



**COLLEGE OF HEALTH  
PROFESSIONS**

**UNDERGRADUATE STUDENT  
HANDBOOK**

**2022-2023 Edition**

# COLLEGE OF HEALTH PROFESSIONS STUDENT HANDBOOK 2022-2023

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\*To access the College of Health Professions Student Handbook, go to [www.davenport.edu](http://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 21<sup>st</sup> 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)**

|   |   |              |
|---|---|--------------|
| Interim Dean, College of Health Professions   | Amy Stahley, PhD, RN  | 616-871-6160 |
| Administrative Assistant<br>College of Health Professions   | Maria Banfill<br>mbanfill1@davenport.edu  | 616-871-6150 |
| Associate Dean and Department Chair- Health Information Management/Allied Health                            | Linda Sorensen, Ed.D, RHIA, CHPS<br>linda.sorensen@davenport.edu  | 586-620-4085 |
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| Associate Department Chair Allied Health Medical Assistant Program Director<br>Grand Rapids Lettinga Campus | Marybeth Pieri-Smith, MBA, RHIA, CCS-P, CMA (AAMA), CPC<br>marybeth.Pieri-Smith@davenport.edu             | 616-871-3973 |
| Campus Associate Department Chair<br>Warren/Detroit, Program Director HHCM/HSAD                             | Kimberly Corsi, MSA, LRCP, CCS<br>kimberly.Corsi@davenport.edu  | 586-620-4015 |
| Allied Health/HIM, Faculty, Practicum Coordinator   | Yvette Pawlowksi, M.Ed., RHIA, CPC-A, CHDS<br>yvette.pawlowski@davenport.edu                              | 989-402-1289 |
| Allied Health/HIM, Faculty  | Paula Koning, MM, RHIA, CTR<br><a href="mailto:paula.koning@davenport.edu">paula.koning@davenport.edu</a> | 616-871-3982 |
| Allied Health, Faculty, Compliance Coordinator  | Lindsey Shull, PhD, MA, LPN, CFLE<br><a href="mailto:lushull@davenport.edu">lushull@davenport.edu</a>     | 616-554-5528 |
| Allied Health/HIM (HHCM & HSAD)<br>Teaching Learning Coordinator  | Carley Davidson, MBA<br>carley.davidson@davenport.edu   | Offsite      |
| Allied Health/HIM (HLTH)<br>Teaching Learning Coordinator   | Dawn Strauss-Berta DC<br>dawn.strauss-bertha@davenport.edu  | Offsite      |
| Allied Health/HIM (HINT)<br>Teaching Learning Coordinator   | Lisa Kagay, MBA, RHIA<br><a href="mailto:lisa.kagay@davenport.edu">lisa.kagay@davenport.edu</a>           | Offsite      |
| Associate Dean, Nursing<br>MSN ADC<br>BSN Completion/Concurrent   | Aleta Pillai, PhD, RN<br>Aleta. <a href="mailto:Pillai@davenport.edu">Pillai@davenport.edu</a>            | 810-516-5315 |
| Chair, Nursing  | Tracy Alberta<br><a href="mailto:Tracy.Alberta@davenport.edu">Tracy.Alberta@davenport.edu</a>             | 616 871-6155 |
| Associate Chair, Nursing<br>Lansing   | Kim Garza, DNP, MSN-Ed, RN<br><a href="mailto:Kim.garza@davenport.edu">Kim.garza@davenport.edu</a>        | 517-367-8250 |
| Associate Chair, Nursing-Great Lakes Bay Area   | Michelle Hagstrom, DNP, RN<br>mhagstrom@davenport.edu   | 989-794-1943 |
| Associate Chair, Nursing<br>Warren  | Cherie Reitzel, MSN, RN<br>cblondin1@davenport.edu  | 586-620-4119 |
| Simulation, Clinical and Skills Lab Coordinator,<br>Warren-Nursing  | Janetlynn Erikson, MSN<br>FNP-BC IBCLC<br>Jerikson9@davenport.edu   | 586-620-4121 |

|   |  |              |
|---|--|--------------|
| Simulation, Clinical and Skills Lab Coordinator,<br>Nursing- Great Lakes Bay Area | Kathryn Robinson, MSN, RN<br>Katie.robinson@davenport.edu  | 989-794-1943 |
| Simulation, Clinical and Skills Lab Coordinator,<br>Nursing- Grand Rapids         | Shellie Raisanen, MSN, RN<br><a href="mailto:sraisanen@davenport.edu">sraisanen@davenport.edu</a>          | 616-871-6156 |
| Simulation, Clinical and Skills Lab Coordinator,<br>Nursing- Grand Rapids         | Kim Kornhorn MSN, RN<br>Kimberly.Kornhorn@davenport.edu  | 616-871-6154 |
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| Associate Chair Nursing<br>Grand Rapids Lettinga                                  | Debbie Bosworth, MSN, RN<br><a href="mailto:Dbosworth@davenport.edu">Dbosworth@davenport.edu</a>           | 616-871-6144 |
| Faculty, Nursing<br>Grand Rapids, Lettinga  | Margaret Smith, MSN, RN<br>Msmith319@davenport.edu   | 616-871-6164 |
| Faculty, Nursing<br>Grand Rapids, Lettinga  | Carrie Monaghan, MSN, RN<br>Carrie.monaghan@davenport.edu  | 616-554-5839 |
| Faculty, Nursing<br>Grand Rapids, Lettinga  | Sarah Hansen, MSN, RN<br>Shansen13@davenport.edu   | 616-264-6324 |
| Faculty, Nursing<br>Grand Rapids, Lettinga  | Cassandra Cummings, DNP, RN<br>CPNP-PC<br>Cassandra.cummings@davenport.edu                                 | 616-871-6149 |
| Faculty, Nursing<br>Grand Rapids, Lettinga  | Julie Polanic, MSN, RN<br><a href="mailto:Julie.polanic@davenport.edu">Julie.polanic@davenport.edu</a>     | 616-871-6170 |
| Faculty, Nursing<br>Grand Rapids, Lettinga  | Janine Blakeslee, PhD, RN<br><a href="mailto:jblakeslee@davenport.edu">jblakeslee@davenport.edu</a>        | 616-871-6152 |
| Faculty, Nursing<br>Grand Rapids, Lettinga  | Amanda Alemdar, MSN, RN<br><a href="mailto:aalemdar@davenport.edu">aalemdar@davenport.edu</a>              | 616-871-6171 |
| Faculty, Nursing<br>Grand Rapids, Lettinga  | Heather Kooiker, MSN, RN<br><a href="mailto:hkooiker@davenport.edu">hkooiker@davenport.edu</a>             | 616-871-6176 |
| Faculty, Nursing<br>Great Lakes Bay   | Sarah Brooks, MSN, RN<br><a href="mailto:Sarah.brooks@davenport.edu">Sarah.brooks@davenport.edu</a>        | 989-794-1942 |
| Faculty, Nursing<br>Great Lakes Bay   | Margaret Hovey DNP, RN<br>Margaret.Hovey@davenport.edu   | 989-794-1946 |
| Faculty, Nursing<br>Lansing   | Angela Elenbass, MSN, RN<br>Angela.Elenbaas@davenport.edu  | 517-484-2600 |
| Faculty, Nursing<br>Lansing   | Kelli Baumgartner, MSN RN<br>kbaumgartner1@davenport.edu   | 517-367-8212 |
| Faculty, Nursing<br>Warren  | Sharon Long, PhD, FNP. B.C. RN<br><a href="mailto:Sharon.Long@davenport.edu">Sharon.Long@davenport.edu</a> | 586-602-4122 |
| Faculty, Nursing<br>Warren  | Gideon Njankwi PhD, RN<br>gideon.njankwi@davenport.edu   | 586-620-4108 |
| RNCP Advisor<br>Grand Rapids, Lettinga  | TBA  |              |
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| Faculty, RNPC<br>Grand Rapids, Lettinga   | TBA  |              |

|   |  |              |
|---|--|--------------|
| BSN Concurrent Program Coordinator<br>Nursing | Georgia Elmassian, MSN, RN<br>gelmassian@davenport.edu | 616-9742378  |
| BSN Concurrent Program Coordinator<br>Nursing | Leslie Casperson, MSN, RN<br>lcasperson@davenport.edu  | 231-632-1183 |
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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:

|           |       |         |
|-----------|-------|---------|
| <b>A</b>  | (4.0) | 93 –100 |
| <b>A-</b> | (3.7) | 90 – 92 |
| <b>B+</b> | (3.3) | 87 – 89 |
| <b>B</b>  | (3.0) | 83 – 86 |
| <b>B-</b> | (2.7) | 80 – 82 |
| <b>C+</b> | (2.3) | 77 – 79 |
| <b>C</b>  | (2.0) | 73 – 76 |
| <b>F</b>  | (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 A6*

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 and perform, 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/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 skills required for full utilization of the student's and faculty's 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.
- Display proper hygiene and adhere to dress code policy of the practicum site and in the classroom.
- Refrain from sleeping or taking breaks not approved by the practicum site
- Refrain from bringing cell phone or media devices onto practicum site.
- Refrain from smoking on grounds (including in any vehicle). This includes chewing tobacco.
- 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:

- Limit the transfer of microorganisms from students to patients and vice versa.
- Provide for safety and limit injury.
- Present a professional appearance.
- 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:

- Failure to meet specific grade requirements for any major course.
- Failure to meet specific course program/outcomes essential to student's program.
- An agency's or facility's request for removal of student from the clinical and/or practicum experience.
- Refusal by student to submit to drug testing, background check and /or failure to comply with health requirements.
- Unsatisfactory evaluation by agency or facility preceptor.
- Repeated unsatisfactory performance or a significant incident which jeopardizes the agency or facility.
- Harassment of a preceptor, fellow student, or faculty member.
- Actions or behaviors that interfere with a student's ability to safely and effectively give care to patients.
- Violation of any patient safety policy or practice
- A positive Background check that results in removal from a College Of Health Profession's program.
- 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:

- Area(s) of academic weakness
- Personal plan for improvement
- Date requested to repeat failed course

**No professional practicum course (i.e. Practicum or Clinical, etc.) may be repeated due to failure without explicit written permission from the Dean of the College of Health Professions.**

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 (Please refer also to the Do No Harm Pledge)**

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") at the time of declaring a major in the COHP. 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 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 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 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, 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:

- Negative TB test <or> Interferon Gamma Release Assay (IGRA) blood test <or> negative chest x-ray within the last 12 months
- Hepatitis B vaccine record <or> titer <or> University approved waiver. (Although Davenport allows a waiver, many practicum sites may require Hepatitis B vaccination.)
- Measles, Mumps, Rubella (MMR) titer <or> proof of immunization. (Vaccination received PRIOR to January 1, 1957, is NOT acceptable.)
- Tetanus, diphtheria, and pertussis (Tdap) proof of immunization (booster) within the last 10 years.
- Varicella (Chicken Pox) titer <or> proof of immunization <or> documentation of history of disease.
- 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.
- COVID-19 proof of immunization per current recommendations.

## 2.17.3 ACADEMIC and PROFESSIONAL DOCUMENTATION

For all Programs:

- Completion of Self-paced Practicum Seminar
- Completed Criminal Background Check and Drug Screen conducted through HLTH 101M or HLTH101R.
- Required immunization documentation upload to Verified Credentials student account.
- Required meeting with Career Coach, Career Services, completed and resume is in "Reviewed" status in Handshake.
- Required meeting with Program Director completed.

- 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 approval 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:

- Name of organization
- Address of organization including city and state
- Contact person name
- Contact person's title
- Contact person email
- 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**

- 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.
- Mandatory completion of the Self-Paced Practicum Seminar..
- Students must repeat the Practicum Seminar if it has been more than two semesters since completing the mandatory self-paced practicum seminar.
- Students are responsible for reading and signing all sections of the Experience Request.

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.

- 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.
- 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.

### 2.17.6 **Practicum Approval Process:**

- Students remain waitlisted until they apply for a practicum opportunity in Handshake, interview and accept an offer.
- 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:
  - Practicum responsibilities must be supervised by someone other than the student's normal day to day supervisor
  - **Practicum must be in a different department than where** the student currently works
  - The experience must provide different types of work than what the student is currently responsible for
  - **It must be an unpaid experience**

### **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:**

- 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.
- 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.
- 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.

- 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.
- 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**

- 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>).



- Unless it is a medical emergency, do not allow the student to leave the classroom or site without completing the University Incident Report first.
- 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.
- 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 –**

- Notify your site preceptor immediately.
- Follow your clinical/practicum site's policies and procedures for bloodborne pathogens exposure. Your site preceptor can assist you in complying with this step.
- 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.
- Notify the Davenport University Practicum Coordinator, faculty member and ADC as soon as possible.
- 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.
- 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.
- 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 Department Chair for permission.

### **Removal From a Practicum Site**

Students cannot change practicum site once placed. Should student have concerns about their practicum site, they should be brought to the attention of the Associate Department Chair 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 Associate Department Chair (ADC) and Practicum Manager.
2. Practicum Manager will obtain a written statement from the practicum site describing the infraction or situation.
3. Student will schedule an appointment with the Associate Department Chair 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, ADC, Director of Experiential Learning, and Practicum Manager of the decision.

### **Declining Site Placement**

Once a student is offered a site for the practicum, the student is expected to accept and follow through with all onboarding requirements. Students who decline their site placement without an appropriate reason will be moved to the **bottom** of the placement list and will be marketed for placement only after all other students for that semester have secured placement. Declining a site puts the student at risk for not being placed in the requested semester.

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

Davenport University students on clinical rotations, field work, practicums or internships should follow their placement 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, You Tube 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.

