



School of Nursing | Graduate Program

# Student Handbook

5724 DUNN HALL | ORONO, ME 04469  
REV. 08/2024



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## Accreditation and Handbook Information

### Accreditation Information

The Baccalaureate of Science in Nursing, Master of Science in Nursing, and the Post-Graduate Advanced Practice Registered Nurse (APRN) certificate programs at the University of Maine School of Nursing are accredited by the Commission on Collegiate Nursing Education 655 K Street NW, Suite 750, Washington, D.C. 20001, 202-887-6791.

### Handbook Information

This handbook serves as an addendum to the University of Maine Student Handbook ([umaine.edu](http://umaine.edu)). This University of Maine School of Nursing (School of Nursing or SON) Graduate Student Handbook (this Handbook) is intended to provide graduate nursing students with pertinent information about the policies and procedures that govern the School of Nursing.

None of the information contained herein shall be interpreted as creating a contract. The information included is up to date at the time of publication. The University and the School of Nursing reserve the right to make changes in this Handbook, policy, regulations and fees, as circumstances dictate, subsequent to publication.

Rev. 08/2024

## Message from the Director of the School of Nursing



**Welcome to the UMaine School of Nursing.** Our mission is to educate future advanced practice nurses who provide high-quality, patient-centered, evidence-based, holistic care to individuals, families, communities, and society. We value excellence, self-reflection, accountability, and respect for diversity and life-long learning.

At UMaine, our faculty, staff, alumni, and students are part of a community that aims to improve populations' health outcomes across the globe. We are committed to scientific and inclusive teaching strategies that engage learners in hands-on didactic, laboratory, and clinical experiences. Faculty at UMaine care about students' holistic well-being through curriculum and services carefully created to support academic, socioemotional, and physical well-being.

We proudly offer students evidence-based mindfulness-based stress reduction courses, massage therapy, physical fitness, a wellness room, and many more interventions to promote resilience and well-being. At

UMaine, we aim to graduate an academically competent advanced practice registered nurse who demonstrates resilience and commitment to self-care.

We are proud to be part of the State of Maine's land and Sea Grant institution and the flagship campus of the University of Maine System. We offer a vibrant and diverse campus and community with integrated teaching, research, and community service. UMaine aims to improve the quality of life for people in Maine and around the world. As the state's only research university, students have opportunities to create new knowledge alongside faculty representing various disciplines.

UMaine School of Nursing is situated in the center of Maine. We work collaboratively with healthcare partners across the state, which provides our students access to experiential learning at nationally ranked healthcare and educational facilities. Healthcare and the nursing profession need resilient, professional, passionate advanced practice nurses who will act as leaders committed to their well-being, generating new ideas, and applying evidence-based care. We are committed to educating the next generation of advanced practice nurses prepared to face these challenges, and we hope you will join us.

Sincerely,

A handwritten signature in black ink that reads "Mary Tedesco-Schneck".

Mary Tedesco-Schneck, Ph.D. RN, PNP, CPNP  
Interim Director, Associate Professor

# Message from the Graduate Program and Track Coordinators



**Welcome to the Master of Science in Nursing program** of the University of Maine. We are very pleased that you have chosen our program to advance your nursing education in one of our program options. Whether you choose an advanced nursing practice role as a Family Nurse Practitioner or nurse educator, or focus on some other health-related role, you will find your experience here at the University of Maine to be challenging and rewarding.

This handbook has been developed to assist you throughout your graduate education. Please become familiar with its content, as it contains answers to frequently asked questions and provides information about policies and procedures related to successful degree completion. The information in this handbook is expected to remain current and valid for the length of a full-time program of study, which is typically two years. However, if you find that some of the information is outdated, please check the School of Nursing website or with your advisor about the currency of any time sensitive material.



Your faculty advisor will guide you in your program of study but the entire faculty and staff are also available to answer questions and provide support. The Graduate School also is an excellent resource on specific policies and procedures related to areas such as leaves of absence and graduation. We feel privileged to be able to assist you as you work toward your academic and professional goals.

Best wishes for a successful program of study at the University of Maine School of Nursing. Please contact us for any further questions or assistance you may need.

Sincerely,

Valerie Herbert, DNP, RN, CNE  
She, her, hers  
Associate Professor  
Graduate Program Coordinator  
5724 Dunn Hall Room 236  
207.581.2598  
valerie.herbert@maine.edu

Sean Sibley, Ph.D., MSN, APRN,  
FNP-C, CNE  
He, him, his  
Clinical Assistant Faculty  
FNP Program Coordinator  
5724 Dunn Hall Room 230  
207.581.2597  
sean.sibley@maine.edu

# Introduction of Faculty and Staff

**Mary Tedesco-Schneck**, Ph.D. RN, PNP, CPNP (University of Maine)

*Interim Director, Associate Professor*

Teaching Area: FNP Track

Resilience, childhood events, active learning strategies

## Full-Time Graduate Faculty

**Valerie Herbert**, DNP, RN, CNE (University of Kansas)

*Associate Professor, Graduate Program Coordinator, Nursing Education Coordinator*

Teaching Area: Leadership, Transition to Practice, NCLEX Preparation, Nursing Education

Area of Interest: Educational strategies, leadership, informatics, nursing education, simulation, new graduate transition

**Colleen Marzilli**, Ph.D., DNP, MBA, APRN, Med/Surg-BC, CCM, PHNA-BC, CNE, NEA-BC, FNPBC, FNAP

*Professor of Nursing*

Teaching Area: Pharmacology

Area of Interest: cultural competency, public health nursing

**Kathryn Robinson**, Ph.D, MHA/Ed, RN (Northeastern University)

*Assistant Professor, Associate Director*

Teaching Area: Genetics, Evidence-Based Practice for Advanced Nursing

Area of Interest: Genetics, research, evidence-based practice, the nursing workforce, social determinants of health

**Amanda Savage**, DNP, MEd, BSN, RN

*Assistant Professor of Nursing*

Teaching Area: Simulation, Adult Health III

Area of Interest: simulation-based education

**Sean Sibley**, Ph.D., MSN, APRN, FNP-C, CNE (University of Maine)

*Clinical Assistant Faculty; Family Nurse Practitioner Track Coordinator*

Teaching Area: undergraduate Adult Health, graduate Advanced Health Assessment

Area of Interest: Family medicine, student health, nursing education, simulation

**Kelley Strout**, Ph.D., RN

*Associate Professor*

Wellness, resiliency, public health nursing

**Katherine Weatherford Darling**, Ph.D.

*Assistant Professor of Health Sciences*

Teaching Area: Evidence-Based Practice for Healthcare, Graduate Capstone

Area of Interest: sociology, feminist science studies, public health and bioethics

## Part-Time Graduate Faculty

**Jordan Porter**, DNP, APRN, FNP-BC (Belmont University)

*Lecturer*

Teaching Area: undergraduate and graduate Pathophysiology, graduate FNP Role Transition

Areas of Interest: Behavioral health, opioid use disorder, hepatitis C, nursing leadership, health policy

**Eva Quirion**, Ph.D., APRN, FNP-C (University of Phoenix)

*Lecturer*

Teaching Area: graduate Adult Health I & II

Area of Interest: Pain, substance use disorder, compassion fatigu

## Professional

**Amy Barnes**, BSN, RN

*Learning Resource Center Manager*

**Kaitlin Robinson**, MSN, RN

*Clinical Coordinator*

## Classified Staff

**Cindy Therrien**

*Administrative Specialist CL2*

## Emeritus Faculty

**Elizabeth H. Bicknell**, MSN, RN, NEA-B.C.

*Associate Professor of Nursing*

Teaching Area: Community Health Nursing, Leadership and Management Areas of Interest: Community/  
Public Health, Gerontologic Nursing, Rural Health Environmental Health, Leadership/Management

