetus; pregnant women do not care for patients receiving Ribavirin aerosol.*

Information for Standard Precautions retrieved from:

<https://www.cdc.gov/hicpac/recommendations/core-practices.html#Table>

NURSING APPENDIX 3

Recommendations for Clinical Experience Restrictions*

Students and faculty must adhere to Davenport University and Clinical Agency Policies in regards to restrictions for attendance at clinical.

*Injuries, surgical procedures and/or restrictions such as the need for crutches, walking boots, lifting restrictions and assistive devices may prohibit the student's ability to attend assigned clinical site and progress in the clinical course. Students should notify the Clinical Coordinator and Program Director of any injuries incurred while enrolled in the nursing program. **Students are responsible to inform their faculty and clinical/lab coordinator ASAP of any medical challenges that will impact lab or clinical participation. Refer to "Clinical and Lab Absences" section above.**

| Disease/Problem | Relieve from Direct Patient Contact? | Partial Work Restrictions | Duration |
|--------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------|
| Conjunctivitis | Yes | | Until discharge ceases or until 24 hours after antibiotic is initiated |
| Diarrhea, acute (with fever, cramps or bloody stools, or lasting more than 24 hours) | Yes | | Resolve |
| Herpes simplex: Genitalia | No | Do not take care of High-risk patients. | Until lesions heal |
| Herpes simplex: Orofacial | No | Do not take care of High-risk patients. | Until lesions heal |
| Herpes Zoster (Shingle) | No | Do not take care of High-risk patients. | Until lesions dry & crust |
| Pediculosis | Yes | | Until 24 hours after treatment |
| Staphylococcus Aureus (skin lesions) | Yes | | Until lesions have resolved |
| URI with temp. elevations above 99.6 (0) | Yes | Do not do patient care | Until acute symptoms resolve |
| Pregnancy | Student may address concerns to the Clinical Coordinator | | |
| Known COVID-19 Infection | Yes | Do not report to patient care facility | Until cleared by provider, CDC-recommended isolation period has ended, or per clinical agency requirement. |

For more complete information, see the following link:

<https://www.cdc.gov/infection-control/hcp/core-practices/index.html>

For complete CDC recommendations regarding preventing transmission of COVID-19:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html>

NURSING APPENDIX 4

Michigan Right to Know Law

The Michigan Right to Know Law is designed to provide safety information to employers and employees exposed to hazardous chemicals and other safety concerns of the workplace. Contracted clinical agencies have provided this information for their employees and our students have access to this information.

Visit the [Michigan Right to Know](#) website for more information.

For further assistance or answers to questions, you may also call or visit:

Michigan Department of Labor
Safety Education and Training Division
P.O. Box 30015
Lansing, MI 48909
(517) 322-1809

Michigan Department of Public Health Division of Occupational Health
P.O. Box 30035
Lansing, MI 48909
(517) 335-8250

NURSING APPENDIX 5

American Nurses' Association Code of Ethics for Nurses

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.
4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse through individual and collective effort, establishes, maintains and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

From: American Nurses' Association. (2015). Code of ethics for nurses with interpretive statements, Washington, DC: American Nurses Publishing, American Nurses Foundation/American Nurses Association.

NURSING APPENDIX 6

Scope of Nursing Practice

The Nursing Scope and Standards of Practice describe the “who,” “what,” “where,” “when,” “why,” and “how” of nursing practice:

- **Who:** Registered Nurses (RN) and Advanced Practice Registered Nurses (APRN) comprise the “who” constituency and have been educated, titled, and maintain active licensure to practice nursing.
- **What:** Nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury; facilitation of healing; alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, groups, communities, and populations.
- **Where:** Wherever there is a patient in need of care.
- **When:** Whenever there is a need for nursing knowledge, compassion, and expertise.
- **Why:** The profession exists to achieve the most positive patient outcomes in keeping with nursing’s social contract and obligation to society” (American Nurses Association, n.d., para 2).