- Consider carefully what you post on any social networking site before posting
- Remember you are representing Davenport University and your profession
- Be aware that what is posted online is there forever, even if you delete or request removal of the posting
- Realize that potential employers regularly review websites, blogs, and social media throughout the hiring process and after hiring
- 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:

- Cell phones may not be carried or used by students in any clinical/practicum area
- 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
- Phones may be used before or after work, or during scheduled breaks if allowed by the site
- 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
- 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:

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

### **Visual or Audio Media**

Clinical/Practicum Area:

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

Classroom:

- Cameras or recording/electronic devices may be allowed in the classroom or lab setting only with specific faculty permission
- Any individual to be included in a photograph/recording must give his or her written consent before the photo/recording is taken
- Any individual that is photographed/recorded can withdraw consent at any time and request that the photograph/recording be destroyed
- 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:

- Extreme caution must be taken to protect patient privacy at all times
- 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
- Videotaping and/or taking of still photographs in the clinical setting are forbidden
- Posts on social networking sites regarding any aspect of the clinical/practicum experience are forbidden
- 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
- Removal of an individual's name does not constitute proper de-identification of protected health information

- 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
- 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:**

- A student shall not report private academic information of another student on a social networking site
- Violations may constitute violation of state or federal privacy laws or regulations
- 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
- Students shall not initiate “friend” requests of any faculty member or clinical supervisor while the student is enrolled in any COHP program
- 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:

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

**2.25 Exit Exams**

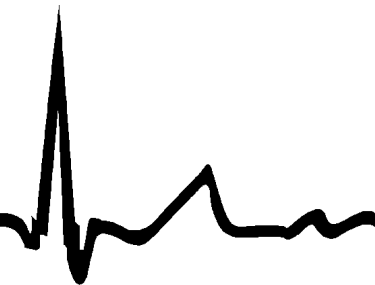
All health programs in the College of Health Professions may require interim competency exams and a final exit exam to assess professional competency before graduation from the program. Individuals not meeting the score requirements of the final exit exam may be required to undertake remediation.



# HEALTH INFORMATION MANAGEMENT PROGRAMS

Including:

HEALTH INFORMATION TECHNOLOGY Associate and  
HEALTH INFORMATION MANAGEMENT Bachelor Degrees



### **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:

- Compliance/Risk Management
- Education/Communication
- Informatics/Data Analysis
- IT/Infrastructure
- Health Information Management/Medical Records Operations and Administration
- Revenue Cycle Management (including Coding)

## **HEALTH INFORMATION MANAGEMENT PROGRAM LEARNING OUTCOMES:**

### **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.

### **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.

## **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)

<http://www.ahima.org>

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

<http://www.himss.org>

## **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**

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.

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 who have achieved academic excellence and have the potential to be future leaders in the healthcare information and management systems industry.

The Michigan Health Information Management Association (MHIMA) also offers scholarships to qualified students. For more information, visit [www.mhima.org/colleges](http://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.

### **3.1.2 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 654.***

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.

Please visit this link for the required courses and recommended sequence

Associate in HIT: [link](#)

[https://docs.google.com/spreadsheets/d/e/2PACX-1vTW\\_oik6VtwlpNtEWIAMq0pC6XU1qrMLjLo\\_I3QfZUVGIGKibKgVaAsSvSW7-zXbcbUQFIP7xhnMqq/pubhtml?gid=796393759&single=true](https://docs.google.com/spreadsheets/d/e/2PACX-1vTW_oik6VtwlpNtEWIAMq0pC6XU1qrMLjLo_I3QfZUVGIGKibKgVaAsSvSW7-zXbcbUQFIP7xhnMqq/pubhtml?gid=796393759&single=true)

### 3.1.3 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 148.**

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
- Graduates that are currently waiting for their official transcripts

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

- 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.
- Possesses comprehensive knowledge of medical, administrative, ethical, and legal requirements and standards related to healthcare delivery and the privacy of protected patient information.
- Manages people and operational units, participates in administrative committees, and prepares budgets.
- 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:** [link](#)

<https://docs.google.com/spreadsheets/d/e/2PACX-1vQbfObybzHCk6o9i5QrJh38pklghyy7UKVE3ESFgbqKE3GDmVbqtH97dMAwZwXUINPnn7ibrsoYFmYI/pubhtml?gid=717607068&single=true>

**Cancer Tumor Registry Specialty:** [link](#)

[https://docs.google.com/spreadsheets/d/e/2PACX-1vTLbVapwihaRkNGRcEGbrZBdDGHUB5r9YJ6aboWILy-tGr5pmaI5MDRWzWXId6bw\\_2F12ItNPJ0bZ1/pubhtml?gid=717607068&single=true](https://docs.google.com/spreadsheets/d/e/2PACX-1vTLbVapwihaRkNGRcEGbrZBdDGHUB5r9YJ6aboWILy-tGr5pmaI5MDRWzWXId6bw_2F12ItNPJ0bZ1/pubhtml?gid=717607068&single=true)

**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:** [link](#)

[https://docs.google.com/spreadsheets/d/e/2PACX-1vT-BQqiCxqP7rNqWdg\\_4P-Di1gRaxKzJJJeEz8XVbmySZUb4lds0XeTRGxcTI5mCb5wqbQ0IjVhoMCB-2Rc1ap6J7n1pUW4\\_RRHs77Apxrzm\\_gj9dp/pubhtml?gid=717607068&single=true](https://docs.google.com/spreadsheets/d/e/2PACX-1vT-BQqiCxqP7rNqWdg_4P-Di1gRaxKzJJJeEz8XVbmySZUb4lds0XeTRGxcTI5mCb5wqbQ0IjVhoMCB-2Rc1ap6J7n1pUW4_RRHs77Apxrzm_gj9dp/pubhtml?gid=717607068&single=true)

**Revenue Management Specialty:** [link](#)

[https://docs.google.com/spreadsheets/d/e/2PACX-1vTaVNRngRx0HxfxB9H9oeGUwGWI7CXqUhSE6GgiT805B-2Rc1ap6J7n1pUW4\\_RRHs77Apxrzm\\_gj9dp/pubhtml?gid=717607068&single=true](https://docs.google.com/spreadsheets/d/e/2PACX-1vTaVNRngRx0HxfxB9H9oeGUwGWI7CXqUhSE6GgiT805B-2Rc1ap6J7n1pUW4_RRHs77Apxrzm_gj9dp/pubhtml?gid=717607068&single=true)

### **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 a 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).

## **KEYS TO A SUCCESSFUL PRACTICUM**

### **Communication**

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. Davenport University has identified key tools to assist this communication.

### **First Day Communications**

During the first day at the Practicum site, the student shall read and sign the *Student Confidentiality Statement* sheet or a site-approved confidentiality statement and complete the *Practicum Student Data Form* and submit these to the Instructor.

### **Student Interactions at Practicum Site**

During the Practicum, the student shall meet and interact with many different people. It is the student's responsibility to "fit" into this new environment. It is expected that the student will exhibit a professional attitude toward these individuals at all times.

1. When interacting with physicians, the student should:
  - a) Address him/her by the title "doctor," never "Doc",
  - b) Be willing to conform to the physician's requests or directives where these are applicable to departmental protocols; if a physician requests that the student perform some task that is contrary to departmental protocol, request that the supervisor or designated staff member make the appropriate decision, and
  - c) Be polite at all times.
  
2. When interacting with the site Preceptor and other staff and administrators, the student should:
  - a) Treat others and their work with respect and refrain from verbalizing judgments and criticisms about their performance,
  - b) Refrain from loud talking, rudeness, and socializing.
  - c) Be ethical and confidential at all times.
  
3. When interacting with patients, the student should:
  - a) Use tact and diplomacy at all times,
  - b) Refrain from any discussion of the patient or his/her medical care, unless such discussion is related to assigned tasks,
  - c) Handle every health record in strict conformance with Practicum site and organizational policies and procedures.

*It is your responsibility to help protect the privacy of all patients in the facility. No privileged information is to be repeated or disseminated inappropriately. Students may fail the practicum course and/or face dismissal from the COHP program if a violation of confidentiality or ethics is demonstrated.*

## **Other Student Responsibilities**

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.

### **Advice from former students:**

- Make deadlines for yourself and follow them. (Cindy)
- Have a lot of patience. (Rhonda)
- Get everything set up at the site (to meet the competencies). I would then suggest that all competencies not scheduled be set up with the instructor. (Tanya)
- Be ready to be challenged and to challenge right back. (Crystal)
- Be professional at the site. (Nancy)
- Don't be intimidated by the numerous measures you must meet. Take all you can from the Practicum; it's an invaluable learning experience! (Nathan)
- Have all the documents for the Preceptor at the beginning and know all of them thoroughly. (Kim)
- Bring a notebook and ask for more hours. Read and understand your evaluations at the beginning (of class). (Sarah)

- Do not be afraid to ask questions no matter what they are. If there are any areas you would like to repeat or add to the Practicum, ask (to do/see). Don't be nervous; you will be fine! It's awesome! (Kasey)
- Have a "Plan B" for having extra hours, not just the course requirements. You never know when something may come up that could keep you away from your site (Debra)
- Make sure you have plenty of time to devote to this class because it involves a lot of hours to complete the practicum and homework assignments. (Wendy)
- Set your personal goal at completing the course regardless of what might get in your way. (Bobbi)
- Have fun! (Janna)
- Learn everything that they will allow you to learn. Ask many questions and be interested. (Ann)
- Stay on top of things. (Ashley)
- Ask a lot of questions and take notes. (India)
- Don't be afraid to ask question. Questions and answers are how we all learn. (Jennifer)
- Be astringent; keep abreast of guidelines and rules, review, review, review! You can never have enough knowledge. (Michael)
- Go in being willing to learn as much as you can. Always ask lots of questions. Learn as much as you can. (Michelle)
- Prepare to learn a lot fast. (Tracy)

**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**

### **Frequently Asked Questions (HIM Programs)**

1. Is there a classroom component to these Practicum courses?

Yes, complete with textbooks, weekly discussions, and assignments.

2. What happens if I fail my practicum? Can I repeat the course?

Per the Student Handbook, if a student fails a practicum course, he/she must receive permission from the Dean of the College of Health Professions to repeat the course.

The faculty recognizes students today are juggling families, jobs, school and more. Students must reflect on this prior to enrolling in any of the practicum courses and determine if they are able to commit to their success in the Practicum. This commitment is not something to be taken lightly. The practicum

courses require a lot of time and effort. A student may need to put the practicum off for a semester and take other classes until they are ready. Students are encouraged to talk with their advisors about possible options available to them.

3. Who needs to take HINT294-294L?

All students enrolled in the Health Information Technology Associate Degree and Health Information Management Bachelor Degree programs are required to take HINT294, Coding Practicum.

4. How do I find my HINT297-297C practicum site? Do I find it on my own, or does DU?

Students are to follow the approved process and work with representatives from DU to secure a practicum site. The process and requirements are posted on the University website, under College of Health Professions (access via Academic Tools from the home page). When in doubt the student should speak to their Advisor, HIM Program Director, or Associate Chair.

5. Can I fulfill my Practicum hours at night/on weekends?

Generally speaking, students fulfill required practicum hours during the day shift Monday through Friday. Most preceptors or supervisors of practicum students are only available during daytime office hours (8:00 a.m. – 5:00 p.m.) Monday through Friday. The preceptor must be available to the student while the student is at the practicum site for coaching, mentoring, providing instruction and guidance. It is possible that some practicum hours will be completed during the off-shift but only if the preceptor has a project or assignment to be completed with a staff member who regularly works those off-shift hours.

6. When do I start the practicum process? Where do I start?

Students are encouraged to begin the process as early as possible in their academic careers, at the latest one full semester before enrolling in the practicum course to ensure deadlines are met. Start with your Advisor. (New students may begin the process in HLTH101 as they explore career options.) See the University website for process requirements including forms and deadlines.

7. Why do I need to meet with Career Services?

Career Services offers many opportunities for students that will help them be successful in the workforce, such as reviewing the resume, assisting with exploration of career options, conducting mock job interviews, and providing access to CareerLink, a free online resume- and job-posting tool.

8. Will I be paid during the Practicum?

No. Students are not employees of the practicum site and receive no remuneration for activities at the practicum site. Students in any practicum

course are learning through observation, investigation, research, discourse, and hands-on practical experiences.

9. Where can I volunteer? When and how should I start?

Volunteer opportunities exist within many healthcare organizations, particularly those providing patient care that may currently be short staffed due to decreases in reimbursements from third-party payers. In some areas of the state, these volunteer opportunities become competitive; college and university students compete for volunteer positions with high school and trade school students who also desire the same opportunities.

To start, the student should contact the Volunteer Services or Human Resources Department of a healthcare organization in their area, such as an acute short- or long-term care hospital, a large health clinic, a nursing home, or any other provider of patient care. It is recommended that the student be specific as they inquire about volunteer positions available, informing the organization of their academic major, what courses they have already successfully completed, and what department or type of volunteer work being sought (if known). Submission of a formal application may be required along with a current resume with references and if accepted, the student may be required to complete a formal training program and sign an agreement or contract with the organization.

Students interested in volunteering may begin doing so their first semester of college or as soon as their schedule allows. Any volunteer experience will be a valuable addition to the resume and another opportunity to learn about the healthcare industry.

10. Why am I on a Wait List? Why can't I finalize?

The Wait List is a means to identify students in process. The Advisors review the Wait List and student transcripts to verify academic requirements have been met. Students not ready for the Practicum (i.e., pre-requisites have not been met) will be removed from the Wait List by the student's Advisor.

Students must follow the formal practicum process (process and forms are on the University website). After the Advisor verifies academic readiness, and the student completes all requirements (such as immunizations, CBC, Drug Screen, etc....) by the deadline posted, and the student is accepted at a practicum site following an interview, the student is moved off the Wait List and into course.

11. If I run into a problem at my practicum site, whom do I contact?

If a student runs into any type of problem at the practicum site, he/she must inform the site preceptor and the instructor for the course as soon as possible. The student may also contact the HIM Program Director. The sooner problems are identified the sooner resolutions can be made.

12. Can I do my practicum where I currently work?

Although it is possible for a student to complete a practicum where they currently work it is not recommended unless the practicum requirements can be completed in a different department where the student is not familiar with people and processes. It is often best to seek a different healthcare setting, one in which the student is not experienced and where there is no conflict of interest for employer and employee.

13. Why do I need to have a Criminal Background Check (CBC) when I do not have to go to a Practicum site?

The Criminal Background Check (CBC) is not contingent on completing a practicum. All students are required to complete a criminal background check and drug screen upon declaring a College of Health Professions major. This is done in either HLTH101M or HLTH101R. In the event of a positive occurrence, the student will be advised by a Davenport University employee to consider other non-health professions educational program options. Students may be required to have an updated CBC if requested by Practicum site. This will be at the student's own expense.