**Patricia Poirier**, Ph.D. RN. (University of Massachusetts, Boston)

*Professor*

Oncology, educational strategies, fatigue and policy

**Ann Sossong**, Ph.D., RN, CAS, NE-BC

*Undergraduate Program Coordinator Professor of Nursing*

Teaching Area: Medical-Surgical Nursing, Ethics, Health Policy Leadership, Cardiovascular Nursing,  
Nursing Research, and Nursing Education Areas of Interest: Medical-Surgical, Ethics, Health Policy  
Leadership, Oncology and Cardiovascular Nursing, Nursing Research, and Nursing Education

## Adjunct Faculty

**Pilar Burmeister**, MSN, RN, CNE; leadership and nursing education

**Christina Theriault**, MSN, APRN, BSN, WHNP-BC; full range of reproductive health care with special  
interest in gender-affirming hormone therapy

# School of Nursing Mission and Vision Statement

The University of Maine School of Nursing, as a member of the flagship campus of the University of Maine System, provides leadership to improve health care and advance the discipline through education, scholarship, and service. The members of the School value participation in a broader academic community that fosters excellence, self-reflection, accountability, respect for diversity and life-long learning.

## **School of Nursing Mission**

In the School of Nursing, we educate nurses for the future by advancing rigorous and effective academic programs, building infrastructure to engage faculty and students in nursing scholarship, and strengthening reciprocal partnerships with our global, state, local, and university communities in the pursuit of a diverse and resilient nursing workforce. We do this by:

- Leading excellence in nursing education and research by humanizing healthcare to prepare the nursing workforce through collaboration and partnership.
- Responding proactively to the needs of the nursing profession with grace and humility to educate the future of nursing.

## **School of Nursing Vision**

Cultivate a courageous, inclusive community of professionals that lead excellence in education, research, and public service.



## *Excellence*

COURAGE TO PURSUE MASTERY AND GROWTH

## *Creativity*

COURAGE TO IMAGINE AND EXPLORE NEW IDEAS

## *Innovation*

COURAGE TO TURN OUR NOVEL IDEAS INTO IMPACTFUL REALITIES



**Infusing  
Our Values  
With  
Courage**

## *Empathy*

COURAGE TO DEEPLY CONNECT WITH OURSELVES AND OTHERS

## *Diversity*

COURAGE TO CELEBRATE OUR DIFFERENCES

## *Compassion*

COURAGE TO ACT ON OUR SHARED HUMANITY WITH KINDNESS AND CARE

## *Equity*

COURAGE TO ADVOCATE FOR JUSTICE AND FAIRNESS

## *Accountability*

COURAGE TO OWN OUR MISTAKES AND MAKE AMENDS

## *Inclusion*

COURAGE TO EMPOWER AND INCLUDE EVERY INDIVIDUAL

## *Integrity*

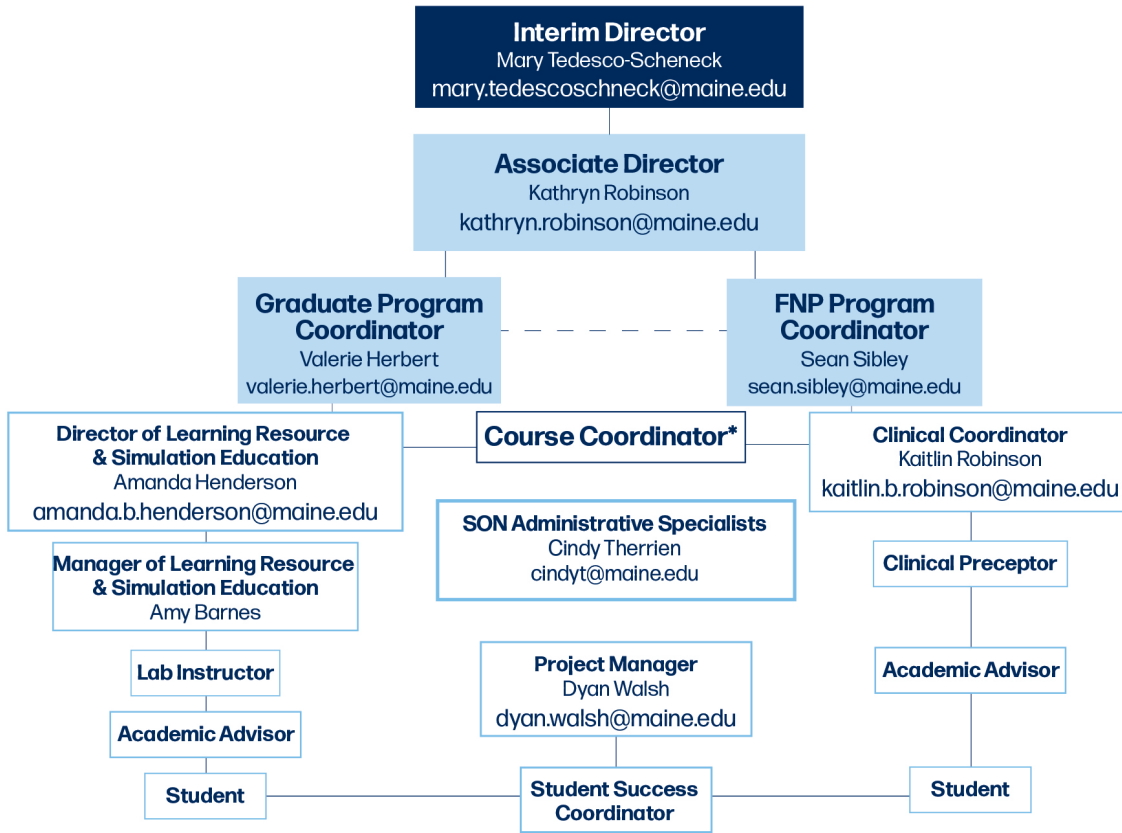
COURAGE TO PRACTICE OUR VALUES AND ETHICS

## *Belonging*

COURAGE TO EMBODY AND INSPIRE AUTHENTICITY



# Student Communication Pathway



\*Course coordinator includes lecturers (part-time and full-time status)



# UMaine Nursing Graduate Program Outcomes

AACN Essentials	Program Outcomes
<p><b>Domain One: Knowledge for Nursing Practice</b></p> <p>Concepts: Clinical judgment; Diversity, Equity, and Inclusion; Evidence-Based Practice; Health Policy; Social Determinants of Health</p>	<p>1. Integrate, translate, and apply knowledge from nursing and other disciplines to provide high quality, safe, culturally sensible, and ethically-based advanced-level nursing practice.</p>
<p><b>Domain Two: Person-Centered Care</b></p> <p>Concepts: Clinical judgment; Communication; Compassionate Care; Diversity, Equity, and Inclusion; Evidence-Based Practice; Ethics; Health Policy; Social Determinants of Health</p>	<p>2. Foster caring relationships through the use of communication techniques and a variety of modalities that meet the needs of diverse audiences.</p>
<p><b>Domain Three: Population Health</b></p> <p>Concepts: Diversity, Equity, and Inclusion; Ethics, Evidence-Based Practice; Health Policy; Social Determinants of Health</p>	<p>3. Develop collaborative strategies with stakeholders to evaluate and advocate for population-focused health priorities, implement sociocultural responsive plans, and advance equitable health policy change.</p>
<p><b>Domain Four: Scholarship for the Nursing Discipline</b></p> <p>Concepts: Clinical Judgment; Diversity, Equity, and Inclusion; Ethics, Evidence-Based Practice; Health Policy, Social Determinants of Health</p>	<p>4. Integrate, promote, and advance ethical scholarship to advance health and promote best practice.</p>
<p><b>Domain Five: Quality and Safety</b></p> <p>Concepts: Clinical Judgment; Communication; Ethics; Evidence-Based Practice; Health Policy; Social Determinants of Health</p>	<p>5. Contribute to the creation of evidence-based structures, policies, and processes that promote quality improvement and a just culture of safety.</p>