American Nurses Association (n.d.). Scope of Practice. Retrieved from <https://www.nursingworld.org/practice-policy/scope-of-practice/>

NURSING APPENDIX 7

American Nurses' Association Standards of Practice

Standard 1. Assessment

The registered nurse collects pertinent data and information relative to the healthcare consumer's health or situation.

Standard 2. Diagnosis

The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues.

Standard 3. Outcome Identification

The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or situation.

Standard 4. Planning

The registered nurse develops a collaborative plan encompassing strategies to achieve expected outcomes.

Standard 5. Implementation

The registered nurse implements the identified plan.

Standard 5A. Coordination of Care

The registered nurse coordinates care delivery.

Standard 5B. Health Teaching and Health Promotion

The registered nurse employs strategies to teach and promote health and wellness

Standard 6. Evaluation

The registered nurse evaluates progress toward attainment of goals and outcomes.

American Nurses' Association Standards of Professional Performance

Standard 7. Ethics

The registered nurse integrates ethics in all aspects of practice.

Standard 8. Advocacy

The registered nurse demonstrates advocacy in all roles and settings.

Standard 9. Respectful and Equitable Practice

The registered nurse practices with cultural humility and inclusiveness.

Standard 10. Communication

The registered nurse communicates effectively in all areas of professional practice.

Standard 11. Collaboration

The registered nurse collaborates with the healthcare consumer and other key stakeholders.

Standard 12. Leadership

The registered nurse leads within the profession and practice setting.

Standard 13. Education

The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.

Standard 14. Scholarly Inquiry

The registered nurse integrates scholarship, evidence and research findings into practice.

Standard 15. Quality of Practice

The registered nurse contributes to quality nursing practice.

Standard 16. Professional Practice Evaluation

The registered nurse evaluates one's own and others' nursing practice.

Standard 17. Resource Stewardship

The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously.

Standard 18. Environmental Health

The registered nurse practices in a manner that advances environmental safety and health.

Source: American Nurses Association [ANA]. (2021). Nursing: Scope and Standards of Practice (4th ed.). ANA

NURSING APPENDIX 8

Professional Organizations

The following are professional groups that are available to you either as a student (*) or as a graduate of your respective program.

CCNE Commission on Collegiate Nursing Education

www.ccneaccreditation.org

American Association of Colleges of Nursing-BSN Essentials

<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>

Sigma www.sigma.org

ATI Assessment Technologies Institute

<http://Atitesting.com>

AWHONN Association of Women's Health Obstetric and Neonatal Nurses

<https://www.awhonn.org/>

INASCL International Nursing Association for Clinical Simulation and Learning

www.inascl.org/

SSIH Society for Simulation in Healthcare

www.ssih.org

American Nurses Association (ANA) – RN

www.nursingworld.org

Michigan Nurses Association (MNA) – RN

<http://www.minurses.org/>

Michigan Student Nurse Association (MSNA)

<http://www.michigannsa.org>

Michigan Center for Nursing

<https://www.michigancenterfornursing.org/>

National Student Nurses' Association

www.nсна.org

The agency of the State of Michigan for regulation of nursing practice is:

State of Michigan Board of Nursing

<https://www.michigan.gov/lara/bureau-list/bpl/health/hp-lic-health-prof/nursing>

Department of Consumer and Industry Services Bureau of Health Services

611 W. Ottawa 4th Floor

P. O. Box 30018 Lansing, MI 48909

NURSING APPENDIX 9

Forms

- I. Davenport University Department of Nursing Written Warning for Clinical Performance Concerns (Level 2)
- II. Davenport University Department of Nursing Probation for Clinical Performance Concerns (Level 3)
- III. Davenport University Department of Nursing Probation for Clinical Performance Behavior(s) Progress Report
- IV. College of Health Professions Nursing: C.A.R.E. Academic Success Plan

I.