The student with a criminal background is encouraged to contact the appropriate licensure, certification, or registration board regarding eligibility to sit for state and/or national exams prior to entering into any COHP educational program. The COHP has adopted the Testing policy to ensure that it prepares prospective healthcare workers to attain a high standard of professional responsibility for patient safety. Students are asked to contact their Program Director if they have questions about the policy.

14. I have current work experience in an HIM Department. Do I still need to complete HINT297-297C or HINT294-294L?

If a student has current work experience in HIM, he/she may complete a Prior Learning Application (PLA). The PLA requires applicants to submit sufficient actual work product that shows how the student meets the course Learning Outcomes on the job and through HIM work experiences. For details, see your Advisor.

15. May I take both HINT294-294L and HINT297-297C the same semester?

Yes, this is an option for students. The College of Health Professions recommends that other courses not be taken concurrently if a student opts for this 8-credit hour course load. Students are strongly encouraged to discuss this option with their program director prior to making this commitment.

16. Who are the HIM Program Directors at Davenport University? How do I contact them?



### **HIM Division Faculty:**

- Linda Sorensen EdD, MPA, RHIA, CHPS ([Linda.Sorensen@davenport.edu](mailto:Linda.Sorensen@davenport.edu)) Associate Dean and Department Chairperson Allied Health and Assistant Professor
- Megan Tober, MBA, RHIA ([Megan.Tober@davenport.edu](mailto: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](mailto:Yvette.Pawlowski@davenport.edu))



# **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 real-time virtual and online. On campus and real-time 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 arranging for a Davenport University approved practicum site for the practicum portion of the HSA 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.
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 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 request the Practicum Experience through HandShake and contact the Practicum Coordinator 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:**

- 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.
- The practicum hours and on-site schedule will be developed in cooperation with the healthcare site preceptor, course faculty person, and 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.
- Smoking, including electronic cigarettes is prohibited. Use of chewing tobacco is also strictly prohibited on and grounds for **dismissal** from the site.
- 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.
- 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.

- The student is required to complete the Practicum Journal each week they are attending the practicum site.
- The course instructor will keep in communication with the site preceptor to ensure a successful experience for both the student and the practicum site. The student is responsible to schedule a virtual meeting between the preceptor and the instructor when they have completed 50 hours of their experience.
- 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.
- 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.
- 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

Linda Sorensen Ed.D., R.H.I.A., C.H.P.S.

Assistant Professor

Associate Dean and Department Chair – Allied Health/Health Informatics and Information Management

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

### Health Services Administration Required Courses and Credits

|  |   |                  |
|--|---|------------------|
| <b>Foundations of Excellence</b>         |   | <b>33-34 cr.</b> |
| ACES 100                                 | Achieving Career & Education Success        | 3 cr.            |
| BIOL120                                  | Essentials of Anatomy & Physiology          | 4 cr.            |
| BIOL131                                  | Introduction to Human Disease               | 3 cr.            |
| COMM120                                  | Presentation Techniques                     | 3 cr.            |
| ENGL109                                  | Composition                                 | 3 cr.            |
| ENGL110                                  | Advanced Composition                        | 3 cr.            |
| ENGL311                                  | Professional Writing                        | 3 cr.            |
| MATH120 or<br>MATH125                    | College Mathematics or Intermediate Algebra | 3 cr.            |
| STAT219                                  | Introduction to Biostatistics               | 3 cr.            |
| SOSC201                                  | Diversity in Society                        | 3 cr.            |
| PSYC101                                  | Introductory Psychology                     | 3 cr.            |
| <b>Foundations of Health Professions</b> |   | <b>27 cr.</b>    |
| ACCT200                                  | Accounting Basics for Managers              | 3 cr.            |
| BITS211                                  | Microcomputer Applications: Spreadsheet     | 3 cr.            |
| CISP111                                  | Requirements Planning and Development       | 3 cr.            |
| HINT201                                  | Health Information Technology               | 3 cr.            |
| HLTH101M*                                | Introduction to Health Careers              | 0 cr.            |
| HLTH210                                  | Healthcare Organizations and Systems        | 3 cr.            |
| HLTH211                                  | Health Care Management                      | 3 cr.            |
| HLTH230                                  | Healthcare Law and Ethics                   | 3 cr.            |
| HLTH250                                  | Health Care Reimbursement Management        | 3 cr.            |
| MKTG211                                  | Marketing Foundations                       | 3 cr.            |

| Major  |   | 55-58 cr.         |
|--|---|-------------------|
| FINC403  | Healthcare Finance                                      | 3 cr.             |
| HLTH320  | Public Health Perspectives                              | 3 cr.             |
| HLTH401  | Healthcare Research                                     | 3 cr.             |
| HLTH460  | Health Promotion and Education                          | 3 cr.             |
| HINT209  | Quality & Performance Improvement in Health Care        | 3 cr.             |
| HRMG213  | Human Resource Management                               | 3 cr.             |
| HSAD301  | Cultural Issues in Healthcare                           | 3 cr.             |
| HSAD302  | Regulatory Healthcare                                   | 3 cr.             |
| HSAD402  | Healthcare Risk Management                              | 3 cr.             |
| HSAD403  | Healthcare Economics                                    | 3 cr.             |
| HSAD425  | Bioethics   | 3 cr.             |
| HSAD440  | Healthcare Strategic Planning                           | 3 cr.             |
| HSAD495 or<br>HSAD493  | Health Services Administration Practicum<br>MANDATORY   | 4 cr.             |
| MGMT321  | Organizational Behavior                                 | 3 cr.             |
| <b>Healthcare Specialty courses [HS] (12-15 Credit Hours) comprising the major area of the earned health care related associate degree or select one of the following Specialties:</b> |   | <b>(12-15) cr</b> |
| <b>Health Information Assurance Specialty</b>  |   | <b>15 cr.</b>     |
| CISP247  | Database Design   | 3 cr.             |
| HINT340  | Privacy, Security, & Training in Health Info Management | 3 cr.             |
| HINT350  | Clinical Information Systems                            | 3 cr.             |
| HINT400  | Management Information Systems                          | 3 cr.             |
| IAAS221  | Security Foundations                                    | 3 cr.             |
| <b>Long Term Care Specialty</b>  |   | <b>12 cr.</b>     |
| PSYC270  | Dimensions of Aging                                     | 3 cr.             |
| HSAD 415   | Long-Term Care Administration                           | 3 cr.             |
| HSAD423  | Legal and Financial Aspects of Long-                    | 3 cr.             |
| HSAD430  | Services and Clinical Aspects of Long-Term Care         | 3 cr.             |
| <b>Human Resource Management Specialty</b>   |   | <b>12 cr.</b>     |
| HRMG 313   | Staffing Organizations                                  | 3 cr.             |
| MGMT316  | Innovation and Managing Change                          | 3 cr.             |
| HRMG350  | Training for Organizations                              | 3 cr.             |
| HRMG431  | Negotiation and Dispute Resolution                      | 3 cr.             |

| Project Management Specialty |  | 12 cr.  |
|------------------------------|--|---------|
| GPMT287                      | Principles of Project Management         | 3 cr.   |
| GPMT385                      | Project Scheduling with Agile            | 3 cr.   |
| GPMT400                      | Project Financial/Risk Analysis          | 3 cr.   |
| GPMT446                      | Project Quality Management               | 3 cr.   |
| Recommended Open Electives   |  | 2-5 cr. |
| COMM311                      | Organizational Communication             | 3 cr.   |
| HLTH100                      | Cardiopulmonary Resuscitation/First Aid  | 1 cr.   |
| HLTH202                      | Death and Dying                          | 3 cr.   |
| PSYC270                      | Dimensions of Aging                      | 3 cr.   |
| PSYC303                      | Psychosocial Health Concerns             | 3 cr.   |
| HSAD490                      | Health Services Administration Practicum | 3 cr.   |
| SABR381                      | Study Abroad Experience                  | 3 cr.   |

*\*HLTH101M must be taken in the same term as ACES 100*

## HEALTH SERVICES ADMINISTRATION (BS)

### 2021-2022 RECOMMENDED PROGRAM SEQUENCE (Full-time)

#### 120 Total Credits

##### FRESHMAN YEAR

| <b>Fall Semester (15 credits)</b> |                                    | <b>Winter Semester (15 credits)</b> |         |                               |   |
|-----------------------------------|------------------------------------|-------------------------------------|---------|-------------------------------|---|
| ACES100 &                         | Achieving Career/Education Success | 3                                   | ENGL110 | Advanced Composition          | 3 |
| HLTH101M                          | Introduction to Health Careers     | 0                                   | HINT201 | Health Information Technology | 3 |
| CISP111                           | Requirements Planning/Development  | 3                                   | HLTH210 | Healthcare Org and Systems    | 3 |
| COMM120                           | Presentation Techniques            | 3                                   | HLTH230 | Healthcare Law and Ethics     | 3 |
| ENGL109                           | Composition                        | 3                                   | MKTG211 | Marketing Foundations         | 3 |
| MATH120 or                        | College Mathematics or             | 3                                   |         |                               |   |
| MATH125                           | Intermediate Algebra               |                                     |         |                               |   |

##### SOPHOMORE YEAR

| <b>Fall Semester (16 credits)</b> |  | <b>Winter Semester (15 credits)</b> |         |                                |   |
|-----------------------------------|--|-------------------------------------|---------|--------------------------------|---|
| BIOL120                           | Essentials of Anatomy & Physiology         | 4                                   | ACCT200 | Accounting Basics for Managers | 3 |
| BITS211                           | Microcomputer Applications:<br>Spreadsheet | 3                                   | BIOL131 | Introduction to Human Disease  | 3 |
| ENGL311                           | Professional Writing                       | 3                                   | HLTH250 | Health Care Reimbursement Mgt  | 3 |
| HLTH211                           | Health Care Management                     | 3                                   | HRMG213 | Human Resource Management      | 3 |
| PSYC101                           | Introductory Psychology                    | 3                                   | STAT219 | Introduction to Biostatistics  | 3 |

##### JUNIOR YEAR

| <b>Fall Semester (15 credits)</b> |   | <b>Winter Semester (15 credits)</b> |         |                                 |   |
|-----------------------------------|---|-------------------------------------|---------|---------------------------------|---|
| HINT209                           | Quality/Performance Improvement<br>in Health Care | 3                                   | HLTH320 | Public Health Perspectives      | 3 |
| HSAD301                           | Cultural Issues in Healthcare                     | 3                                   | HLTH460 | Health Promotions and Education | 3 |
| HSAD302                           | Regulatory Health Care                            | 3                                   | HSAD425 | Bioethics                       | 3 |
| SOSC201                           | Diversity in Society                              | 3                                   |         | Health Care Specialty courses   | 6 |
|                                   | Health Care Specialty Course                      | 3                                   |         |                                 |   |

##### SENIOR YEAR

| <b>Fall Semester (15 credits)</b> |                              | <b>Winter Semester (14 credits)</b> |         |                                 |   |
|-----------------------------------|------------------------------|-------------------------------------|---------|---------------------------------|---|
| FINC403                           | Health Care Finance          | 3                                   | HSAD402 | Health Care Risk Management     | 3 |
| HLTH401                           | Health Care Research         | 3                                   | HSAD440 | Health Strategic Planning       | 3 |
| HSAD403                           | Health Care Economics        | 3                                   | HSAD495 | Health Services Admin Practicum | 4 |
| MGMT321                           | Organizational Behavior      | 3                                   |         | Open Elective(s)                | 4 |
|                                   | Health Care Specialty course | 3                                   |         |                                 |   |

## 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:

- Must possess a current active credential/license allowing them to be employed within their profession.
- 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**  
**2020-2021 RECOMMENDED PROGRAM SEQUENCE (Full-time)**  
**120 Total Credits**

#### YEAR 1

| <b>Fall Semester (12 credits)</b> |  |   | <b>Winter Semester (13 credits)</b> |                                  |
|-----------------------------------|--|---|-------------------------------------|----------------------------------|
| HLTH101R                          | Intro to Health Career Seminar                 | 0 | ACCT200                             | Accounting Basics for Managers 3 |
| HINT209                           | Quality/Performance Improvement in Health Care | 3 | HINT201                             | Health Information Technology 3  |
| HLTH211                           | Health Care Management                         | 3 | HINT215                             | Applied Statistics for HIM 1     |
| HLTH250                           | Health Care Reimbursement Mgt                  | 3 | HLTH320                             | Public Health Perspectives 3     |
| MKGT211                           | Marketing Foundations                          | 3 | HLTH460                             | Health Promotion & Education 3   |

#### YEAR 2

| <b>Fall Semester (12 credits)</b> |                       |   | <b>Winter Semester (10 credits)</b> |                                   |
|-----------------------------------|-----------------------|---|-------------------------------------|-----------------------------------|
| FINC403                           | Health Care Finance   | 3 | HSAD402                             | Health Care Risk Management 3     |
| HLTH401                           | Health Care Research  | 3 | HSAD440                             | Health Strategic Planning 3       |
| HSAD302                           | Regulatory Healthcare | 3 | HSAD495                             | Health Services Admin Practicum 4 |
| HSAD403                           | Health Care Economics | 3 |                                     |                                   |

## 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:

- Must possess a current/valid unencumbered Registered Nurse license.
- 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)  
2020-2021 RECOMMENDED PROGRAM SEQUENCE (Full-time)**

**120 Total Credits**

**YEAR 1**

| <b>Fall Semester (12 credits)</b> |  |   | <b>Winter Semester (10 credits)</b> |                                  |
|-----------------------------------|--|---|-------------------------------------|----------------------------------|
| HLTH101R                          | Intro to Health Career Seminar                 | 0 | ACCT200                             | Accounting Basics for Managers 3 |
| HINT209                           | Quality/Performance Improvement in Health Care | 3 | HINT201                             | Health Information Technology 3  |
| HLTH211                           | Health Care Management                         | 3 | HINT215                             | Applied Statistics for HIM 1     |
| HLTH250                           | Health Care Reimbursement Mgt                  | 3 | HLTH320                             | Public Health Perspectives 3     |
| MKGT211                           | Marketing Foundations                          | 3 |                                     |                                  |