## Program outcomes Cont.

AACN Essentials	Program Outcomes
<p><b>Domain Six: Interprofessional Partnerships</b></p> <p>Concepts: Clinical Judgment; Communication; Diversity, Equity, and Inclusion; Evidence-Based Practice; Health Policy</p>	<p>6. Facilitate effective healthcare experiences and outcomes by partnering with interprofessional teams.</p>
<p><b>Domain Seven: Systems-Based Practice</b></p> <p>Concepts: Clinical Judgment; Communication; Ethics; Evidence-Based Practice; Health Policy; Social Determinants of Health</p>	<p>7. Participate in initiatives that address health equity and improve care delivery and/or outcomes within systems, communities, and populations.</p>
<p><b>Domain Eight: Informatics and Healthcare Technologies</b></p> <p>Concepts: Clinical Judgment; Communication; Ethics; Evidence-Based Practice; Health Policy</p>	<p>8. Describe and use technology to improve safety, efficiency, and outcomes understanding of ethical and legal boundaries.</p>
<p><b>Domain Nine: Professionalism</b></p> <p>Concepts: Communication; Compassionate Care; Ethics; Evidence-Based Practice; Health Policy</p>	<p>9. Model and assume accountability for professional expectations of communication, therapeutic relationships, evidence-based practice, and ethical behaviors.</p>
<p><b>Domain Ten: Personal, Professional, and Leadership Development</b></p> <p>Concepts: Communication; Compassionate Care; Ethics; Health Policy; Social Determinants of Health</p>	<p>10. Develop a commitment to self-care, personal health, and well-being and develop a capacity for nursing leadership</p>

# American Nurses Association Code of Ethics

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who are nurses are expected to not only adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

Excerpt from the American Nurses' Association (ANA) Code of Ethics 2017

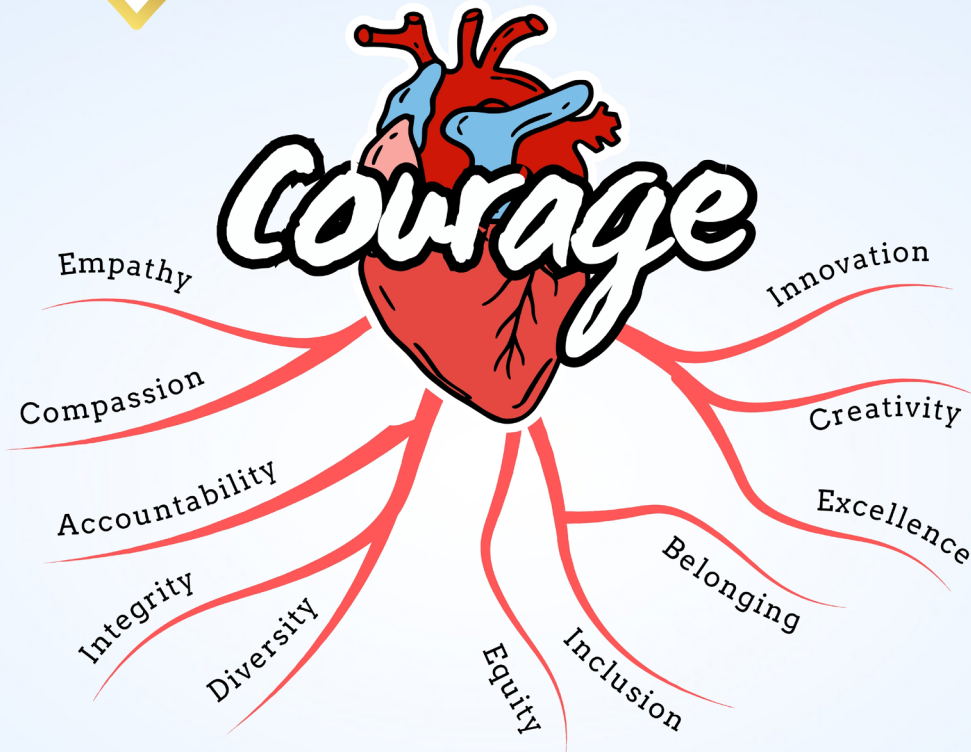
- Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual
- Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group or community
- Provision 3: The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient
- Provision 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
- Provision 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
- Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work settings and conditions of employment that are conducive to safe, quality health care
- Provision 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
- Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities
- Provision 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

# UMAINE NURSING VALUES



*Courage  
means  
'heart'*

Courage stands at the center of our values, infusing us with the strength to be vulnerable, remain true to ourselves, and dare greatly.



*Staying  
Grounded*

Our values ground us in the present, steadying us as we navigate discomfort, uncertainty, and risk.

*Living  
Our  
Mission*

Our values equip us to live our mission-championing nursing excellence and humanizing healthcare.

*Unifying  
Our  
Community*

Our values bolster authenticity, genuine connection, and unity within our community.

*Shaping  
the  
Future*

Our values inspire us to shape the future of nursing, advancing a diverse and resilient workforce.





# University of Maine Graduate School

Graduate work has been available at the University of Maine since the first master's degree was conferred in 1881. Since that time, graduate options have expanded significantly to include over 100 degree programs through which students can earn Graduate Certificates, Master's, Doctoral, and Professional Science Master's degrees as well as Certificates of Advanced Study.

Beginning in 1923, graduate work has been a separate division of the University. This differentiation allows the Graduate School to meet the unique needs of the 2300-plus graduates students currently enrolled at the Orono campus on both academic and personal matters. Students are encouraged to contact the Graduate School (located on the lower level of Stoddard Hall) at any time, for information or materials related to graduate studies at the University of Maine.

## Graduate Student Government

The Graduate Student Government (GSG) is the governing body for all graduate students at the University of Maine. Voting representatives are chosen by each department. Public meetings of the GSG are held regularly. The GSG offers a number of services, including grants for travel to present, degree-related expenses, funding for graduate student clubs, social evenings, and laptops for loan. More information on the GSG can be found at [umaine.edu/gsg/](http://umaine.edu/gsg/)

## School of Nursing Graduate Program

The University of Maine flagship campus in Orono initiated a graduate program in nursing in 1992, graduating its first class in 1994. Our Family Nurse Practitioner graduates are consistently successful in passing their certification exam on first try. The purpose of the School of Nursing graduate program is to provide advanced nursing education to help to meet the increasingly complex health needs of the people of Maine. Family Nurse Practitioners and Nurse Educators are prepared to help meet state needs to eliminate health disparities, assure quality of care, and improve public health and health care systems. Graduates of this program have assumed positions of leadership in primary care and nursing education roles in the academic and clinical settings throughout Maine. Our Graduate Nurses have strong clinical and educational skills aimed at eliminating health disparities, assuring quality of care, and improving public health and health care systems. Graduates of this program have assumed positions of leadership in primary care, hospital administration, nursing education, and administration of health care systems in Maine and elsewhere.

# Academics

## Graduate Nursing Program of Study

The School of Nursing has one Master of Science Nursing Program with two discrete concentrations, one Certificate of Advanced Study, and one Certificate: (1) MS-Nursing Leadership-Family Nurse Practitioner Concentration, (2) MS-Nursing Leadership –Nursing Education Concentration, (3) Certificate of Advanced Study-Family Nurse Practitioner, and (4) Graduate Certificate in Nursing Education.