**Davenport University Department of Nursing Written Warning for Clinical Performance Concerns
(Level 2)**

This student has been placed on written warning for the following concerns. (check all that apply):

- Tardiness
- Absenteeism
- Unprepared to give safe nursing care
- Unprofessional behavior
- Practicing outside the scope of practice for the level of this course
- Unsafe clinical performance
- Inadequate progress toward improvement of clinical performance behavior(s) as noted on verbal warning dated _____(insert date).
- Other (please explain below)

The Davenport University Department of Student Conduct has been notified of these concerns:

Yes (Date) _____

No (Explain) _____

Detailed documentation of the clinical performance behavior(s) checked above: (include dates and page numbers from CoHP Handbook)

Improvement Plan: This student will need to improve clinical performance by consistently demonstrating the following behavior(s) by (insert date):

If this student does not demonstrate improvement in clinical performance by the date indicated above, the student will be placed on probation. Probation could result in failure of the clinical and co-requisite theory course.

Continued on next page.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

II.

Davenport University Department of Nursing Probation for Clinical Performance Concerns (Level 3)

This student has been placed on written warning for the following concerns. (check all that apply):

- Tardiness
- Absenteeism
- Unprepared to give safe nursing care
- Unprofessional behavior
- Practicing outside the scope of practice for the level of this course
- Unsafe clinical performance
- Inadequate progress toward improvement of clinical performance behavior(s) as noted on written warning dated _____(insert date).
- Other (please explain below)

The Davenport University Department of Student Conduct has been notified of these concerns:

Yes (Date) _____

No (Explain) _____

Detailed documentation of the clinical performance behavior(s) checked above: (include dates and page numbers from CoHP Handbook)

This student will remain on probation for _____ week(s) of clinical. On _____ (insert date) the student's progress toward improvement of the clinical performance behavior(s) will be evaluated. At that time, one of the following disciplinary actions will occur:

1. The student will be removed from probation due to adequate progress toward improvement of the clinical performance behavior(s) noted on this probation.
2. The student will remain on probation for an additional period of time due to inadequate progress toward improvement of the clinical performance behavior(s) noted on this probation.
3. The student will receive a failing grade in the clinical course due to documented inability to improve the clinical performance behavior(s). This will also result in failure of the theory portion of the course.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

III.

Davenport University Department of Nursing Probation for Clinical Performance Behavior(s) Progress Report

This student was placed on probation for the following concerns noted during clinical performance. (check all that apply):

- Tardiness
- Absenteeism
- Unprepared to give safe nursing care
- Unprofessional behavior
- Practicing outside the scope of practice for the level of this course
- Unsafe clinical performance
- Inadequate progress toward improvement of clinical performance behavior(s) as noted on written warning dated _____ (insert date).
- Other (please explain below)

During the designated probationary period, this student has demonstrated the following behavior(s) which indicate the level of progress toward improvement of the clinical performance behavior(s) checked above:

As a result of this progress report, the following actions will be taken:

1. Due to the successful improvement of these clinical performance behavior(s), this student will be removed from probation immediately.
2. Due to inadequate progress toward improvement of these clinical performance behavior(s), this student will remain on probation for _____ week (s) of clinical. Probationary status will be re-evaluated on _____ (insert date).
3. Due to the documentation listed above, the student has not demonstrated the ability to improve these clinical performance behavior(s) and will receive a failing grade in this clinical which will result in a failing grade in the course.

Continued on next page.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Confidence

Achievement

Responsibility

Excellence

Davenport University is committed to helping you reach your academic and career goals.

As you work through this C.A.R.E. Academic Success Plan, be honest with yourself about the commitment and effort you are willing to invest so that you can develop a plan that is achievable and workable for you.