**YEAR 2**

| <b>Fall Semester (12 credits)</b> |                       |   | <b>Winter Semester (10 credits)</b> |                                   |
|-----------------------------------|-----------------------|---|-------------------------------------|-----------------------------------|
| FINC403                           | Health Care Finance   | 3 | HSAD402                             | Health Care Risk Management 3     |
| HLTH401                           | Health Care Research  | 3 | HSAD440                             | Health Strategic Planning 3       |
| HSAD302                           | Regulatory Healthcare | 3 | HSAD495                             | Health Services Admin Practicum 4 |
| HSAD403                           | Health Care Economics | 3 |                                     |                                   |

## 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:

- Must possess a current/valid unencumbered Practical Nurse license.
- 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  
2020-2021 RECOMMENDED PROGRAM SEQUENCE (Full-time)  
122 Total Credits**

#### YEAR 1

| <b>Fall Semester (12 credits)</b>        | 0 | <b>Winter Semester (15 credits)</b>      |
|--|---|--|
| HLTH101R Intro to Health Careers Seminar | 0 | ACCT200 Accounting Basics for Managers 3 |
| CISP11 Requirements Planning/Development | 3 | ENGL311 Professional Writing 3           |
| ENGL110 Advanced Composition             | 3 | HINT201 Health Information Technology 3  |
| HLTH211 Health Care Management           | 3 | HLTH210 Health Care Orgs and Systems 3   |
| MKTG211 Marketing Foundations            | 3 | HRMG213 Human Resource Management 3      |

#### YEAR 2

| <b>Fall Semester (15 credits)</b>                      | 3 | <b>Winter Semester (12 credits)</b>       |
|--|---|---|
| BITS211 Microcomputer App: Spreadsheet                 | 3 | HLTH320 Public Health Perspectives 3      |
| HINT209 Quality/Performance Improvement in Health Care | 3 | HLTH460 Health Promotions and Education 3 |
| HLTH250 Health Care Reimbursement Mgt                  | 3 | HSAD425 Bioethics 3                       |
| HSAD302 Regulatory Health Care                         | 3 | STAT219 Introduction to Biostatistics 3   |
| SOSC201 Diversity in Society                           | 3 |   |

#### YEAR 3

| <b>Fall Semester (12 credits)</b> | 3 | <b>Winter Semester (10 credits)</b>       |
|-----------------------------------|---|---|
| FINC403 Health Care Finance       | 3 | HSAD402 Health Care Risk Management 3     |
| HLTH401 Health Care Research      | 3 | HSAD440 Health Care Strategic Planning 3  |
| HSAD403 Health Care Economics     | 3 | HSAD495 Health Services Admin Practicum 4 |
| MGMT321 Organizational Behavior   | 3 |   |

## 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

| <b>Fall Semester</b>        |                          | <b>9 Credits</b> | <b>Winter Semester</b>      |                                    | <b>9 Credits</b> |
|-----------------------------|--------------------------|------------------|-----------------------------|------------------------------------|------------------|
| HSAD415                     | LTC Administration       | 3                | HSAD430                     | Services & Clinical Aspects of LTC | 3                |
| HSAD 423                    | Legal/Fin Aspects of LTC | 3                | PSYC270                     | Dimensions of Aging                | 3                |
| Elective Per Decision Sheet |                          | 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, Medical 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:**

Linda Sorensen Ed.D, MPA, RHIA, CHPS  
(Linda.Sorensen@davenport.edu) Associate Dean/Department Chair of  
HIM/Allied Health Department and Assistant Professor

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

#### **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.

Competence in the field requires that the Medical Assistant display professionalism and communicating, effectively, with both the healthcare team and patients.

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**

Accreditation is designed to ensure students are prepared for entry-level employment in the ambulatory care setting and allow students to complete the appropriate credentialing examination.

The Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) accredits the Medical Assisting program at the Grand Rapids campus, upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE). Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 US Highway 19 N., Suite 158, Clearwater, FL 33763 (727) 210-2350.

The state of Michigan does not license, certify, or register Medical Assistants (MAs). However, as a condition of accreditation, Medical Assisting students are required to demonstrate their knowledge and commitment of professionalism by earning their Certified Medical Assistant (CMA - AAMA) (<https://www.aama-ntl.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 in the AAMA website 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:

- a. Immunization Record
- b. Record of annual TB test
- c. Record of Hepatitis Vaccine or waiver.
- d. Annual flu injection
- e. CPR card (American Heart Association BLS Healthcare Provider)
- f. First Aid Card (American Heart Association Heartsaver)

For the practicum, students must sign a Fitness Health Appraisal Form to acknowledge readiness to participate in a clinical experience. 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 MA Program Director/Associate Department Chair and the Practicum Manager will arrange an appropriate clinical site for the practicum portion of the MA curriculum. Every attempt will be made to arrange a clinical site near the student's home or campus location. MA practicums must be completed within the state of Michigan, unless approved by the MA Program Director. 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 will 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). This practicum is unpaid.

Incomplete practicum packets 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. Nail polish is not allowed. 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, which includes mornings, afternoons, and evenings, depending on the availability of classroom space at any given location.

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 is allowed no more than one unexcused absence per class per semester. 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.

Part of attendance is timeliness. If a student is late for class, professional/participation points may be deducted. For the first offense, half of the possible points will be deducted; for any subsequent offense, all professional/participation points may be deducted. Missing more than half of any class period equates to an absence for the day. If a student fails to notify the instructor that he or she will be late or absent, the student will lose all professional/participation points for that day.

All absences will result in loss of professional points, in class assignment points, etc. It is the student's responsibility to determine what assignments were missed and to be current with assignments. The instructor of the class is not required to inform students of missed work and they do not have to accept late work. Attendance in the complete MEDA class is of utmost importance; please schedule routine appointments for times other than during a MEDA class period.

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 Associate Department Chair, 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**

See Section 2 for information related to the College of Health Profession Health Requirement Policy. Medical Assisting students can expect to lift more than 50 pounds at any one time, spend several hours standing, and able to 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.

## **Multiple Placements**

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 assignment.

## **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 classroom and Blackboard activities that include critical thinking assignments, group discussions, and preparation for the Certified Medical Assisting exam to hold the CMA (AAMA) 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 in-seat or virtual portion of the practicum class.

The student may not receive any kind of compensation, including reimbursement for travel, while participating in the professional practicum experience.

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 accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) at the Grand Rapids and Lansing campuses, and 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****61 – 64 CREDITS**

| <b>Foundations of Excellence</b>                  |   | <b>27 cr.</b>  |
|---|---|----------------|
| 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                                   | 1 cr.          |
| MATH120   | College Mathematics   | 3 cr.          |
| PSYC101   | Introductory Psychology   | 3 cr.          |
| SOSC201   | Diversity in Society  | 3 cr.          |
| <b>Foundations of Health Professions</b>          |   | <b>15 cr.</b>  |
| ACES100/HLTH10<br>1M                              | 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.          |
| <b>Planned Semester Major</b>                     |   | <b>16 cr.</b>  |
| 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.          |
| <b>Choose Open Electives or Specialty Option:</b> |   | <b>3-6 cr.</b> |
| <b>Recommended Open Electives</b>                 |   | <b>(3) cr.</b> |
| 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):

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.

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.

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.

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.

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.

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   |
| <b>Total Hours</b> | <b>33</b>    | <b>570 contact hrs –<br/>accreditation<br/>requirement = 560</b> |

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)<br>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       |
| <b>Total</b>                           |                                    | 9       |

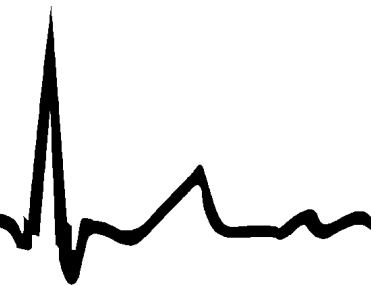
**Course Completion**

| 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**

#### **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](mailto: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](http://www.cmsa.org)

American Case Management Association - [www.acmaweb.org](http://www.acmaweb.org)

National Association of Case Management – [www.yournacm.com](http://www.yournacm.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 real-time virtual and online. On campus and real-time 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 arranging for a Davenport University approved practicum site for the practicum portion of the HHCM 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 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.

The student is required to request the Practicum Experience through HandShake and contact the Practicum Coordinator 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:**

- 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.
- 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.
- Smoking, including electronic cigarettes is prohibited. Use of chewing tobacco is also strictly prohibited and grounds for dismissal from the site.
- 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.

- 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.
- The student is required to complete the Practicum Journal each week they are attending the practicum site.
- The course instructor will keep in communication with the site preceptor to ensure a successful experience for both the student and the practicum site.
- 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.
- The student is required to provide a presentation utilizing a PowerPoint summarizing the second Case Management Plan during the last class session.
- 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**

Linda Sorensen Ed.D., R.H.I.A., C.H.P.S.  
Assistant Professor  
Associate Dean and Department Chair – Allied Health/Health Informatics and Information Management

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/175JaXYNoVXwD0v2llqh41mxj9zWb1BD4YxWtjwEr2Xl/edit#gid=1562241383>

## **Specialties**

Family Life Skills/Psychology  
[https://docs.google.com/spreadsheets/d/1JS\\_ue6tkZAu1\\_2ol2utvS\\_n9-vB6z17aggrZtFWnJVU/edit#gid=1562241383](https://docs.google.com/spreadsheets/d/1JS_ue6tkZAu1_2ol2utvS_n9-vB6z17aggrZtFWnJVU/edit#gid=1562241383)

Medical Assistant  
<https://docs.google.com/spreadsheets/d/1wwclfpX0IVyTF61K9Je66v6zoRcOT2DGKRbTw12r7oU/edit#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:**

- Must possess a current active credential/license allowing them to be employed within their profession.

- 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/1xQLsBfpPZxWLuJQFXj0IUP28LoswTyvvsD9XBOC1\\_OS/edit#gid=203863612](https://docs.google.com/spreadsheets/d/1xQLsBfpPZxWLuJQFXj0IUP28LoswTyvvsD9XBOC1_OS/edit#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:**

- Must possess a current/valid unencumbered Registered Nurse license.
- 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/1UBvbxg6kagfoiL-22UEwIz4LHxS4NfS3KXFLdpvtmo/edit#gid=831655651>

**LICENSED PRACTICAL NURSE COMPLETION**

The program is designed for the Licensed Practical 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:**

- Must possess a current/valid unencumbered Practical Nurse license.
- 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/1IyFy4muuEGn4IT3oi\\_mafoWaSYwlxUxbIjWovLn5ZGk/edit#gid=1743032741](https://docs.google.com/spreadsheets/d/1IyFy4muuEGn4IT3oi_mafoWaSYwlxUxbIjWovLn5ZGk/edit#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/1mKSiMdhWJC26yWIUnrwY6anmVSab9525EvtXkKatwvc/edit#gid=1346061387>

**HEALTH and HUMAN SERVICES CASE MANAGEMENT Full Curriculum  
BACHELOR OF SCIENCE • 120 CREDITS**

|  |  |               |
|--|--|---------------|
| <b>Foundations of Excellence</b>         |  | <b>41 cr.</b> |
| ACES100                                  | Achieving Career and Education Success             | 3 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.         |
| ENGL311                                  | Professional Writing                               | 3 cr.         |
| MATH120 or<br>MATH125                    | College Mathematics or Intermediate Algebra        | 3 cr.         |
| STAT219                                  | Introduction to Biostatistics                      | 3 cr.         |
| PSYC101                                  | Introductory Psychology                            | 3 cr.         |
| SOSC201                                  | Diversity in Society                               | 3 cr.         |
| HUMN                                     | Humanities Elective                                | 3 cr.         |
| SOSC                                     | Social Science Elective                            | 3 cr.         |
|  |  | <b>26 cr.</b> |
| COMM311                                  | Organizational Communication                       | 3 cr.         |
| COMM313                                  | Small Group Communication                          | 3 cr.         |
| HLTH202                                  | Death and Dying                                    | 3 cr.         |
| HLTH210                                  | Health Care Organizations and Systems              | 3 cr.         |
| HSAD301                                  | Cultural Issues in Healthcare                      | 3 cr.         |
| LEGL210                                  | Business Law Foundations                           | 3 cr.         |
| MCMG410                                  | Case Management Certification Preparation          | 1 cr.         |
| PSYC303                                  | Psychosocial Health Concerns                       | 3 cr.         |
| <b>Foundations of Health Professions</b> |  | <b>18 cr.</b> |
| CISP111                                  | Requirements Planning and Development              | 3 cr.         |
| HLTH101M                                 | Introduction to Health Careers                     | 0 cr.         |
| HLTH110                                  | Medical Terminology                                | 3 cr.         |
| HLTH211                                  | Health Care Management                             | 3 cr.         |
| HLTH220                                  | Pharmacology                                       | 3 cr.         |
| HLTH230                                  | Health Care Law and Ethics                         | 3 cr.         |
| HLTH250                                  | Health Care Reimbursement Management               | 3 cr.         |
| <b>Major</b>                             |  | <b>35 cr.</b> |
| HINT 209                                 | Quality and Performance Improvement in Health Care | 3 cr.         |
| HLTH320                                  | Public Health Perspectives                         | 3 cr.         |
| HLTH401                                  | Healthcare Research                                | 3 cr.         |
| MCMG300                                  | Case Management Fundamentals                       | 3 cr.         |
| MCMG310                                  | Community Services                                 | 3 cr.         |
| MCMG311                                  | Psychological Adjustment to Disability             | 3 cr.         |
| MCMG312                                  | Case Management Insurance/Utilization Review       | 3 cr.         |
| MCMG401                                  | Case Work Reporting Techniques                     | 4 cr.         |

|   |  |               |
|---|--|---------------|
| MCMG402                                 | Disability Case Management                         | 3 cr.         |
| MCMG403                                 | Case Management Special Populations                | 3 cr.         |
| MCMG495                                 | Case Management Practicum                          | 4 cr.         |
| HINT 209                                | Quality and Performance Improvement in Health Care | 3 cr.         |
| HLTH320                                 | Public Health Perspectives                         | 3 cr.         |
| <b>Open Electives – Recommendations</b> |  | <b>26 cr.</b> |
| COMM311                                 | Organizational Communication                       | 3 cr.         |
| COMM313                                 | Small Group Communication                          | 0 cr.         |
| HLTH202                                 | Death and Dying                                    | 3 cr.         |
| HLTH210                                 | Health Care Organizations and Systems              | 3 cr.         |
| HSAD301                                 | Cultural Issues in Healthcare                      | 3 cr.         |
| LEGL210                                 | Business Law Foundations                           | 3 cr.         |
| MCMG410                                 | Case Management Certification Preparation          | 1 cr.         |
| PSYC303                                 | Psychosocial Health Concerns                       | 3 cr.         |





**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:**

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

#### **MSOT Enrollment Requirements:**

- Maintain CGPA of 3.5 by end of Third Year Winter Semester
- Final Grade of B or better in each Science Course: BIOL110/110L, BIOL221/221L,
- and BIOL222/222L
- Successful completion of Pre-MSOT Seminar
- Successful completion of Occupational Therapy Observation Hours

- 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](mailto: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](http://www.cmsa.org)

American Case Management Association - [www.acmaweb.org](http://www.acmaweb.org)

National Association of Case Management – [www.yournacm.com](http://www.yournacm.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 real-time virtual and online. On campus and real-time 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 arranging for a Davenport University approved practicum site for the practicum portion of the HHCM 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 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.