A full-time student can expect to complete MSN degree requirements in two to three years. All work for the CAS or the MSN must be completed within a six year period.

### MASTER OF SCIENCE IN NURSING LEADERSHIP – FAMILY NURSE PRACTITIONER CONCENTRATION (MSN-FNP)

The family nurse practitioner is prepared to provide primary care to individuals and families across the lifespan (newborns, infants, children, adolescents, adults, pregnant and postpartum women, and older adults). Primary care includes health promotion, disease and injury prevention, and the evaluation and management of common acute and chronic health problems. The focus of care includes individuals within families and the family unit, however the family chooses to define itself. Family nurse practitioners demonstrate a commitment to family-centered care in the context of communities.

The MS-Nursing-FNP program of study may be tailored for full- or part-time study. Course formats are a mixture of on-campus and distance technology. Clinical experiences are an integral part of the FNP curriculum and are arranged to meet program outcomes and student needs. The Graduate Program Coordinator and Family Nurse Practitioner Track Coordinator will help the student develop a program of study that meets academic and clinical requirements. The combined credit requirement for the MS-Nursing-FNP is 49-51. The MS-Nursing-FNP curriculum meets the National Task Force on Quality Nurse Practitioner Education 2022 criteria for evaluation of nurse practitioner programs.

MS-Nursing-FNP graduates are eligible to take national certification examinations for Family Nurse Practitioners offered by the American Nurses' Credentialing Center (ANCC) ([nursingworld.org/our-certifications/family-nurse-practitioner/](https://nursingworld.org/our-certifications/family-nurse-practitioner/)) and by the American Academy of Nurse Practitioners ([aanpcert.org/](https://aanpcert.org/)).

### MASTER OF SCIENCE IN NURSING LEADERSHIP -NURSING EDUCATION CONCENTRATION (MSN-NE)

MSN-NE program is designed for the experienced nurse who wishes to have advanced knowledge in nursing combined with preparation to teach and evaluate learning in the academic or clinical setting. Course content in the education specialization includes curriculum development, didactic and clinical teaching methods, evaluation in nursing education, and population-focused care. Students in the MSN-NE concentration meet the didactic and clinical requirements of accreditation by taking separate courses in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology, and completion of experiential nursing education practicums and a Capstone course.

The MSN-NE program of study may be tailored for full-or part-time study. Course formats are online with practicums being arranged to meet program outcomes and to accommodate the needs of the student; there are two required on-campus days for the NUR 531 Advanced Health Assessment Lab. The Graduate Program Coordinator and the student's academic advisor will help plan a program of study and timeframe that meets the academic and practicum requirements. The combined credit requirement would be approximately

35. MSN-NE graduates are eligible to take the applicable National League for Nursing Nurse Educator Certification-Novice exam ([nln.org/awardsrecognition/certification-for-nurse-educators-overview](http://nln.org/awardsrecognition/certification-for-nurse-educators-overview)).

### CERTIFICATE OF ADVANCED STUDY (CAS-FNP)

Certificate of Advanced Study (CAS): The CAS offers a clinically focused program of study to registered nurses who already possess a Master of Science in Nursing or Doctorate of Nursing Practice. The CAS prepares the graduate prepared nurse as a family nurse practitioner. Students in the CAS program must complete a minimum of 33 semester hours (500 and 600 level courses) within The University of Maine.

A full-time student can expect to complete MSN degree requirements in 2 years. All work for the CAS or the MSN must be completed within a 6 year period.

### GRADUATE CERTIFICATE IN NURSING EDUCATION

The School of Nursing offers a post-baccalaureate 11-credit certificate in nursing education. This certificate is fully online. Courses may be applied to the MSN-NE program of study.

*The master's degree program in nursing and the post graduate APRN certificate program at the University of Maine School of Nursing is accredited by the Commission on Collegiate Nursing Education, 655K Street NW, Suite 750, Washington, DC 20001, 202-887-6791*



**University of Maine School of Nursing**  
**Master of Science-Nursing-Family Nurse Practitioner Concentration**  
**Sample Full-time Program of Study AY 2024-25 (fall admission)**  
**(Part-time Options Available)**

<b>YEAR ONE</b>		
<b>FALL SEMESTER</b>	<b>CREDITS</b>	<b>CLINICAL HOURS</b>
NUR 507 Advanced Pathophysiology#	3	
NUR 644 Interprofessional Leadership in Healthcare#	3	
<b>SPRING</b>	<b>CREDITS</b>	<b>CLINICAL HOURS</b>
NUR 561 Population Health for a Global Society	3	
NUR 508 Advanced Pharmacology#	3	
<b>SUMMER</b>	<b>CREDITS</b>	<b>CLINICAL HOURS</b>
NUR 503 Advanced Health Assessment (Lecture)###	3	<b>80</b>
NUR 531 Advanced Health Assessment (Lab)^	1	
NUR 532 Advanced Health Assessment (Clinical)	1	
<b>YEAR TWO</b>		
<b>FALL</b>	<b>CREDITS</b>	<b>CLINICAL HOURS</b>
NUR 565 Resilience and Wellness for Advanced Nursing Practice#	1	
NUR 521 FNP Management of Reproductive, Gender, and Women's Health^	2	
NUR 522 FNP Management of Reproductive, Gender, and Women's Health (Clinical)	2	<b>150</b>
Elective*	3	

<b>SPRING</b>		
NUR 560 Advanced Nursing Scholarship#	2	
NUR 520 FNP Management of Neonate to Adolescent^	3	150
NUR 524 FNP Management of Neonate to Adolescent (Clinical)	2	150
<b>SUMMER</b>		
NUR 563 EBP for Advanced Nursing Practice#	2	
NUR 562 Healthcare Quality and Patient Safety#	2	
<b>YEAR THREE</b>		
<b>FALL</b>		
NUR 697 Scholarly Capstone#	1	
NUR 522 FNP Care of Adults 1^	3	
NUR 526 FNP Care of Adults 1 (Clinical)	2	150
<b>SPRING</b>		
NUR 506 Professional Issues in Advanced Practice Nursing##	2	
NUR 523 FNP Care of Adults 2^	3	
NUR 527 FNP Care of Adults 1 (Clinical)	3	224
<b>TOTAL CREDITS</b>	<b>50</b>	

**KEY:**

# Online

## Online-Live meetings

^ On-campus meetings

\*Elective may be taken any term in coordination with academic advisor

**University of Maine School of Nursing**  
**Master of Science-Nursing-Nursing Education Concentration**  
**Sample Full-time Program of Study AY 2024-25 (fall admission)**  
**(Part-time Options Available)**

<b>YEAR ONE</b>		
<b>FALL SEMESTER</b>	<b>CREDITS</b>	<b>PRACTICUM HOURS</b>
NUR 507 Advanced Pathophysiology#	3	
NUR 644 Interprofessional Leadership in Healthcare#	3	
<b>SPRING</b>	<b>CREDITS</b>	<b>PRACTICUM HOURS</b>
NUR 560 Advanced Nursing Scholarship#	2	
NUR 561 Population Health for a Global Society#	3	
NUR 508 Advanced Pharmacology#	3	
<b>SUMMER</b>	<b>CREDITS</b>	<b>PRACTICUM HOURS</b>
NUR 563 EBP for Advanced Nursing Practice#	2	
NUR 562 Healthcare Quality and Patient Safety#	2	
<b>YEAR TWO</b>		
<b>FALL</b>	<b>CREDITS</b>	<b>PRACTICUM HOURS</b>
NUR 565 Resiliene and Wellness for Advanced Nursing Practice#	1	
NUR 566 Innovations in Teaching and Learning in Nursing Education#	3	
NUR 566 Innovations in Teaching and Learning in Nursing Education (Practicum)	1	75
NUR 697 Scholarly Capstone#	1	