DAVENPORT
UNIVERSITY

College of Health Professions Nursing

C.A.R.E. Academic Success Plan

Student Agreement

I agree to use the strategies identified in an effort to achieve my academic and career goals. I have a clear understanding of what I need to do to be successful at Davenport University. If I have questions or need further assistance, I will follow up with my instructor(s) and/or advisor.

Printed Student Signature

Signed Student Signature

Date: _____

Step 1: Identify the obstacles or barriers that might be affecting your grades:

In reviewing your academic performance, what obstacles have impacted your grades?

√ **Check all** that apply and **circle the top 3** obstacles that impacted your academic grades.

| | Academic | | Personal/Other |
|--|-------------------------------------------------------------------|--|-------------------------------------------------|
| | Ineffective study skills | | Financial difficulties |
| | Undeveloped time management skills | | Health problems |
| | Unprepared for exams | | Hard to get out of bed in the morning |
| | What worked in high school doesn't work anymore | | Use or abuse of alcohol or other substance(s) |
| | Hard to concentrate/daydreaming | | Possible learning disability |
| | Difficult classes/not prepared for course level | | Difficulty sleeping at night |
| | Conflict with instructor | | Working too many hours at job(s) |
| | Unable to understand course content or find important information | | Pressure, stress, anxiety or tension |
| | Poor reading skills | | Excessive time spent online; social media, etc. |

Other factors not listed above: _____

Step 2: Generate potential solutions for overcoming the barriers/obstacles you identified in Step 1.

Use the chart below to list the barriers or obstacles you identified and three potential solutions for each.

| Barrier/Obstacle | Solution #1 | Solution #2 | Solution #3 |
|------------------|-------------|-------------|-------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |

| Possible Solutions | |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Personal Based Solutions | Davenport University-Based Solutions |
| I will make better choices regarding sleeping and eating habits. | I will request a peer-to-peer mentor. |
| I will develop a time management plan that works for me. | I will contact the tutoring center and request tutoring services. |
| I will attend all my classes. | I will attend a study table. |
| I will come to class more prepared. | I will contact the counseling services offered at Davenport to set up a counseling session(s). |
| I will make better choices regarding free time; i.e. online gaming, social networking, use/abuse of alcohol, etc. | I will contact _____ to set up a meeting regarding financial issues/concerns. |
| I will get to know my instructors. | I will schedule a meeting with _____ on test taking strategies. |
| I will make adjustments to my work schedule to allow more balance for school. | I will utilize online resources such as _____. |




| | |
|----------------------------------------------------------|--------|
| I will set a study schedule for each class and follow it | Other: |
| I will study in a place that allows me to get work done | Other: |
| I will ask members of my support network to help me | Other: |
| I will get involved in fitness activities | Other: |

Step 3: Develop your Plan of Action - Commit to workable and achievable solutions.

Using the chart below, list the three most achievable solutions you are willing to try. Identify how these solutions will assist you to achieve your goal and the commitments needed to obtain your identified solution.

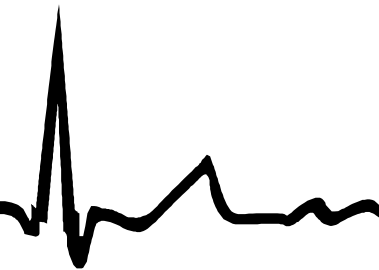
| Solution | How will this solution help me? | What will this solution require of me in terms of time and effort? |
|----------|---------------------------------|--------------------------------------------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |

Davenport University Resources

| Resource | Link to Access Resources |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Online Tutoring Services</p>  | <p>Davenport University has an online tutor designated just for nursing students. There is no fee for the students to use this service.</p> <p>https://my.davenport.edu/tutoring-services</p> |
| <p>Nurse Mentor Program</p>  | <p>This program matches DU nursing students with experienced RN alumni.</p> <p>Nurse Mentor Program; Nursing Student Application Link: https://forms.gle/XGL8MLnyo3oWRQ1S6 Email: nursementorprogram@davenport.edu</p> |
| <p>Counseling Services</p>  | <p>The Wellness Center is home to Davenport's Counseling Services and Health Services. Counselors are available to all students free of charge. Students can be seen in-person at the Wellness Center, located on the Grand Rapids campus, OR virtually.</p> <p>https://my.davenport.edu/campus-life/student-affairs/wellness-center</p> <p>https://www.davenport.edu/campus-life/counseling</p> |
| <p>Academic Support Services</p>  | <p>This link will take you to a variety of resources to assist with your academic success.</p> <p>https://my.davenport.edu/academics/student</p> |



**COLLEGE OF HEALTH
PROFESSIONS
APPENDICES**



A-1 Common COHP Abbreviations, Acronyms, and Key Words

Allied Health:

| | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AAMA | American Association of Medical Assistants |
| AAMT | American Association of Medical Transcriptionists |
| AHDI | Association for Healthcare Documentation Integrity |
| AHIMA | American Health Information Association |
| CAAHEP | Commission on Accreditation of Allied Health Education Programs |
| CAHIIM | Commission on Accreditation for Health Informatics and Information Management Education |
| CCA | Certified Coding Associate (entry-level certification exam of the AHIMA) |
| CCS | Certified Coding Specialist (expert-level certification exam of the AHIMA) |
| CCS-P | Certified Coding Specialist – Physician-based (expert-level certification exam of the AHIMA) |
| CMA | Certified Medical Assistant (certification exam of the American Association of Medical Assistants) |
| CMT | Certified Medical Transcriptionist |
| HICM | Health Insurance Claims Management |
| HIM | Health Information Management |
| HIT | Health Information Technology |
| HSA | Health Services Administration |
| MA | Medical Assisting |
| PPE | Professional Practice Experience (AKA Practicum, Practicum, Externship, Clinical) Practicum Allied Health Professional Practice Experience (AKA Practicum, Externship) |
| RHIA | Registered Health Information Administrator |
| RHIT | Registered Health Information Technician |
| RMA | Registered Medical Assistant (certification exam of the American Medical Technology Association) |
| RMT | Registered Medical Transcriptionist |

Nursing:

| | |
|------------------|--------------------------------------------------------------------------|
| BSN | Bachelor of Science in Nursing |
| Clinical | Nursing professional practice experience |
| HESI | Health Education Systems Inc. (Nursing admission assessment) |
| Level I | Practical Nursing Diploma Program |
| Level II | Nursing Associate of Applied Science |
| Level III | Nursing Bachelor of Science Program |
| NCLEX | National Council Licensing Exam (state board licensing exam for nursing) |
| NCLEX-RN | National Council Licensing Exam for the Registered Nurse |
| ACEN | Accreditation Commission for Education in Nursing |
| PN | Practical Nurse |
| RN | Registered Nurse |

DU Miscellaneous

| | |
|------------|-----------------------------------------------|
| AD | Associate Dean |
| AAS | Associate of Applied Science (Degree) |
| ABA | Associate of Business Administration (Degree) |

| | |
|-------------|------------------------------------------------------------------------------|
| BBA | Bachelor of Business Administration (Degree) BS Bachelor of Science (Degree) |
| CBC | Criminal Background Check |
| CEA | Career and Education Advisor |
| CEP | Career and Education Plan |
| CSC | Career Services Coordinator |
| DS | Drug Screening |
| DU | Davenport University |
| DUES | Davenport University Excellence System |
| DUO | Davenport University Online |
| COHP | College of Health Professions |

A-2 Student Disclosure (CBC)



CLINICAL STUDENT DISCLOSURE STATEMENT TO BE RETAINED BY THE EDUCATIONAL INSTITUTION

All students are to complete this form prior to beginning any clinical or professional practice experience.