The student is required to request the Practicum Experience through HandShake and contact the Practicum Coordinator 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:

- 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.
- 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.
- Smoking, including electronic cigarettes is prohibited. Use of chewing tobacco is also strictly prohibited and grounds for **dismissal** from the site.
- 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.

- 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.
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- The course instructor will keep in communication with the site preceptor to ensure a successful experience for both the student and the practicum site.
- 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.
- The student is required to provide a presentation utilizing a PowerPoint summarizing the second Case Management Plan during the last class session.
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### **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**

Linda Sorensen Ed.D., R.H.I.A., C.H.P.S.

Assistant Professor

Associate Dean and Department Chair – Allied Health/Health Informatics and Information Management

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/1h2x653TGaPmT052RKNZnov9fOrxqFV4ykFzolfbsuH0/edit#gid=77899317>





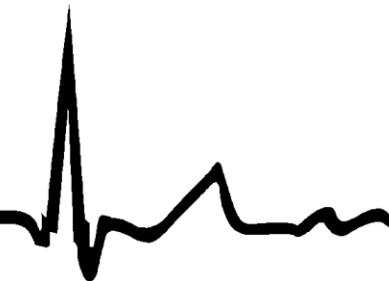
**DAVENPORT  
UNIVERSITY**

**COLLEGE OF HEALTH  
PROFESSIONS**

**NURSING PROGRAMS**

**UNDERGRADUATE STUDENT  
HANDBOOK**

DIPLOMA OF PRACTICAL NURSING  
BACHELOR OF SCIENCE IN  
NURSING, 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:

#### I. Practical Nursing (PN) Program

The Practical Nursing (PN) Program is a one academic year program offered at the Warren campus. When you successfully complete the PN 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-PN (National Council Licensure Examination for Licensed Practical Nurses) which, upon satisfactory performance, entitles you to be a Licensed Practical Nurse (LPN).

#### II. Bachelor of Science in Nursing (BSN) 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 provide for classroom, laboratory, simulation and clinical experiences. In the classroom the concepts of nursing are presented and discussed. These classes are utilized for sharing basic knowledge that is then applied in the clinical setting. 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. The nursing programs provide practice of basic and advanced nursing skills. The focus of Davenport University's nursing programs is the systems/critical thinking, planning and implementing of nursing care at various levels across the continuum of healthcare services for complex patients/families.

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, real-time virtual (RTV) 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 Associate Department Chair (ADC) 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 and/or ADC 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) or Diploma of Practical Nursing, graduates do not become licensed nurses until successfully passing the NCLEX-RN or NCLEX-PN 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**

The multifaceted roles of the practical and professional nurse are taught at Davenport University and include care provision, communication, management, and scope of practice.

Theoretical foundations shape the curricula and guide the nursing education. The Davenport University Nursing Program is a dynamic system that provides for the educational growth and development of the nursing student. An adaptation of Fawcett's metaparadigm is utilized and includes person, environment, health and nursing.

### **Person**

The concept of person refers to the individual or individuals as part of culture, family, community or aggregate groups who interact with the nurse in a therapeutic manner.

### **Environment**

The environment is made up of the physical surroundings and the settings in which the person interacts with society as a whole. This integrates the totality of social, cultural, and religious foundations and influences. Individuals are affected by their environment, and in turn have the ability to affect the environment.

### **Health**

The health continuum from birth to death includes physical, mental, cultural, and spiritual elements. Wellness describes the function of a person at his or her maximum potential.

### **Nursing**

Nursing is a caring profession that is guided by the ANA Code of Ethics and Standards of Practice.\* Nursing is not limited to physical care but incorporates the promotion, protection, and optimization of health. Nursing practice is guided by research which contributes to the delivery of evidence-based practice.

\*ANA Code of Ethics, 2015

Practical Nursing Student Learning Outcomes

**End-of-program (EOP) student learning outcomes for the PN program levels** are based on three levels including Pre-Nursing Level, Level 1 and Level 2. Pre-Nursing Level includes the pre-requisite classes. The outcomes and objectives for Levels 1 and 2 are listed below:

**Scope of Practice:** Provide care appropriate to the scope of practice and ethical dimensions for one's own actions according to the NAPNES.\*

| <b>Level One</b>  | <b>Level Two</b>   |
|---|--|
| <ol style="list-style-type: none"> <li>1. Identifies and practices within an ethical and legal framework constitutes professional behaviors.</li> <li>2. Defines and describes accountability and responsibility for one's own choices and behaviors related to practical nursing care.</li> <li>3. Identify and examine ethical and legal issues surrounding healthcare issues.</li> <li>4. Describes and implements client and organizational confidentiality.</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrates and practices within an ethical and legal framework constitutes professional behaviors.</li> <li>2. Functions and describes accountability and responsibility for one's own choices and behaviors related to practical nursing care.</li> <li>3. Comply and examine ethical and legal issues surrounding healthcare issues.</li> <li>4. Demonstrates and implements client and organizational confidentiality.</li> </ol> |

**Care Provision:** Implements prescribed care regimen while utilizing holistic cultural awareness and the nursing process in collaboration with the interdisciplinary healthcare team.

| <b>Level One</b>  | <b>Level Two</b>   |
|---|--|
| <ol style="list-style-type: none"> <li>1. Identifies and develops nursing assessment skills.</li> <li>2. Provides holistic, culturally sensitive, safe, and effective therapeutic nursing interventions in collaboration with individuals and families in multiple settings.</li> <li>3. Identifies the principles of the teaching learning process to educate individuals, and peers.</li> <li>4. Identifies and evaluates patient outcomes.</li> <li>5. Identifies and revises the plan of care based on individual patient outcomes.</li> <li>6. Identifies research and evidence-based information for application to nursing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrates and develops nursing assessment skills.</li> <li>2. Assesses data within established protocols and guidelines under the direction the Registered Nurse or physician.</li> <li>3. Demonstrates educational needs of the client or patient.</li> <li>4. Demonstrates patient outcomes.</li> <li>5. Demonstrates and revises the plan of care based on individual patient outcomes.</li> </ol> |

**Communication:** Identifies and utilizes effective communication skills to interact with patients, families and the healthcare team.

**Level One**

1. Identifies effective therapeutic communication skills in interactions with individuals and families.
2. Communicates effectively with individuals, peers, and members of the interdisciplinary healthcare team.
3. Develops college-level writing and verbal skills.
4. Identifies and uses technology for obtaining and presenting information.

**Level Two**

1. Utilizes effective therapeutic communication skills in interactions with individuals and families.
2. Utilizes effectively with individuals, peers, and members of the interdisciplinary healthcare team.
3. Utilizes college-level writing and verbal skills.
4. Maintains and uses technology for obtaining and presenting information.

**Management:** Direct aspects of holistic care for patients, families, and communities with healthcare needs in a variety of settings.

**Level One**

1. Identifies the leadership and management role.
2. Identifies trends that influence the cost in healthcare and methods of cost savings in healthcare.
3. Identifies therapeutic goals for providing quality care in collaboration with individuals and families.
4. Identifies the steps and methods of delegation consistent with the Michigan Public Health Code - Nursing.
5. Identifies the role of the supervisor in healthcare.

**Level Two**

1. Understands the leadership and management roles in guiding members of the interdisciplinary healthcare team.
2. Compares methods of cost savings in healthcare.
3. Prioritizes therapeutic goals for providing quality care in collaboration with individuals, families, and groups.
4. Compares tasks that could be delegated to licensed and non-licensed caregivers in a manner consistent with the Michigan Public Health Code - Nursing.
5. Understands the methods of supervision observed in practice.



Required Courses for the PN Program

|                                  |               |
|----------------------------------|---------------|
| <b>Foundations of Excellence</b> | <b>17 cr.</b> |
|----------------------------------|---------------|

|                         |  |       |
|-------------------------|--|-------|
| <a href="#">BIOL115</a> | Anatomy and Physiology with Human Disease I  | 4 cr. |
| <a href="#">BIOL116</a> | Anatomy and Physiology with Human Disease II | 4 cr. |
| <a href="#">ENGL109</a> | Composition                                  | 3 cr. |
| <a href="#">MATH125</a> | Intermediate Algebra                         | 3 cr. |
| <a href="#">PSYC101</a> | Introductory Psychology                      | 3 cr. |

|  |              |
|--|--------------|
| <b>Foundations of Health Professions</b> | <b>1 cr.</b> |
|--|--------------|

|                          |                                |       |
|--------------------------|--------------------------------|-------|
| <a href="#">HLTH101M</a> | Introduction to Health Careers | 0 cr. |
|--------------------------|--------------------------------|-------|

|              |               |
|--------------|---------------|
| <b>Major</b> | <b>28 cr.</b> |
|--------------|---------------|

|                          |   |       |
|--------------------------|---|-------|
| <a href="#">NURS101</a>  | Foundations of Nursing and Critical Thinking        | 3 cr. |
| <a href="#">NURS101C</a> | Foundations of Nursing & Critical Thinking Clinical | 2 cr. |
| <a href="#">NURS125</a>  | Pharmacology I                                      | 2 cr. |
| <a href="#">NURS126</a>  | Pharmacology II                                     | 2 cr. |
| <a href="#">NURS135</a>  | Nutrition in Nursing                                | 2 cr. |
| <a href="#">NURS144</a>  | Nursing of Adults                                   | 4 cr. |
| <a href="#">NURS144C</a> | Nursing of Adults Clinical                          | 4 cr. |
| <a href="#">NURS165</a>  | Maternal and Child Nursing                          | 3 cr. |
| <a href="#">NURS165C</a> | Maternal and Child Nursing Clinical                 | 1 cr. |
| <a href="#">NURS175</a>  | Geriatrics and Mental Health                        | 3 cr. |
| <a href="#">NURS195</a>  | Practical Nursing Leader and Manager Capstone       | 3 cr. |

**PRACTICAL NURSING (PN) DIPLOMA REQUIRED  
PROGRAM SEQUENCE (Full-time) 46 CREDITS**

| FRESHMAN YEAR          |  |   |              |  |   |  |              |
|------------------------|--|---|--------------|--|---|--|--------------|
| Fall Semester          |  |   | (17 credits) | Winter Semester                              |   |  | (16 credits) |
| BIOL115*               | Anatomy and Physiology with Human Disease I          | 4 | BIOL116*     | Anatomy and Physiology with Human Disease II | 4 |  |              |
| ENGL109                | Composition  | 3 | NURS126      | Pharmacology II                              | 2 |  |              |
| HLTH101M               | Introduction to Health Careers                       | 0 | NURS135      | Nutrition in Nursing                         | 2 |  |              |
| MATH 120 or 125        | College Mathematics or Intermediate Algebra          | 3 | NURS144      | Nursing of Adults                            | 4 |  |              |
| NURS101                | Foundations of Nursing and Critical Thinking         | 3 | NURS144C     | Nursing of Adults Clinical                   | 4 |  |              |
| NURS101C               | Foundations of Nursing and Critical Thinking Clinica | 2 |              |  |   |  |              |
| NURS125                | Pharmacology I                                       | 2 |              |  |   |  |              |
| Spring/Summer Semester |  |   | (12 credits) |  |   |  |              |
| NURS165                | Maternal and Child Nursing                           | 2 |              |  |   |  |              |
| NURS165C               | Maternal and Child Nursing Clinical                  | 1 |              |  |   |  |              |
| NURS175                | Geriatrics and Mental Health                         | 3 |              |  |   |  |              |
| NURS195                | Practical Nursing Leader and Manager                 | 3 |              |  |   |  |              |
| PSYC101                | Introductory Psychology                              | 3 |              |  |   |  |              |

*\*Students who may eventually wish to submit an application to the BSN Pre-Licensure program are strongly encouraged to complete BIOL221 (3cr), BIOL 221L (1cr), BIOL 222 (3cr) and BIOL 222L (1cr) instead of BIOL 115 and BIOL116. Students will also be required to complete BIOL 110 (3cr) and BIOL110L (1cr) which are the prerequisites to BIOL221/BIOL221L.*

**LPN to BSN**

Highly qualified PN graduates may apply to continue into the BSN PL program with 3 years to completion.

Upon admission to the BSN PL program students with an unrestricted PN license will be awarded 38 advanced standing credits.

Advanced standing credits will include those for the following courses:

|  |                                       |
|--|---------------------------------------|
| ACES 100- Freshmen Seminar             | MATH 125 – Intermediate Algebra       |
| BIO 110- Foundations of Cell Bio       | PSYCH 101 – Intro to Psych            |
| BIO 110L – Foundations of Cell Bio Lab | HLTH 230 – Health Care Law and Ethics |
| BIOL 221 – Anatomy & Phys I            | SOC 201 – Diversity in Society        |
| BIOL 221L- Anatomy & Phys I Lab        | NURS 101 – Foundations of Nursing     |
| COM 120 – Presentation Techniques      | NURS 101C – Foundations of Nursing    |
| ENG 109- Composition                   | NURS 135 – Nutrition in Nursing       |

To apply, students will complete the application for admission (send transcripts) for the BSN PL which will include TEAS testing, Essay, Letters of Recommendation, and Practical Nursing License evidence in Nursing CAS.