<b>SPRING</b>		
NUR 568 Innovations in Clinical, Simulation and Laboratory Instruction#	2	
NUR 569 Innovations in Clinical, Simulation and Laboratory Instruction (Practicum)	2	150
NUR 570 Nursing Program Design and Evaluation#	3	
<b>SUMMER</b>		
NUR 503 Advanced Health Assessment (Lecture)###	3	
NUR 531 Advanced Health Assessment (Lab)^	1	20
<b>TOTAL CREDITS</b>	<b>35</b>	

**KEY:**

# Online

## Online-Live meetings

^ On-campus meetings



## Academic Advising

Students accepted into the School of Nursing Graduate Program are advised by their respective Graduate Program Coordinator. Students should meet with the graduate program coordinator and/or their academic advisor each semester either in person or electronically to update their program of study and ensure that they are meeting academic progression standards. Students will not be registered for courses until all academic holds are removed, this includes the student financial responsibility statement that must be completed each semester.

## Program Requirements

The following technical standards of general abilities must be independently met, with or without accommodations:

1. Observation
2. Communication
3. Motor
4. Intellectual-conceptual, integrative and quantitative
5. Behavioral and social attributes
6. Program-specific requirements

### 1. OBSERVATION

A student must make accurate visual observations, both at a distance and close at hand. In addition, a student must have adequate vision and sensory modalities, including the sense of hearing and smell, to observe a patient accurately, perceive non-verbal communication, perform nursing assessments, interventions, and medication administration, and complete documentation and maintain accurate records.

### 2. COMMUNICATION

A student must have effective communication skills, including sufficient hearing and intelligible speech and understanding of non-verbal communication with fellow students, faculty, patients, family members, and healthcare professionals. In addition, the student must be able to speak, read, write and comprehend the English language to communicate effectively with students, faculty, clients, family members, and healthcare professionals.

### 3. MOTOR

A student must have motor skills to perform skills, including client assessment, palpation, percussion and auscultation, and other techniques used during health assessments. A student must have gross and fine motor skills to perform patient treatments, medication preparation and delivery, and routine and emergency skills within their professional nursing scope. The student must have the physical ability and stamina to stand and walk for prolonged periods, including climbing stairs, and have the physical ability to lift, transfer, and move patients.



#### 4. INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE

A student must have intellectual, conceptual, and quantitative abilities to:

- Access, assess, and interpret medical documentation
- Retain and recall
- Exhibit cognitive abilities in assessment, interpretation, and incorporation of new information
- Comprehend the complexity of relationships, incorporate new information from peers, teachers, and other ancillary professionals to provide sound judgment
- Incorporate nursing and medical literature to create both short and long-term goals
- Problem-solve to measure, calculate, reason, analyze and synthesize both objective and subjective data

#### 5. BEHAVIORAL AND SOCIAL ATTRIBUTES

A student must possess the emotional health and maturity required for intellectual ability and exercise sound judgment. The student must maintain a mature, sensitive rapport and establish effective relationships with patients and their families, students, faculty, staff and other professionals in all circumstances, which may at times be highly stressful. Students must possess the physical and emotional health to make sound judgments appropriately and promptly and be able to function effectively in times of physical and mental stress. These attributes are displayed through compassion, sensitivity, concern for others, and professional integrity. In addition, the student must be able to adapt to a changing environment, display flexibility, and accept integrated constructive criticism.



# Professional Practice Policies and Guidelines

## University Policies

### NON-DISCRIMINATION NOTICE

The University of Maine is an EEO/AA institution and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 Boudreau Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

### THE CLERY ACT

A federal law, the Clery Act, requires universities to disclose to prospective students our three-year statistics regarding campus crime, including public property within, or immediately adjacent to and accessible from the campus. This report includes our policies for campus security, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by accessing the following web site, [umaine.edu/security](http://umaine.edu/security) or by contacting the Director of Public Safety, University of Maine, 5794 Public Safety Building, Orono, ME 04473 207.581.4053.

### ACADEMIC HONESTY (PLAGIARISM, ETC.)

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

### STUDENT ACCESSIBILITY SERVICES STATEMENT

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, located at the Center for Accessibility and Volunteer Engagement at the UCU, 139 Rangeley Rd, [um.sas@maine.edu](mailto:um.sas@maine.edu), 207.581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at [umaine-accommodate.symplicity.com/public\\_accommodation/](http://umaine-accommodate.symplicity.com/public_accommodation/).

Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

### DIVERSITY EQUITY AND INCLUSION (DEI) STATEMENT

The UMaine School of Nursing community views students' individual identities and values as a strength. Those identities consist of (but are not limited to) many traits and beliefs, such as gender and gender identity/

expression, sexual orientation, race, ethnicity and national identity, political affiliation, age, intellectual and physical ability, socio-economic class, faith and non-faith perspectives, military experience, and other characteristics. We aim to create an atmosphere where all students can learn about, from, and with each other in an equitable, collaborative environment that will encourage mutual respect and courtesy from all diverse backgrounds. A culture of belonging for all includes treating your instructor and all other participants with civility. As members of this community, the School of Nursing will provide an open, safe atmosphere for constructive dialogue based on facts of differing perspectives that must be free from harassing statements. If you have an experience that contradicts this commitment to your learning or an issue arises with another individual(s) during the semester, please contact the instructor and/or course coordinator directly, either in-person or via email.

### **LAND ACKNOWLEDGEMENT STATEMENT**

The University of Maine recognizes that it is located on Marsh Island in the homeland of the Penobscot Nation, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations — the Passamaquoddy, Maliseet, and Mi'kmaq — through kinship, alliances, and diplomacy. The university also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal, and political entities with their own powers of self-governance and self-determination.

### **RELIGIOUS OBLIGATIONS**

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

### **SCHOOL OF NURSING WELLNESS ROOM**

A dedicated Wellness Room has been established in 202 Dunn Hall for the UMaine School of Nursing. This space will be available to all UMaine Nursing faculty, students, and staff to support the regular practice of mindfulness-based stress reduction (MBSR) strategies and offer a quiet location to promote peaceful reflection and meditation. To support time for relaxation and stress relief, the School of Nursing purchased meditation pillows, yoga mats, aromatherapy essential oils, noise-canceling headphones, and comfortable seating.

A local certified massage therapist will provide massages. The Student Success and Wellness Coordinator will work with faculty and students to identify ongoing topics related to wellness and invite subject matter experts to speak throughout the academic year.

### **SEXUAL DISCRIMINATION REPORTING**

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault and Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

- For confidential resources on campus: Counseling Center: 207.581.1392 or Cutler Health Center: at 207.581.4000.
- For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Partners for Peace: 1-800-863-9909.
- Other resources: The resources listed below can offer support but may have to report the incident to others who can help:
- For support services on campus: Office of Sexual Assault and Violence Prevention: 207.581.1406, Office of Community Standards: 207.581.1409, University of Maine Police: 207.581.4040 or 911. Or see the OSAVP website for a complete list of services at [umaine.edu/osavp/](http://umaine.edu/osavp/)

## OTHER POLICIES

Students are expected to adhere to all policies of the University of Maine as outlined in the Student Handbook ([umaine.edu/studentlife/student-handbook/](http://umaine.edu/studentlife/student-handbook/))

These policies include but are not limited to: Academic Integrity, Alcohol and Drug, Free Speech and Assembly, Name Use, Student Risk Assessment and Safety Intervention.