Student Name: _____ Date of Birth: _____

Training Program: _____

1. I certify that I have not been convicted of a crime or offense that prohibits me from being granted Clinical privileges in a long-term care setting as required by P.A. 27, 28 and 29 of 2006 within the Applicable time period prescribed by each crime as detailed in the attached summary from the MDCH.

Signature of Student

Date

2. I certify that I have not been the subject of an order or disposition under the Code of Criminal Procedure dealing with findings of "not guilty by reason of insanity" for any crime.

Signature of Student

Date

3. I certify that I have not been the subject of a state or federal agency substantiated finding of patient or resident neglect, abuse or misappropriation of property or any activity that caused my nurse aide certification to be "flagged".

Signature of Student

Date

4. I have listed below all offenses for which I have been convicted, including all terms and conditions of sentencing, parole and probation and any substantiated finding of patient or resident neglect, abuse or misappropriation of property.

Signature of Student

Date

Conviction/Offense Date of Conviction/Finding/City State Sentence Date of Discharge

I certify that I have reviewed the list of prohibited offenses as defined in P.A. 27, 28 and 29, and that the above list of my convictions and/or substantiated findings of patient or resident neglect, abuse or misappropriation of property (if any) is true, correct and complete to the best of my knowledge. I also understand that if the information is not accurate or complete, my clinical privileges will be withdrawn immediately. I understand that the facility or educational program denying my privileges based on information retained through a background check is provided immunity from any action brought by a Student due to the decision to remove clinical privileges.

Signature of Student

Davenport University 1299029

Date



STUDENT STATEMENTS: CONFIDENTIALITY, COMPLIANCE, CHILD PROTECTION, CRIMINAL HISTORY

Students may be required to complete this form prior to beginning any clinical or professional experience. See your COHP Associate Chair for details.

Confidentiality regarding the content of the examinations has always been an expectation. I agree that I will **NOT** divulge questions on examinations to individuals who have not completed these examinations. I understand that the unauthorized possessing or reproduction of any examination questions is in violation of the concept of confidentiality. A violation of this type **WILL** result in disciplinary actions.

Confidentiality regarding the clinical experience has always been an expectation. I agree that I will not divulge or copy any information regarding staff, visitors, or patients or discuss the information outside of the clinical setting. A violation of this type **WILL** result in disciplinary action.

Appropriate conduct concerning children is a concern of all of society. Recognizing the responsibility of all healthcare providers to protect children from being physically and sexually abused, we require the students to sign a statement, signifying there have been no accusations or charges filed against them for any inappropriate conduct concerning children. A violation of this type **WILL** result in disciplinary action.

A resident of the state of Michigan seeking clinical privileges or employment in a nursing home, hospital, long term care unit, county medical care facility, or home for the aged may be required to have a criminal background history check done. Recognizing this as a possibility, we require the student to sign a statement regarding criminal background history stating they have not been convicted of:

- **A felony or an attempt or a conspiracy to commit a felony within the 15 years immediately prior to this date**
- **A misdemeanor involving abuse, neglect, assault, battery, or criminal sexual conduct or involving fraud or theft against vulnerable adults as that term is defined in section 145m of the Michigan Penal Code, 1931 PA 328, MCL 750.145m, or a state or federal crime that is substantially similar to a misdemeanor described in this statement within the past 10 years immediately prior to this date.**

A violation of this type **WILL** result in disciplinary action.

STATEMENT OF CONFIDENTIALITY:

I HAVE READ AND AGREE TO ABIDE BY THE STATEMENT OF CONFIDENTIALITY AND ALL POLICIES AND PROCEDURES AS STATED IN THE CURRENT DAVENPORT UNIVERSITY COLLEGE OF HEALTH PROFESSIONS STUDENT HANDBOOK.

STUDENT: _____ DATE: _____

STATEMENT OF CHILD PROTECTION:

I HAVE READ AND AGREE THERE HAVE BEEN NO CHARGES AND ACCUSATIONS ON FILE AGAINST ME.