## Bachelor's of Science in Nursing (BSN) Student Learning Outcomes

End-of-program (EOP) student learning outcomes for the BSN programs are based on three levels including Level 1 (Sophomore), Level 2 (Junior) and Level 3 (Senior). Pre- Nursing refers to any pre-requisite courses. The EOP student learning outcomes and objectives for Levels 1-3 are listed below.

**Care Provision:** Utilize evidence-based practice, critical thinking, cultural awareness, and the nursing process in collaboration with the interdisciplinary healthcare team.

| <b>Level One</b>  | <b>Level Two</b>   | <b>Level Three</b>   |
|---|--|--|
| <ol style="list-style-type: none"> <li>1. Identifies and develops nursing assessment skills.</li> <li>2. Provides holistic, culturally sensitive, safe, and effective therapeutic nursing interventions in collaboration with individuals and families in multiple settings.</li> <li>3. Identifies the principles of the teaching learning process to educate individuals, and peers.</li> <li>4. Identifies and evaluates patient outcomes.</li> <li>5. Identifies and revises the plan of care based on individual patient outcomes.</li> <li>6. Identifies research and evidence-based information for application to nursing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Assesses wellness, health needs, and risks of individuals, families, and groups.</li> <li>2. Provides holistic, culturally sensitive, safe and effective therapeutic nursing interventions in collaboration with individuals, families, and groups in multiple settings.</li> <li>3. Educates individuals, families, peers, and groups about wellness, disease/illness, medical-technical aspects, symptom management, self-care management, resource management, and alternative methods of healing.</li> <li>4. Develops skills in evaluating client outcomes and the effectiveness of professional nursing practice.</li> <li>5. Evaluates and revises plan of care as appropriate in collaboration with individual, family, group, and members of the interdisciplinary healthcare team.</li> <li>6. Analyzes research and evidence-based information for application to nursing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Assesses wellness, health needs, and risks of individuals, families, groups, and communities.</li> <li>2. Plans and provides holistic, culturally sensitive, safe and effective therapeutic nursing interventions in collaboration with individuals, families, groups, and communities in multiple settings.</li> <li>3. Educates individuals, families, peers, groups, and communities about wellness, disease/illness, medical- technical aspects, symptom management, self-care management, resource management, and alternative methods of healing.</li> <li>4. Evaluates patient outcomes and the effectiveness of professional nursing practice.</li> <li>5. Revises plan of care as appropriate in collaboration with individual, family, group, community and members of the interdisciplinary healthcare team.</li> <li>6. Evaluates research and evidence-based information for application to nursing.</li> </ol> |

**Management:** Manage holistic care for patients, families, and communities with complex health needs in a variety of settings.

|   |  |   |
|---|--|---|
| <p><b>Level One</b></p> <ol style="list-style-type: none"> <li>1. Identifies the leadership and management role.</li> <li>2. Identifies trends that influence the cost in healthcare and methods of cost savings in healthcare.</li> <li>3. Identifies therapeutic goals for providing quality care in collaboration with individuals and families.</li> <li>4. Identifies the steps and methods of delegation consistent with the Michigan Public Health Code - Nursing.</li> <li>5. Identifies the role of the supervisor in healthcare.</li> </ol> | <p><b>Level Two</b></p> <ol style="list-style-type: none"> <li>1. Understands the leadership and management roles in guiding members of the interdisciplinary healthcare team.</li> <li>2. Compares methods of cost savings in healthcare.</li> <li>3. Prioritizes therapeutic goals for providing quality care in collaboration with individuals, families, and groups.</li> <li>4. Compares tasks that could be delegated to licensed and non-licensed caregivers in a manner consistent with the Michigan Public Health Code - Nursing.</li> <li>5. Understands the methods of supervision observed in practice.</li> </ol> | <p><b>Level Three</b></p> <ol style="list-style-type: none"> <li>1. Distinguishes leadership and management roles in guiding members of interdisciplinary healthcare team.</li> <li>2. Formulates a consumer- oriented approach in the delivery of cost-effective care.</li> <li>3. Prioritizes therapeutic goals for providing quality care in collaboration with individuals, families, groups, and communities.</li> <li>4. Delegates appropriate functions to licensed and non- licensed caregivers in manner consistent with the Michigan Public Health Code - Nursing</li> <li>5. Performs selected supervision activities related to the actions of licensed and non-licensed caregivers.</li> </ol> |
|---|--|---|

**Scope of Practice:** Provide care appropriate to the scope of practice and ethical dimensions for one's own actions according to the ANA Standards of Practice.\*

|   |  |   |
|---|--|---|
| <p><b>Level One</b></p> <ol style="list-style-type: none"> <li>1. Identifies and practices within an ethical and legal framework and standards of professional nursing practice.</li> <li>2. Defines and describes accountability and responsibility for one's choices and behaviors related to nursing care.</li> <li>3. Identify and examine ethical and legal issues surrounding healthcare dilemmas.</li> <li>4. Describes and implements client and organizational confidentiality.</li> </ol> | <p><b>Level Two</b></p> <ol style="list-style-type: none"> <li>1. Practices within an ethical and legal framework and standards of professional nursing practice.</li> <li>2. Demonstrates accountability and responsibility for one's own actions, clinical judgments, and decision-making.</li> <li>3. Compares various models for ethical and legal decision making surrounding healthcare dilemmas.</li> <li>4. Protects client and organizational confidentiality.</li> </ol> | <p><b>Level Three</b></p> <ol style="list-style-type: none"> <li>1. Practices within an ethical and legal framework and standards of professional nursing practice.</li> <li>2. Models accountability and responsibility for one's own actions, clinical judgments, and decision-making.</li> <li>3. Demonstrates ethical and legal decision making surrounding healthcare dilemmas.</li> <li>4. Advocates &amp; protects patients and organizational confidentiality.</li> </ol> |
|---|--|---|

**Communication:** Engage in comprehensive, verbal and written therapeutic communication skills to interact with patients, families, and communities.

| <b>Level One</b>  | <b>Level Two</b>  | <b>Level Three</b>   |
|---|---|--|
| <p>1. Develops and applies therapeutic communication skills in interactions with individuals and families.</p> <p>2. Communicates effectively with individuals, peers, and members of the interdisciplinary healthcare team.</p> <p>3. Develops skills in college- level writing and verbal.</p> <p>4. Identifies and uses technology for obtaining and presenting information.</p> | <p>1. Applies therapeutic communication skills in interactions with individuals, families, and groups.</p> <p>2. Communicates effectively with individuals, peers, families, groups, and members of the interdisciplinary healthcare team.</p> <p>3. Increases in the consistent use of appropriate college- level writing and verbal skills consistent with published expectations and standards.</p> <p>4. Develops skills in the use of technology for seeking, sorting, selecting, and presenting relevant information.</p> | <p>1. Incorporates therapeutic communication skills in interactions with individuals, families, groups, and communities.</p> <p>2. Communicates effectively with individuals, peers, families, groups, communities, and members of the interdisciplinary healthcare team.</p> <p>3. Demonstrates appropriate college-level writing and verbal skills consistent with published expectations and standards.</p> <p>4. Utilizes technology for seeking, sorting, selecting, and presenting relevant information.</p> |

### Bachelor of Science in Nursing-BSN-PL—Required Courses

| Foundations of Excellence |                                 | 34 cr. |
|---------------------------|---------------------------------|--------|
| <a href="#">BIOL110</a>   | Foundations of Cell Biology     | 3 cr.  |
| <a href="#">BIOL110L</a>  | Foundations of Cell Biology Lab | 1 cr.  |
| <a href="#">BIOL221</a>   | Anatomy and Physiology I        | 3 cr.  |
| <a href="#">BIOL221L</a>  | Anatomy and Physiology I Lab    | 1 cr.  |
| <a href="#">BIOL222</a>   | Anatomy and Physiology II       | 3 cr.  |
| <a href="#">BIOL222L</a>  | Anatomy and Physiology II Lab   | 1 cr.  |
| <a href="#">CHEM150</a>   | Foundations in Chemistry        | 3 cr.  |
| <a href="#">CHEM150L</a>  | Foundations in Chemistry Lab    | 1 cr.  |
| <a href="#">COMM120</a>   | Presentation Techniques         | 3 cr.  |

|                         |                               |       |
|-------------------------|-------------------------------|-------|
| <a href="#">ENGL109</a> | Composition                   | 3 cr. |
| <a href="#">ENGL110</a> | Advanced Composition          | 3 cr. |
| <a href="#">MATH125</a> | Intermediate Algebra          | 3 cr. |
| <a href="#">PSYC101</a> | Introductory Psychology       | 3 cr. |
| <a href="#">STAT219</a> | Introduction to Biostatistics | 3 cr. |

**Foundations of Health Professions**

**20 cr.**

|                                 |                                |       |
|---------------------------------|--------------------------------|-------|
| <a href="#">BIOL211</a>         | Microbiology                   | 3 cr. |
| <a href="#">BIOL211L</a>        | Microbiology Lab               | 1 cr. |
| <a href="#">BIOL312</a>         | Pathophysiology                | 4 cr. |
| <a href="#">HLTH101</a>         | Introduction to Health Careers | 3 cr. |
| <a href="#">HLTH230</a>         | Healthcare Law and Ethics      | 3 cr. |
| <a href="#">PSYC303/HLTH303</a> | Psychosocial Health Concerns   | 3 cr. |
| <a href="#">SOSC201</a>         | Diversity in Society           | 3 cr. |

**Major**

**66-79 cr.**

|                          |  |       |
|--------------------------|--|-------|
| <a href="#">NURS101</a>  | Foundations of Nursing and Critical Thinking | 3 cr. |
| <a href="#">NURS101C</a> | Nursing Fundamentals Clinical                | 2 cr. |
| <a href="#">NURS125</a>  | Pharmacology I                               | 2 cr. |
| <a href="#">NURS126</a>  | Pharmacology II                              | 2 cr. |
| <a href="#">NURS135</a>  | Nutrition in Nursing                         | 2 cr. |
| <a href="#">NURS250</a>  | Nursing Care of Adults I                     | 4 cr. |
| <a href="#">NURS250L</a> | Nursing Care of Adults I Lab                 | 1 cr. |
| <a href="#">NURS250C</a> | Nursing Care of Adults I Clinical            | 3 cr. |
| <a href="#">NURS315</a>  | Health Promotion and Education               | 3 cr. |
| <a href="#">NURS317</a>  | Health Assessment in Nursing                 | 3 cr. |
| <a href="#">NURS317L</a> | Health Assessment in Nursing Lab             | 1 cr. |
| <a href="#">NURS325</a>  | Mental Health Nursing Across the Lifespan    | 3 cr. |

|                          |   |       |
|--------------------------|---|-------|
| <a href="#">NURS325C</a> | Mental Health Nursing Clinical          | 1 cr. |
| <a href="#">NURS334</a>  | Nursing Care of Adults II               | 4 cr. |
| <a href="#">NURS334L</a> | Nursing Care of Adults II Lab           | 1 cr. |
| <a href="#">NURS334C</a> | Nursing of Adults II Clinical           | 4 cr. |
| <a href="#">NURS355</a>  | Nursing of Childbearing Family          | 3 cr. |
| <a href="#">NURS355C</a> | Nursing of Childbearing Family Clinical | 3 cr. |
| <a href="#">NURS370</a>  | Nursing Care of Children                | 4 cr. |
| <a href="#">NURS370L</a> | Nursing Care of Children Lab            | 1 cr. |
| <a href="#">NURS370C</a> | Nursing of Children Clinical            | 2 cr. |
| <a href="#">NURS415</a>  | Evidence Based Nursing Practice         | 2 cr. |
| <a href="#">NURS427</a>  | Community Health Nursing (PL)           | 3 cr. |
| <a href="#">NURS427C</a> | Community Health Nursing Clinical (PL)  | 2 cr. |
| <a href="#">NURS433</a>  | Nurse Manager and Leader (PL)           | 2 cr. |
| <a href="#">NURS433C</a> | Nurse Manager and Leader Clinical (PL)  | 3 cr. |
| <a href="#">NURS496</a>  | Senior Nursing Seminar                  | 2 cr. |

**Optional - Complete the Case Management Specialty [CMS]**

**(13) cr.**

|                         |  |       |
|-------------------------|--|-------|
| <a href="#">MCMG300</a> | Case Management Fundamentals                 | 3 cr. |
| <a href="#">MCMG312</a> | Case Management Insurance/Utilization Review | 3 cr. |
| <a href="#">MCMG401</a> | Case Work Reporting Techniques               | 4 cr. |
| <a href="#">MCMG403</a> | Case Management Special Populations          | 3 cr. |

**NURSING PRE-LICENSURE (BSN)  
REQUIRED PROGRAM SEQUENCE (Full-time)  
OPTIONAL SPECIALTY- MEDICAL CASE MANAGEMENT**

**120 CREDITS (51 General Education Credits, 69 Nursing Major Credits)**

**FRESHMAN YEAR**

| <b><u>First Semester (16 credits)</u></b> |                                 |   | <b><u>Second Semester (17 credits)</u></b> |                              |   |
|---|---------------------------------|---|--|------------------------------|---|
| BIOL110                                   | Foundations of Cell Biology     | 3 | BIOL221                                    | Anatomy & Physiology         | 3 |
| BIOL110L                                  | Foundations of Cell Biology Lab | 1 | BIOL221L                                   | Anatomy & Physiology Lab     | 1 |
| ENGL109                                   | Composition                     | 3 | CHEM150                                    | Foundations of Chemistry     | 3 |
| HLTH101                                   | Introduction to Health Careers  | 3 | CHEM150 L                                  | Foundations of Chemistry Lab | 1 |
| MATH125                                   | Intermediate Algebra            | 3 | COMM120                                    | Presentation Techniques      | 3 |
| PSYC101                                   | Introductory Psychology         | 3 | ENGL110                                    | Advanced Composition         | 3 |
|   |                                 |   | SOSC201                                    | Diversity in Society         | 3 |