In addition, students are expected to adhere to the policies outlined in the University of Maine System Student Conduct Code ([staticweb.maine.edu/wp-content/uploads/2019/01/Student-Conduct-Code-2018-Complete-accessible.pdf-correctedByPAVE.pdf?0d0f03](http://staticweb.maine.edu/wp-content/uploads/2019/01/Student-Conduct-Code-2018-Complete-accessible.pdf-correctedByPAVE.pdf?0d0f03))

## Graduate School Policies

### REGISTRATION

Full-time registration for a graduate student is normally defined as six or more degree hours per semester or summer session; part-time status is five hours or less per year. Doctoral students who have been admitted to candidacy, psychology and human nutrition students on approved internships, and students in their final semester of study may maintain full-time enrollment status by registering for a minimum of one thesis or internship credit. Students who have completed at least 6 thesis credits may substitute UGR 501 for the thesis registration requirement and still be considered full time. Registration for a minimum of one thesis credit during the summer session also satisfies the requirement for registration as a graduate student.

### CREDIT HOURS

The University of Maine and the University of Maine at Machias acknowledge and adhere to the federal definition of a credit hour with respect to courses offered face to face, in hybrid format, and online, as developed in 2010 and published in the Code of Federal Regulations (CFR), Title 34, Part 600.02:

*[A] credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than*

*(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit [ ... ] or the equivalent amount of work over a different amount of time; or*

*(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution[,] including laboratory work, internships, practica, studio work, and other academic work leading to the awarding of credit hours.*

[ecfr.gov/cgi-bin/text-idx?SID=ae813138f65c93bd81a17b66d59d067&dandmc=true&node=pt34.3.600a&ndrgn=div5#se34.3.600\\_12](http://ecfr.gov/cgi-bin/text-idx?SID=ae813138f65c93bd81a17b66d59d067&dandmc=true&node=pt34.3.600a&ndrgn=div5#se34.3.600_12))

## GRIEVANCE PROCEDURE

Recognizing the highly individualized nature of graduate programs, a student filing an academic appeal is encouraged to request that his/her thesis advisor or other faculty member of his/her choice act as a counselor and/or representative at any level of the appeal process which is as follows:

- The student should discuss the concern with the appropriate faculty member(s);
- If the concern persists, the student should follow the department's written appeal procedures if they exist, or if not, consult with the graduate program coordinator or chairperson/school director, (or the college dean, if there is no department);
- If the complaint remains unresolved, the student should write to the Dean of the Graduate School, outlining the situation, and requesting a review. The Dean of the Graduate School or his/her designee will discuss the situation with the college dean and/or appropriate members of the department or graduate program. The Dean of the Graduate School or his/her designee will then meet with the student and attempt to resolve the problem;
- If this resolution is not satisfactory, the Dean of the Graduate School will refer the appeal to the Executive Committee of the Graduate Board for one final review. After hearing from the student and the faculty member(s) involved, the Executive Committee will render its decision, which shall be considered binding. The decision will be communicated to the student by the Dean of the Graduate School.

## TRANSFER CREDIT

A maximum of 6 hours of credit in the case of a master's candidate, and 30 hours beyond the bachelor's degree in the case of a Ph.D. candidate (30-45 hours in the case of an Ed.D. candidate), may be accepted in transfer (subject to the approval of the candidate's advisory committee) for appropriate courses completed in residence at other institutions prior to matriculation in the Graduate School at the University of Maine. Courses to be accepted must have been taken at a fully accredited college or university which offers a graduate program, and must be acceptable at that institution in partial fulfillment of its requirements for an advanced degree.

It is expected that once a student is matriculated into the Master of Science in Nursing program, that all coursework will be completed at the University of Maine (with the exception of the Individualized concentration where appropriate coursework may be completed at the University of Southern Maine). Exceptions for non-clinical courses may be made in special circumstances with approval of the student's academic advisor.

In no case, may the number of credit hours transferred into a graduate degree program exceed 50 percent of the student's entire course work for the degree.

## WITHDRAWAL PROCEDURE

To ensure proper posting of their academic and financial records, students who withdraw from graduate study must notify the Graduate School in writing.

## APPLICATION FOR GRADUATION

Candidates for degrees must Apply for Graduation within MaineStreet according to the following schedule: by November 15, for degrees to be awarded at the end of fall semester; by July 15, for degrees to be awarded at the end of summer session; and March 15, for degrees to be awarded at the end of spring semester.

For more information about the application process go to [studentrecords.umaine.edu/graduation/](http://studentrecords.umaine.edu/graduation/).

For additional information about graduate study, please see the Graduate School website at [gradcatalog.umaine.edu/content.php?catoid=34andnavoid=643](http://gradcatalog.umaine.edu/content.php?catoid=34andnavoid=643)

## School of Nursing Graduate Program Policies

As professional registered nurses, graduate students in the School of Nursing are held to a higher level of professional behavior essential to maintaining the public's trust and confidence. The following are policies adhered to by the UMaine School of Nursing.

### PROFESSIONAL BEHAVIOR

All students in the University of Maine School of Nursing are expected to conduct themselves professionally and demonstrate safe, competent behavior, which includes the promotion of well-being and respect of all individuals, including patients, patient's families, health team members, and self. These professional behavior requirements apply in all situations where a student has identified themselves as a UMaine School of Nursing student, including off-campus and "virtual" sites, such as online forums and social networking sites.

Students are expected to act with respect for human dignity and the uniqueness of each client, unrestricted by considerations of the client's social or economic status, personal attributes, or the reasons they are present in the healthcare environment or are seeking healthcare services.

### SOCIAL MEDIA AND TECHNOLOGY

Social media can facilitate public education and provide health guidance and collegial communication among peers and health care professionals. Therefore, students are expected to adhere to the following standards regarding social media. Failure to do so may result in course failure, suspension, program dismissal, or failure to graduate.

1. Do not post or share *confidential information* about the university, faculty, staff, students, clinical facilities, patients, or others with whom one has contact in the role of a UMaine Nursing student.
2. Follow all applicable laws and regulations, including patient privacy laws and regulations, for example, HIPAA and the Maine Confidentiality Law, which prohibit posting identifiable information concerning patients in any online forum or webpage.
3. A smartphone, tablet, or other devices may only be used only as authorized by faculty and facility policy during clinical and classes. Cell phones are to be turned off or muted during class, laboratory, and clinical sessions.
4. Electronic devices (for example, computers, smartphones, tablets, or notebooks) are restricted to note-taking, classroom activities, and testing as authorized by faculty.
5. Students may use video or audio recording devices during nursing courses only with the instructor's express permission. In the case of guest lecturers, students are required to obtain permission from the guest lecturer. In addition, students may not record interactions with faculty without express

permission.

6. Do not circulate class recordings, assignments, supplemental readings, or course discussions without written permission from the instructor.
7. The School of Nursing follows ANA's Principles for Social Networking, [nursingworld.org/globalassets/docs/ana/ethics/social-networking.pdf](https://nursingworld.org/globalassets/docs/ana/ethics/social-networking.pdf) requiring students to be responsible in their utilization of social media in a professional manner.