STUDENT: _____ DATE: _____

STATEMENT REGARDING CRIMINAL HISTORY:

I HAVE READ AND AGREE THAT I HAVE NOT BEEN CONVICTED OF A FELONY OR A MISDEMEANOR SINCE COMPLETING THE CBC AND DRUG SCREENING PROCESS, NOR ARE THERE ANY CHARGES PENDING AGAINST ME.

STUDENT: _____ DATE: _____

I ALSO UNDERSTAND THAT, IF THE INFORMATION IS NOT ACCURATE OR COMPLETE, MY CLINICAL PRIVILEGES WILL BE WITHDRAWN IMMEDIATELY. I UNDERSTAND THAT THE FACILITY OR EDUCATIONAL PROGRAM DENYING MY PRIVILEGES BASED ON INFORMATION RETAINED THROUGH A BACKGROUND CHECK IS PROVIDED IMMUNITY FROM ANY ACTION BROUGHT BY A STUDENT DUE TO THE DECISION TO REMOVE CLINICAL PRIVILEGES.

STUDENT: _____ DATE: _____



CRIMINAL HISTORY CHECK AND DRUG & ALCOHOL SCREENING AUTHORIZATION FORM

PLEASE PRINT CLEARLY

Student Name: _____

Student ID: _____

I authorize Verified Credentials, or any other facility approved by Davenport University, the Federal Bureau of Investigations, the Michigan State Police or any other agency to conduct a criminal background check and/or a drug screen for any drug, alcohol or substance requested by Davenport University, and to release those results to Davenport University.

I understand and agree that if I am arrested or convicted of any offense, I will immediately inform the relevant Associate Chair of the College of Health Professions. I understand that individuals who are arrested for or convicted of certain offenses (which are not limited to drug or alcohol offenses), even if the individual has previously taken and passed a drug screen, at Davenport University's discretion, may not be placed into a required clinical component or rotation of any course, may be removed from any such clinical component or rotation if already placed, and may be suspended or removed from the relevant Davenport University College of Health Professions Program.

I authorize Davenport University to release the results of my criminal background check and my drug screen, and my Clinical Student Disclosure Statement, if applicable, to any hospital, facility or other partner healthcare agency which requests the results as a part of fulfilling my education/training requirements, or assessing my qualifications for employment or a clinical component or rotation.

I understand that the completion of education/training requirements, clinical components and/or rotations may be graduation requirements, and that a degree will not be granted to those who do not successfully complete all required education/training, clinical components and/or rotations. I also understand that the results of my criminal history check, drug screen and/or certain findings related to my status or conduct may impact my eligibility to enroll or continue my enrollment at Davenport University, participate in clinical components or rotations, and/or obtain licensure, certification or registration from the State of Michigan or other regulating agency.

Student Signature _____
Date

A-5 Bloodborne Pathogens Exposure/Needle Stick Incident Reporting

A. On Campus

1. Students:

- a. Notify the instructor immediately, clean the wound with soap and warm water, and treat any bleeding.
- b. Fill out the Davenport University Incident Report. This report is found online at <https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>. Have the site or your personal physician draw blood for bloodborne pathogens exposure. If you do not have a personal physician, you must go to the nearest urgent care clinic.
- c. If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University provided health insurance will.
- d. If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Department Chair/Associate Chair. This person will then send the bills on to the University's Risk Management group for payment.

2. Faculty:

- a. As soon as a student notifies you of a needlestick, have the student clean the wound as above and fill out the Davenport University Incident Report. (<https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>) with the student.
- b. Unless it is a medical emergency, do not allow the student to leave the classroom without having filled out the University Incident Report first.
- c. Make sure the student understands the importance of obtaining follow-up care and screening with his/her personal physician or the nearest urgent care facility.
- d. Notify the Associate Department Chair by email or phone of the incident and what steps you have taken.