**SOPHOMORE YEAR**

| <b><u>Third Semester (17 credits)</u></b> |   |   | <b><u>Fourth Semester (17 credits)</u></b> |   |   |
|---|---|---|--|---|---|
| BIOL222                                   | Anatomy & Physiology II                             | 3 | BIOL312                                    | Pathophysiology                           | 4 |
| BIOL222L                                  | Anatomy & Physiology II Lab                         | 1 | NURS317                                    | Health Assessment in Nursing              | 3 |
| BIOL211                                   | Microbiology  | 3 | NURS317 L                                  | Health Assessment in Nursing Lab          | 1 |
| BIOL211L                                  | Microbiology Lab                                    | 1 | NURS126                                    | Pharmacology II                           | 2 |
| NURS101                                   | Foundations of Nursing & Critical Thinking          | 3 | NURS325                                    | Mental Health Nursing Across the Lifespan | 3 |
| NURS101C                                  | Foundations of Nursing & Critical Thinking Clinical | 2 | NURS325 C                                  | Mental Health Nursing Clinical            | 1 |
| NURS125                                   | Pharmacology I                                      | 2 | STAT219                                    | Introduction to Biostatistics             | 3 |
| NURS135                                   | Nutrition in Nursing                                | 2 |  |   |   |



**JUNIOR YEAR**

| <b><u>Fifth Semester (14 credits)</u></b> |                                   |   | <b><u>Sixth Semester (14 credits)</u></b> |                                    |   |
|---|-----------------------------------|---|---|------------------------------------|---|
| HLTH230                                   | Healthcare Law and Ethics         | 3 | NURS334                                   | Nursing Care of Adults II          | 4 |
| NURS250                                   | Nursing Care of Adults I          | 4 | NURS334C                                  | Nursing Care of Adults II Clinical | 4 |
| NURS250C                                  | Nursing Care of Adults I Clinical | 3 | NURS334L                                  | Nursing Care of Adults II Lab      | 1 |
| NURS250L                                  | Nursing Care of Adults I Lab      | 1 | NURS415                                   | Evidence Based Nursing Practice    | 2 |
| NURS315                                   | Health Promotion & Education      | 3 | PSYC303                                   | Psychosocial Health Concerns       | 3 |

**SENIOR YEAR**

| <b><u>Seventh Semester (13 credits)</u></b>                    |   |   | <b><u>Eighth Semester (12 credits)</u></b> |                                   |   |
|--|---|---|--|-----------------------------------|---|
| NURS355  | Nursing of Childbearing Family          | 4 | NURS427                                    | Community Health Nursing          | 3 |
| NURS355 C  | Nursing of Childbearing Family Clinical | 2 | NURS427 C                                  | Community Health Nursing Clinical | 2 |
| NURS370  | Nursing Care of Children                | 4 | NURS433                                    | Nurse Manager and Leader          | 2 |
| NURS370 C  | Nursing Care of Children Clinical       | 2 | NURS433 C                                  | Nurse Manager and Leader Clinical | 3 |
| NURS370 L  | Nursing Care of Children Lab            | 1 | NURS496                                    | Nursing Seminar                   | 2 |
| <i>Community Health and Leadership may rotate mid-semester</i> |   |   |  |                                   |   |

**Optional - Medical Case Management Specialty [CMS]**

| <b>(13 credits)</b> |   |   |
|---------------------|---|---|
| MCMG300             | Case Management Fundamentals                | 3 |
| MCMG312             | Insurance, UR, and Discharge Planning       | 3 |
| MCMG401             | Case Management Documentation and Reporting | 4 |
| MCMG403             | 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:*

- Legally recognized to practice nursing in your country;
- Minimum of a baccalaureate degree or the equivalent in any field of study; and
- 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 program requirements 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 viceversa
  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:
- DU scrubs (no outside attire is allowed over scrubs)
  - pictured identification name badge
  - black, gray or white shoes, and socks (as designated below)
  - non-revealing undergarments
  - a watch with a second hand and stethoscope
  - **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 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. No additional adornments of jewelry (internally or externally) are allowed. 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 state 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. It is the policy of the nursing program at Davenport University, an annual drug screen and CBC is completed in an organized course called HLTH 101. According to written agreement with the agencies providing the clinical nursing experiences needed for nursing programs that students complete a background and drug screening annually.
- C. 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 expelled from the nursing program. It is the responsibility of Davenport University to send students to patient care facilities drug and alcohol free.
- D. 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.
- E. 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.
- F. 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.
- G. 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.
- H. Annual Criminal Background Check: All undergraduate nursing students will be asked to complete a criminal background check annually. The policies and procedures and form related to the criminal background check are displayed in the COHP Appendix A-4. Students with a positive criminal background may not enter into the clinical practicum site until the matter is resolved. Students who have a positive criminal background may not be able to sit for the NCLEX-RN state board exam for the Registered Nurse. **Admission to and remaining in the nursing program is contingent upon the applicant having a negative criminal background check.**

- I. 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 Screening
- 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 Students: Copy of RN license

## 2. Immunizations

- 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. In addition, nurses must rigidly adhere to special precautions to minimize risks. All nursing students must provide proof of immunity for required immunizations. Students should discuss their immunization status and the advisability of receiving these immunizations with their healthcare provider. Titers are acceptable.
- 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.
- 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, as most clinical agencies will not allow it.
- 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) Screening

- 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:
  - a. Davenport University Absence of Tuberculosis Symptoms Form
  - b. 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. Criminal Background Check and Drug Screening is required prior to the start of the Nursing

Program and annually thereafter.

6. 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) BLD for Healthcare Providers (CPR & AED) or an American Red Cross Heartsaver for Professional Rescuer that includes CPR and AED card. **NOTE: Warren campus ONLY accepts AHA.** It is the student's responsibility to remain current in their BLS requirements.
7. OSHA Training: Site-specific training (clinical agency) will be verified by the Clinical Coordinator and documented.
8. **RN-BSN Completion students:** Proof of an active and unencumbered RN license is required prior to enrolling in clinical courses.
9. 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 will follow Standard Precautions (See Nursing Appendix). These may be applied throughout the program as a standard in any of the agencies the university uses for clinical experience. Students should be familiar with the specific standards at their assigned clinical sites.
- 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 | Letter Grade | Percentage Range |
|--------------|------------------|--------------|------------------|
| A            | 100 – 93         | B            | 86 – 83          |
| A-           | 92 – 90          | B-           | 82 – 80          |
| B+           | 89 – 87          | 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 and PN 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.
  - a. Courses that are exempt from this rule are: NURS 135, NURS 195, 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.
5. After acceptance into the Nursing program, a nursing student must complete all science courses at Davenport University with a minimum of Grade of a C+ (77%) as per the *Undergraduate Catalog* DU grading scale.
6. A minimum cumulative GPA of 2.70 is required in the nursing major for graduation. Students not attaining both of these standards will not be allowed to progress to graduation.

#### 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 course.
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 allowed to enter at a scheduled break.
2. Cell phones, pagers, and any type of communication device **MUST** be turned off during class time unless specified by the instructor for classroom participation. All cell phones, communication devices including smart watches, personal computers/tablets need to be removed from person and stored securely during exams or quizzes. Personal computers/tablets may be used at the discretion of the instructor.
3. No recording of lectures or presentations without permission of the instructor.
4. Private conversations are disruptive to the instructor as well as other students; any student that disrupts class will be dismissed from the class.
5. All assignments must be submitted at the day/time designated by the faculty. Assignments handed in late will be reduced by 10% per day, beginning at the time that they are due, and if not completed within seven calendar days, 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.
6. Tests must be taken on the scheduled day and at the scheduled time as outlined in the course syllabus. Only illness or emergencies are considered valid reasons to miss a scheduled test. Documentation of illness or emergency may be required.
7. Students are responsible for contacting instructors about missed tests, or quizzes before the class begins on the day of quiz/test. If the instructor is not contacted, there will be no make-up test allowed, and the students will receive a "zero".
8. The option to make up a test is at the discretion of the course instructor. If a late test is approved by the instructor, it must be made up at a time approved by the instructor and is subject to be downgraded by 10% per day. Late tests must be made up within 3 days of the original date. Grade deductions begin at the time the test is scheduled to begin.
9. Make-up tests may differ significantly from the original test and may include short-answer and essay questions.
10. If a student arrives to take a scheduled test after the test has already begun (tardy), at faculty discretion, the student may be required to take the test at a different time and location and may be subject to grade deductions as outlined above.

11. All tests given in the Nursing Program must be proctored.
12. 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.
13. It is an expectation that the textbook reading for the class will be completed prior to class. This will enhance your learning and you 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.
14. **Cancellation of Classes:** If class is cancelled, you are still responsible for classroom materials and assignments. You must check Blackboard for announcements, assignments, etc.
15. **Extenuating Circumstances:** Exceptions to the above expectations for extenuating circumstances may be considered by the faculty, but are not guaranteed.

## E. Progression

### 1. General

- a. Students may not enter or progress in the Nursing Program unless their tuition and other fees are paid in full.
- b. Students must have a minimum of a 2.7 GPA within the nursing major to be eligible for graduation (See also DU *Undergraduate Catalog*).

### 2. 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.

### 3. Requirements for Progression

- a. Minimum grade of 80% in all NURS courses
- b. A minimum, over-all GPA of 2.7
- c. After being admitted to the Nursing Program, minimum of a C+ (77%) in all required science courses. If a student earns less than 77%, 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.
- d. 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.

### 4. Procedures

- 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. Plan should address:
    - Study plan/habits
    - Time management
    - Communication with faculty
- b. The letter should be submitted to the Associate Chair 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 Associate Department Chair. 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 DU

Code 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 start (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.
- d. 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.
- e. 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. Plan should address:
    - Study plan/habits
    - Time management
    - Communication with faculty
- f. Admission after a dismissal is not guaranteed and is granted at the discretion of the Admissions Committee. Consideration of multiple previous academic withdrawals and/or documented Code of Conduct violations will be included in readmission decisions by the Admissions Committee.
- g. 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.
- h. Dismissal from the Nursing Program may occur for the following reasons (not an all-inclusive list):
- 1) Failure to maintain an overall GPA of 2.7
  - 2) Failure of 2 or more separate NURS courses in one semester or in separate semesters.
  - 3) Failure of the same NURS course twice.
  - 4) Failure to be respectful of instructors, peers or patients. See also "Student

Misconduct” policies in the DU Undergraduate Catalog.

- 5) 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
  - 6) Failure to comply with the requirements concerning drug and alcohol abuse.
  - 7) Violation of HIPAA federal mandates in the clinical setting.
  - 8) Patient safety violations. See “Patient Safety in Section 2 and also examples below.
  - 9) Violations of ethical or legal guidelines (see “Clinical” below).
  - 10) Violations of cell-phone or social media policies.
- i. 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
  - j. Repeating Nursing Courses: If granted readmission, no single nursing course (NURS) in the Nursing Program can be repeated more than once.
  - k. If a student withdraws from a course it is his/her responsibility to meet with the Nursing Associate Department Chair 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.
  - l. If a student is dismissed from the nursing program, it is the responsibility of the Associate Chair 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.
5. PN to BSN Progression:
- a. All successful graduates of Davenport University’s Practical Nursing (PN) Program may apply for a seat in the BSN-PL nursing program. The student must do the following:
    - 1) Complete the DU application process for the BSN-PL nursing



- program.
  - 2) Be accepted into the BSN-PL nursing program.
  - 3) Successfully pass all courses within the PN curriculum
- b. The following PN courses matriculate into the BSN curriculum:
- 1) NURS 101 Nursing Fundamentals; NURS 101C Nursing Fundamentals Clinical
  - 2) NURS 125/NURS 126 Pharmacology
  - 3) NURS 135 Nutrition
- c. If a PN student is unsuccessful in any of the NURS classes, indicated by a withdrawal or fail throughout their program, they will be unable to start the BSN-PL program until they successfully complete the PN courses per academic requirements. If accepted into the BSN-PL program, the unsuccessful PN students' entry will be delayed one year while they complete the PN requirements. If the student does not complete the PN program requirement within the one year time period, the BSN-PL seat will be forfeited. Student must follow the Progression & Academic Failure guidelines.
- d. Licensed Practical Nurses may be eligible for the Bridge to BSN- PL program. Please see information above.

#### **IV. Clinical and Laboratory Policies**

##### **A. Attendance Policy**

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 internet-based.
2. The Michigan Board of Nursing (MBON) has approved the DU Nursing Program based on the stated number of lab and clinical hours that students spend in clinical practice. Additionally, the CCNE accreditation standards dictate that students participate in clinical practice experiences that allow them to meet the course and program outcomes. Additionally, professional practice standards for the nursing profession value attendance. Therefore, lab and clinical practice hours are an essential component of the curriculum and as such are mandatory.

##### **B. Clinical and Lab Absences**

1. Only emergency situations or significant extenuating circumstances are considered acceptable reasons for missing scheduled laboratory or clinical experiences. Documentation/evidence of the emergency situation or extenuating circumstance is required and must be approved by the

Clinical Coordinator and/or Associate Department Chair. All missed time due to absences from lab or clinical must be made up. Make-up assignments are determined by the clinical faculty, Lab/Clinical Coordinator and/or the Associate Department Chair and may include (not an all-inclusive list): in-person simulation, virtual simulation, completion of written case studies, or additional time at the clinical location. Successful completion of make-up assignments does not guarantee that a student has met the outcomes of the course.

2. It is the student's responsibility to notify the clinical or lab faculty as soon as possible in the case of an emergency of extenuating circumstance that will result in absence. Proper notification is typically defined as prior to the scheduled start of the clinical or lab experience or as soon as possible. Failure to properly notify is not professional behavior and could result in failure of clinical or lab.
3. If a medical or other extenuating circumstance is going to affect a student's attendance at clinical, beyond an isolated event, the student should notify the faculty, the Clinical/Lab Coordinator and the Center for Student Life Access Coordinator as soon as possible. It is the student's responsibility to make timely notifications of any circumstances that may impact a student's ability to attend clinical. [Accommodation Request Form](#)
4. Absence from clinical or lab will affect the student's grade. The student will receive a deduction of 50% of the total points for the missed clinical day, regardless of the reason for the absence or the completion of make-up activities.
5. Make-up assignments are required for all absences (see above).
6. Absences from clinical are weighted as a percentage of the total hours of the experience. A student missing 20% or more of any clinical or lab experience may fail the course.
7. Campus Closures: If the campus is closed due to bad weather, then the clinical experience may be cancelled for that day. Direction will be provided by the Clinical Coordinator with the priority goal of safety in mind. However, the clinical day will need to be made up at the convenience of the instructor and availability of the facility before the end of the semester. Alternatively, simulation may be used as a make-up option.