## PROFESSIONAL CLINICAL PRACTICE

The School of Nursing Professional Clinical Practice requirements are derived in part from the (1) American Nurses Association Code of Ethics for Nurses [nursingworld.org/coe-view-only](https://nursingworld.org/coe-view-only), (2) National Student Nursing Association Student Conduct Code [nsna.org/nsna-code-of-ethics.html](https://nsna.org/nsna-code-of-ethics.html), (3) International Council of Nurses Code for Nurses [icn.ch/sites/default/files/inline-files/2012\\_ICN\\_Codeofethicsfornurses\\_%20eng.pdf](https://icn.ch/sites/default/files/inline-files/2012_ICN_Codeofethicsfornurses_%20eng.pdf), and (4) Law Regulating the Practice of Nursing for the State of Maine [legislature.maine.gov/statutes/32/title32ch31sec0.html](https://legislature.maine.gov/statutes/32/title32ch31sec0.html).

The purpose of the Professional Clinical Practice requirements are to:

- Clarify expectations of the School of Nursing and comply with licensure regulations and clinical site agreements
- Identify students who need assistance and support them to succeed in the nursing program
- Provide a framework to evaluate student nursing practice objectively
- Identify minimal standards of practice, and promote nursing excellence while ensuring patient safety

*Safe and professional clinical practice* requires the student nurse to:

1. Practice within the evidence-based standards of care published by professional nursing organizations;
2. Adhere to the policies and procedures of the site to which they are assigned for clinical rotations;
3. Practice within the scope of the student graduate nurse role (skills, procedures, etc.);
4. Promote and maintain patient rights, ensuring the client's right to privacy;
5. Utilize social media in a professional manner that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice;
6. Promote and maintain a high standard of civil, respectful, and professional conduct in all academic, lab, and clinical interactions;
7. Safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practices of any person;
8. Assume responsibility and accountability for individual nursing judgments and actions;
9. Abide by the ANA's Code of Ethics for Nurses <https://www.nursingworld.org/coe-view-only> and the NSNA student [conduct codensna.org/nsna-code-of-ethics.html](https://conduct.codensna.org/nsna-code-of-ethics.html), state and policies governing professional practice; [legislature.maine.gov/statutes/32/title32ch31sec0.html](https://legislature.maine.gov/statutes/32/title32ch31sec0.html)
10. Follow the policies and expectations as outlined in specific course syllabi; and

11. Abide by the rules and expectations as outlined in the University of Maine System Student Conduct Code, this University of Maine Graduate School of Nursing Student Handbook, and all applicable University of Maine academic policies [studentrecords.umaine.edu/home/academics/](http://studentrecords.umaine.edu/home/academics/).

*Unsafe patient care* may occur when the student practices outside of the role and standards of practice for a graduate student nurse and places the safety of patients or their families at risk. Examples of unsafe patient care may include but **are not** limited to:

- Lacking essential theoretical or psychomotor skills required for patient care
- Providing medication or discontinuation without approval and supervision
- Violating clinical site policies or procedures or state or federal laws or regulations (such as failure to report abuse, violating HIPAA, etc.)
- Inaccurately recording, falsifying, or altering a client's or agency's record
- Violation of academic standards: (falsification of assignments, cheating, plagiarism, etc.)
- Physical or verbal abuse, harassment, or threatening behavior
- Violation of laws, regulations, or standards of confidentiality
- Theft or diversion of drugs, supplies, or property of clients or clinical sites
- Substance use disorders, medical, or mental health conditions, or a combination of these that has resulted, or is likely to result, in the student practicing in a manner that endangers the health or safety of clients (see SON Substance Use Disorder Policy) [umaine.edu/eo/wp-content/uploads/sites/9/2019/10/alcohol-and-drug-MSWord-content-Oct\\_2019.pdf](http://umaine.edu/eo/wp-content/uploads/sites/9/2019/10/alcohol-and-drug-MSWord-content-Oct_2019.pdf)
- Utilization of social media in an unprofessional manner that jeopardizes patient privacy and confidentiality or violates the standards of professional nursing practice
- Violations of professional or ethical standards (including but not limited to inappropriate behavior, incivility, poor communication, disrespect or disregard for instruction, instructors or peers, lack of honesty, routine tardiness, or absences)

## CLINICAL AND PRACTICUM REQUIREMENTS

### ANNUAL COMPLIANCE

All graduate students must complete the Annual Compliance packet, which includes (a) University of Maine System photo and video release agreement, and (b) acknowledgement of the Graduate Handbook, Confidentiality Agreement, and University of Maine School of Nursing Release of Information form. The forms and Graduate Handbook will be sent to you for signature by the Clinical Coordinator, Kaitlin Robinson.

### HEALTH

These are minimum graduate requirements; individual clinical/practicum sites may have additional requirements. All FNP students must submit a health history and undergo a physical exam, prior to entering their first clinical course in the program. Nursing Education students are not participating in patient care, therefore, the Physical Exam is not required by the program for practicums. The purpose of this examination, by a physician, nurse-practitioner, physician's assistant, is to verify that the student is in



a state of mental and physical health compatible with the responsibilities of nursing practice.

## STUDENT ACCESSIBILITY SERVICES

The physical exam may also assess student needs for a reasonable accommodation for a disability. Any student with a disability is encouraged to make early contact with Student Accessibility Services [www.umaine.edu/studentaccessibility](http://www.umaine.edu/studentaccessibility) to discuss the possibilities for reasonable accommodation.

## IMMUNIZATIONS

Each student must comply with the Maine immunization law for post-secondary students and the [University of Maine](http://www.umaine.edu) requirements for student immunizations prior to enrollment. Full immunizations are needed by FNP students prior to beginning clinical. Additional immunizations are not required for Nursing Education students.

- Measles, Mumps and Rubella: 2 MMR's OR evidence of immunity through documented titers for each, measles, mumps, and rubella. *Documentation of prior infection is not accepted.*
- Varicella (Chicken Pox): 2 Varicella or evidence of immunity through documented titer. *Documentation of prior infection is not accepted.*
- Tetanus: (Td or Tdap): Documentation of immunization within 10 years.
- Hepatitis B Series: The series of 3 doses are required to be initiated, if not complete, before NUR532 Series need to be finished before entering NUR 521. For students participating in clinical practicums for Nursing Education and Individualized concentrations, please coordinate your Hep B series to be complete prior to beginning any practicum work.
- Influenza Vaccine: Clinical sites require annual influenza immunization. Students who decline influenza immunization must sign a declination form and understand this could affect their clinical placement opportunities. The declination form is available upon request. These are minimum requirements; individual clinical sites may have additional requirements.
- Tuberculosis: Students are required to complete baseline screening for Mycobacterium tuberculosis infection through one of the following:
  - A two-step tuberculin skin test (PPD).
  - A single Blood Assay for Mycobacterium tuberculosis (BAMT). Two TB blood tests are approved by the U.S. Food and Drug Administration (FDA) and are available in the United States: the QuantiFERON®-TB Gold In-Tube test (QFT-GIT) and the T- SPOT®.TB test (T-Spot), or
  - Documentation of previous positive testing for Mycobacterium Tuberculosis.
  - **Annual Follow-up Testing for Tuberculosis:** Students are required to repeat the PPD or BAMT annually. Students who have a positive follow-up screening are required to be evaluated by a healthcare provider.
- These are minimum graduate requirements; individual clinical sites may have additional requirements.

### **POSITIVE TESTS PPD OR BAMT**

Any student who has a positive (current or previous) PPD or BAMT is required to complete a Tuberculosis symptom screening form and be evaluated by a healthcare provider to rule out active tuberculosis disease. This may result in a blood test or chest X-ray. After an evaluation of a positive screening test, documentation about TB status needs to be submitted in writing by the health care provider. Students with previous positive tests are required to complete a Tuberculosis symptom screening form every year. Students with symptoms consistent with Mycobacterium tuberculosis must be evaluated by a health care provider and provide documentation clearing them for clinical participation.