B. Off Campus/Practicum

1. Site Students:

- a. Notify your site preceptor, instructor, and COHP personnel immediately.
- b. Follow your practicum site's policies and procedures for bloodborne pathogens exposure. Your site preceptor should be able to assist you with complying with this step.
- c. If the site is not able to draw your blood for a bloodborne pathogens exposure, then you must go to your personal physician or the nearest urgent care clinic and have them draw blood for a bloodborne pathogens exposure.

- d. Notify the Davenport University Practicum Manager for your practicum.
 - e. Fill out a Davenport University Incident Report. You must fill out this report as soon as possible. This report is found online at <https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>. If you have questions about the report, ask the practicum manager for assistance.
 - f. If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University provided health insurance will.
 - g. If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Department Chair/Associate Chair. This person will then send the bills on to the University's Risk Management group for payment.
2. Faculty:
- a. As soon as a student notifies you of a needlestick, ask the student what has been done at the site, fill out the Davenport University Incident Report (<https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>) with the student and verify that the student is following-up with the practicum site.
 - b. Unless it is a medical emergency, do not allow the student to leave the clinic site without following that site's policy and procedure.
 - c. As soon as possible have the student fill out the University Incident Report.
 - d. Make sure the student understands the importance of obtaining follow-up care and screening at the practicum site or with his/her personal physician/the nearest urgent care facility.

Notify the Associate Department Chair by email or phone of the incident and what steps you have taken.



Please sign and date prior to beginning your Professional Practice Experience. Hand in or email to your Practicum Manager.

(Nursing students: Hand in to your clinical instructor prior to beginning every clinical rotation)

College Of Health Professions Professional Standards

To be successful in the Davenport University College of Health Professions Programs, students and faculty need to be aware that the ability to meet the following professional standards will be continuously assessed. Students and faculty in any healthcare related program need the ability and skills in the following domains: observational/ communication ability, motor ability, intellectual/ conceptual ability, and behavioral, interpersonal, and emotional ability. Students and faculty must be able to perform independently, with or without accommodation, to meet the following professional standards*:

Observation/Communication Ability – Students and faculty must be able to:

- Effectively communicate both verbally and non-verbally with patients, peers, faculty and other healthcare professionals
- Use senses of vision, touch, hearing, and smell to interpret data
- Demonstrate abilities with speech, hearing, reading, writing, English language, and computer literacy

Motor Ability – students and faculty must be able to:

- Display gross and fine motor skills, physical endurance, strength, and mobility to carry out healthcare related processes and procedures
- Possess physical and mental stamina to meet demands associated with excessive periods of standing, moving, physical exertion, and sitting
- Perform and/or assist with procedures, calculate, reason, analyze, and synthesize data to make decisions, often in a time urgent environment
- Incorporate new information from faculty, peers, and healthcare related literature and research
- Interpret data from electronic and other monitoring devices.

Intellectual/Conceptual Ability- Students must be able to:

- Problem-solve, measure, calculate, reason, analyze, and synthesize data to make decisions, often in a time urgent environment.
- Incorporate new information from teachers, peers, health related literature, and research.
- Interpret data from electronic and other monitoring devices.

Behavioral, Interpersonal, and Emotional Ability – students and faculty must be able to:

- Tolerate physically taxing workloads and function effectively during stressful situations

- Display flexibility and adaptability in the work environment
- Function in cases of uncertainty that are inherent in healthcare settings involving patients, clients, Vendors, and others interacting with healthcare providers
- Possess the skills required for full utilization of the student's and faculty intellectual abilities
- Exercise stable, sound judgment
- Establish rapport and maintain sensitive, interpersonal relationships with others from a variety of social, emotional, cultural, and intellectual backgrounds
- Accept and integrate constructive criticism given in the classroom, clinical, and healthcare facility settings

*Adapted from SCSU Dept. of NUR and Western CT State University Department of Nursing Technical Standards

Student Name: _____ Date: _____