#### C. 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.

#### D. RN-BSN Completion/Concurrent Preceptorships

1. 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 Associate Department Chair (ADC) or designee. Students must verify with the ADC 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.

#### E. 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:
  1. Update yourself to current status of patient (report, physician's order, EMR chart summary, and medication sheets)
  2. 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 and 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.

F. 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 Association Code of Ethics practice (See Appendix 4). 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.

G. 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 Associate Department Chair 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 Associate Department Chair 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 Affairs 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 Associate Department Chair and Student Affairs.

H. 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.

## I. 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 and a note placed in the student's clinical record.
  - d. Students may not use cell phones while in the clinical setting. Students are expected to give the phone numbers of the school and the clinical site to their families for emergency situations only. See "Cell Phones" in section 2.
  - e. 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 requesting not to be placed at a particular clinical site. Please note that all requests for not attending a specific clinical will not be seen as having validity. For example, students requesting a specific clinical site because the student wishes to always carpool with the same group of students would limit the richness of the student's clinical learning experiences and is not deemed an appropriate reason not to place any student in a particular clinical site.
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.

#### J. Employment

1. Students are discouraged from making employment commitments until they know how much time they have to commit to outside employment. Commitment to their studies must come before employment commitments. Employment more than 16 hours a week for a full-time student will not be conducive to success in the nursing program. All students must recognize that attending nursing school is a full time job.
2. Students will not be allowed to participate in the clinical experience upon working the shift prior to their assigned clinical start time.
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. BSN Pre- Licensure students and Diploma of Practical Nursing students normally will move through the nursing program in a cohort style fashion.
4. *The exception for outside employment is the RN-BSN completion students who can move through the BSN completion program at a part time pace.*
5. 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.
6. 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

#### K. General Information

1. The student is responsible for transportation to and from clinical assignments.
  - a. Students are responsible for transportation to any field trip 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

- a. 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.

#### **L. 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 AND
  - b. Adherence to professionalism standards and civility guidelines throughout program



## **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.

| <b>Domain</b>      | <b>Competency</b>  | <b>Relevant Sub-Competencies</b>  |
|--------------------|--|---|
| 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.<br><br>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.<br><br>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:

1. Appropriate use of barriers (gloves, masks, goggles) when contact with body fluids is anticipated
2. Appropriate hand hygiene (see hand hygiene procedure)
3. Precautions against needle sticks
4. Decontamination and handling procedures
5. Proper handling of laboratory specimens

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

#### Criteria:

- 1) Adherence to this Standard is **MANDATORY** for all students.
- 2) 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
- 3) All students are provided with initial orientation and periodic education regarding Standard Precautions.
- 4) Monitoring for compliance to this Standard is accomplished through instructor monitoring.

5) Hand hygiene occurs as described in the hand hygiene procedure.

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

A. Gloves:

1. 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.
2. Are removed after task completion and discarded in regular trash containers (**NOTE:** Hands are cleaned after gloves are removed).
3. Are changed between each patient contact.
4. Two gloves are mandatory during injections.

B. Gowns:

1. Worn when there is the probability of soiling during procedure

C. Masks/goggles

1. Are worn when there is the risk of splattering into the eyes or face and must be taken to each clinical assignment.

D. CPR

1. Masks with one-way valves are available for use during emergency resuscitation.

E. Sharps are handled appropriately in the University lab or the clinical agency.

1. Used needles and IVPB are not cut, clipped, capped, or bent.
2. All sharps are placed in rigid, puncture-resistant containers.
3. Sharps disposal units are placed as close to point-of-use as possible and appropriate.
4. When full, the disposal unit is sealed and placed in the trash.

F. Spills of blood or other fluids are cleaned/decontaminated

G. Visible material is removed

1. Area is decontaminated with an approved germicidal.
2. In the clinical (agencies), equipment that will be returned to Central Supply is first washed in the dirty utility room according to Agency policy.

H. In the clinical agencies, laboratory specimens are handled appropriately:

1. Specimen container, label and biohazard bags are taken to patient's room.
2. While wearing gloves, the specimen is collected, container securely closed (a seal such as paraffin wax may be required), and label affixed.
3. Gloves are removed and hands are washed.
4. Specimen container is picked up with paper towel and placed into zip-lock bag without contaminating the outside of the bag.
5. Zip-lock bag is securely closed for transport.

I. **All incidents of mucous membrane or parenteral exposure to body fluids are reported via incident report, as required by each individual agency.**

J. Mask Precautions

1. In addition to Standard Precautions, when the patient has any of the following conditions:
  - a. Pulmonary TB - suspected or confirmed
  - b. Measles, Rubella, Chickenpox
  - c. Haemophilus influenzae meningitis
  - d. Meningococcal meningitis or pneumonia
  - e. Positive RSV (respiratory syncytial virus) being treated with Ribavirin aerosol medication
2. Individual Agencies may require:
  - a. Private room is used (**NOTE:** Patients with like diagnoses may share a semi-private room if the physician requests).
  - b. All personnel who enter a room wear a mask.
  - c. 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 ADC of any injuries incurred while enrolled in the nursing program. A physician’s statement specifying the level of activity and any other restrictions will be required. Students are responsible to provide an updated provider’s statement to the Clinical Coordinator and ADC of any changes in condition.

| <b>Disease/Problem</b>   | <b>Relieve from Direct Patient Contact</b> | <b>Partial Work Restrictions</b>       | <b>Duration</b>   |
|--|--|--|---|
| Conjunctivitis   | Yes  |  | Until discharge ceases<br>or until 24 hours after 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  | Special conditions may be required. Students must report pregnancy to Clinical Coordinator and /or ADC. |  | Physician's statement specifying level of activity and any other restrictions will be required.                          |
| Known exposure to COVID-19 + individual, symptoms of COVID-19, or known active infection | Yes   | Do not report to patient care facility | Until cleared by provider, CDC-recommended isolation or quarantine period has ended, or per clinical agency requirement. |

**For more complete information**, see the CDC's Guideline for Infection Control in Hospital Personnel, particularly Table 2 at the end of the document, available at the following link:

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

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.

For more information regarding the Michigan Right to Know Law, visit the following website.

[https://www.michigan.gov/documents/cis\\_wsh\\_cet0101\\_119296\\_7.htm#eertk](https://www.michigan.gov/documents/cis_wsh_cet0101_119296_7.htm#eertk)

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 (4<sup>th</sup> 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.

1. CCNE Commission on Collegiate Nursing Education

[www.ccneaccreditation.org](http://www.ccneaccreditation.org)

2. ACEN Accreditation Commission for Education in Nursing

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

3. NAPNES National Association of Practical Nurse Education and Service

<https://napnes.org/drupal-7.4/index.php>

4. American Association of Colleges of Nursing-BSN Essentials

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

4. Sigma [www.sigma.org](http://www.sigma.org)

5. ATI Assessment Technologies Institute

<http://Atitesting.com>

6. AWHONN Association of Women's Health Obstetric and Neonatal Nurses

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

7. INASCL International Nursing Association for Clinical Simulation and Learning [www.inascl.org/](http://www.inascl.org/)

8. SSIH Society for Simulation in Healthcare

[www.ssih.org](http://www.ssih.org)

9. American Nurses Association (ANA) – RN

[www.nursingworld.org](http://www.nursingworld.org)

10. Michigan Nurses Association (MNA) – RN

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

11. Michigan Student Nurse Association (MSNA) – RN

<http://www.minurses.org/mnsa/links.shtml>

12. Michigan Center for Nursing

[https://www.michigan.gov/healthcareworkforcecenter/0,4592,7-231-42467\\_43391-152282--,00.html](https://www.michigan.gov/healthcareworkforcecenter/0,4592,7-231-42467_43391-152282--,00.html)

13. National Student Nurses' Association

[www.nsna.org](http://www.nsna.org)

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

State of Michigan Board of Nursing

[www.michigan.gov/cis/0,1607,7-154-10568\\_17671\\_17682-59003--,00.html](http://www.michigan.gov/cis/0,1607,7-154-10568_17671_17682-59003--,00.html)

Department of Consumer and Industry Services

Bureau of Health Services

611 W. Ottawa 4<sup>th</sup> Floor

P. O. Box 30018

Lansing, MI 48909

**NURSING APPENDIX 9:**

**Forms**

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

This student has been placed on written warning for the following behavior(s) noted during clinical performance. These behaviors occurred on the date listed above (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)

---

Detailed documentation of the clinical performance behavior(s) checked above: (include page numbers from Student Nurse Handbook)

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

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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.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

This student has been placed on probation for the following behavior(s) 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)

Detailed documentation of the clinical performance behavior(s) checked above: include page numbers from Student Nurse Handbook)

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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: \_\_\_\_\_

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

This student was placed on probation on for the following behavior(s) 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:

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

- Due to the successful improvement of these clinical performance behavior(s), this student will be removed from probation immediately.
- 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).
- 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.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## C.A.R.E PLAN

Davenport University is committed to helping you reach your academic and career goals. This worksheet is designed to help you create a plan for success.

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 Plan

### **Student Agreement**

I agree to use the strategies I have mapped out in my Academic Success Plan. 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 may be negatively impacting your grades?

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

|  | <b>Academic</b>   |  | <b>Personal/Other</b>                           |
|--|---|--|---|
|  | 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            |
|  | Difficulty in reading   |  | 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.

| <b>Barrier/Obstacle</b> | <b>Solution #1</b> | <b>Solution #2</b> | <b>Solution #3</b> |
|-------------------------|--------------------|--------------------|--------------------|
| 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 Pine Rest to set up a counseling                              |
| 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, how these solutions may help you and the sacrifices you will need to make to achieve your goals

| 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

[This is an area where information about resources specific to each campus would be noted – description, links, times/dates, contact person(s), etc.]

Tutoring Services Study Tables

Peer-to-Peer Mentoring Pine

Rest

Financial Assistance

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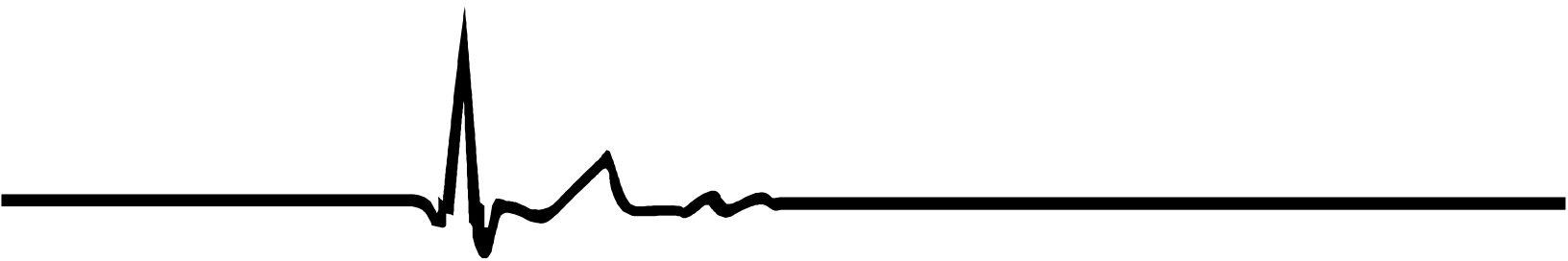
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**COLLEGE OF  
HEALTH PROFESSIONS  
APPENDICES**



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

### Allied Health:

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

### Nursing:

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

## **DU Miscellaneous**

|             |  |
|-------------|--|
| <b>AD</b>   | Associate Dean   |
| <b>AAS</b>  | Associate of Applied Science (Degree)  |
| <b>ABA</b>  | Associate of Business Administration (Degree) <b>BBA</b><br>Bachelor of Business Administration (Degree) <b>BS</b><br>Bachelor of Science (Degree) |
| <b>CBC</b>  | Criminal Background Check  |
| <b>CEA</b>  | Career and Education Advisor   |
| <b>CEP</b>  | Career and Education Plan  |
| <b>CSC</b>  | Career Services Coordinator  |
| <b>DS</b>   | Drug Screening   |
| <b>DU</b>   | Davenport University   |
| <b>DUES</b> | Davenport University Excellence System   |
| <b>DUO</b>  | Davenport University Online  |
| <b>COHP</b> | 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 \_\_\_\_\_ Date \_\_\_\_\_  
Davenport University 1299029



**A-3 Statements: Confidentiality, Compliance, Child Protection, Criminal History**



**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.

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**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: \_\_\_\_\_

**A-4 Criminal History Check/Drug and Alcohol Screening Authorization Form**



**CRIMINAL HISTORY CHECK AND DRUG AND 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.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

## Appendix 5

### Bloodborne Pathogens Exposure/Needlestick Incident Reporting

#### On Campus –

##### Students –

- Notify instructor immediately, clean the wound with soap and warm water, and treat any bleeding.
- 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.
- If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University provided health insurance will.
- 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.

##### Faculty –

- 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.
- Unless it is a medical emergency, do not allow the student to leave the classroom without having filled out the University Incident Report first.
- 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.
- Notify the Associate Department Chair by email or phone of the incident and what steps you have taken.

#### Off Campus/Practicum

##### Site Students -

- Notify your site preceptor, instructor, and COHP personnel immediately
- 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.
- 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.
- Notify the davenport University Practicum Manager for your practicum.
- 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.
- If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University provided health insurance will.
- 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.

Faculty –

- 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.
- Unless it is a medical emergency, do not allow the student to leave the clinic site without following that site's policy and procedure.
- As soon as possible have the student fill out the University Incident Report.
- 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.

## A-6 Professional Standards Form



**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's 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

NAME \_\_\_\_\_

DATE \_\_\_\_\_