### **CCPS DOCUMENTATION REQUIREMENT**

- HIPPA/Confidentiality and Patient Safety
- Nursing Core Competencies/Quality Improvement
- Infection Control and Prevention (OSHA bloodborne pathogen standards)
- Environment of Care

Mandatory annual CCPS training is required for all FNP graduate nursing students, and may be required for NE students completing practicums in a clinical facility in which they are not employed. NE students completing practicum academic settings are not required to complete the CCPS annual training.

### **HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)**

The University agrees to provide appropriate training in health care privacy, consistent with HIPAA and Maine law to all students. The University agrees to document for each student the completion of such training, and shall provide such documentation and any training materials provided to students, upon request.

### **BACKGROUND CHECKS**

All FNP nursing students are required to complete a Nursing Background Check. The nursing background check process is through Verified Credentials, and is the Compliance Tracking Software the School of Nursing uses for Background Check Verification.

Students in the FNP Program will be required to create an account through [scholar.verifiedcredentials.com/maine](https://scholar.verifiedcredentials.com/maine) and order the Background Check 3 months prior to their first clinical rotation.

Students in the Nursing Education Program are not required to complete a Nursing Background Check, unless practicum placement is in a clinical setting that require.

Students must create their account on Verified Credentials and order the Background Check (\$86). A specific code will be shared with you by the Clinical Coordinator.

### **UMaine Nursing Background Check**

- Nationwide Sex Offender
- County Criminal Search
- Maine Statewide Search
- Nationwide Criminal Search

- Healthcare Exclusion List (OIG, GSA, OFAC Searches)

### **Background Check Approval**

The health care agency makes a determination regarding acceptance or denial of the student for clinical placement. A student whose CBC reveals convictions from the list below may be denied clinical placement at the assigned, or any, healthcare facility.

- All felonies
- Crimes against an individual(s): Assault Battery Sexual Assault Other related crimes
- Crimes involving theft
- Crimes involving drugs
- Misdemeanors that could compromise the care and safety of patients.

New required items have been added at the request of our clinical partners. Our intent is for students to only have to complete this process once during their MSN Nursing Education. Please note that students who slow their progression, may need to repeat the background check, based on facility requirements.

### **LICENSURE REQUIREMENTS**

All graduate nursing students must be licensed as a Registered Nurse in Maine prior to beginning the program and must maintain licensure throughout, the program of study. Licensure must be maintained for the duration of their participation in the program of study.

Students must immediately make written disclosure(s) to the graduate program coordinator in the event of any disciplinary action taken or restrictions imposed on the student by any nursing licensing board, or termination from a healthcare position, whether occurring prior to admission or during the program of study. Information so disclosed may be shared in the sole discretion of the graduate program coordinator to clinical faculty as deemed appropriate. Failure to disclose may impact program progression, clinical/practicum placements, or potential APRN licensing.

### **CARDIO-PULMONARY RESUSCITATION (CPR) CERTIFICATION**

All FNP students are required to be certified in cardiopulmonary resuscitation (CPR) before enrolling in courses and maintain certification throughout the nursing program. Certification typically expires every two years. Certification is required to be at the health care provider level and provide hands-on training related to adult, child, and infant CPR. Online training programs without a hands-on demonstration and examination of correct techniques are not acceptable. Appropriate courses include the American Heart Association “Basic Life Support (BLS) for Health Care Providers.”

A copy of the CPR completion card is required to be uploaded to Medatrax, UMaine School of Nursing Clinical Communication platform, two weeks before beginning the first nursing course.

UMaine Nursing Education students are not required to provide documentation of cardiopulmonary resuscitation (CPR) certification if not providing direct patient care. If you are doing your practicum in a clinical facility and is centered on patient care, current CPR documentation may be required.

### **INFECTION CONTROL AND BLOOD BORNE PATHOGENS**

All FNP students must demonstrate proficiency and understanding of universal infection control procedures and blood-borne pathogen policies before clinical placement in a health care setting. The

School of Nursing provides this training through CCPS clinical modules. Instructions can be found on the BrightSpace, UMaine School of Nursing Clinical Communication platform.

If Nursing Education students are participating in a nursing lab, simulation or clinical practicum setting, students must complete the Bloodborne Pathogens Annual Training .

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) TRAINING**

Nursing Education students must complete FERPA training if their practicum is in an academic setting, due to access to students' private information and university grades. To access the required modules, contact the SON Clinical Coordinator, Kaitlin Robinson at [kaitlin.b.robinson@maine.edu](mailto:kaitlin.b.robinson@maine.edu). Therefore, NE students must complete the six FERPA modules and a certificate of completion to practicum course faculty and academic advisor. Access to FERPA Training is coordinated through the Clinical Coordinator, [kailin.b.robinson@maine.edu](mailto:kaitlin.b.robinson@maine.edu). Please reach out to her to have this assigned.

### **CLINICAL PLACEMENTS FOR FNP STUDENTS**

Clinical experiences for graduate FNP students are supervised by qualified preceptors who are licensed and credentialed advanced practice nurses, physician assistants, MDs, and DOs. Faculty for the specific clinical courses will guide each student in the selection of a preceptor to ensure the student is assigned to an appropriate preceptor within a reasonable driving distance. Students are encouraged to solicit clinical placements early in the program. Legal contracts between the University of Maine and the clinical agency must be in place and current before a student starts their clinical rotation. Students must check with the School of Nursing administrative staff to ensure that all parties have signed and updated the contract ahead of the semester in which the clinical practicum is to take place. Clinical rotations must occur during regularly scheduled semesters unless specific arrangements are made with course faculty and program coordinator.

Specific expectations of clinical preceptors will be explained in the course syllabi and by course faculty. Each preceptor will receive a letter from the course faculty member which will outline course objectives, clinical expectations, and procedures used to evaluate and communicate student performance. The preceptors are asked to provide students and faculty with verbal and written feedback regarding the student's clinical performance and will verify completion of the required clinical hours. Final evaluation of student performance will be done by the course faculty. Students will have the opportunity to evaluate the preceptor and the clinical site. The course faculty member will make a minimum of one clinical site visit per semester and may make additional visits depending upon student needs. If the student has any concerns or issues regarding preceptors or the clinical site, they should be brought to faculty attention immediately.

### **PRACTICUM PLACEMENTS FOR NE STUDENTS**

The purpose of the practicum experience is to expose and expand nursing education student's knowledge and skills at the graduate nurse level. During the program of study, students are required to complete 500 hours of direct and indirect activities in a variety of nursing education experiences, including classroom, lab, simulation and clinical settings. These hours will be met through several course requirements: NUR 531, NUR 567, and NUR 569. Expectations are to work in collaboration with classroom/lab/sim/clinical preceptors, participating in a variety of activities to meet course objectives. Students will identify a preceptor, minimally masters' prepared, with whom to partner for the each practicum experiences. Faculty for the specific practicum courses will guide each student in the selection of a preceptor to ensure the student is assigned to an appropriate preceptor within a reasonable driving distance. Under the guidance of the preceptor, Nursing Educator students may work with other colleagues to enhance their learning experiences.

Practicum Placements: The expectation is the student will be an active participant in locating and securing practicum placements, with course faculty and your academic advisor providing guidance for placements. Students are encouraged to solicit practicum placements early in the program. If other than the University of Maine System, legal contracts between the University of Maine and the clinical/educational agency must be in place and current before a student starts their practicum rotation. Students must check with the School of Nursing administrative staff to ensure that all parties have signed and updated the contract ahead of the semester in which the clinical practicum is to take place. Practicum rotations must occur during regularly scheduled semesters unless specific arrangements are made with course faculty and program coordinator.

### **CLINICAL/PRACTICUM DRESS CODE**

In all clinical/practicum settings, UMaine nursing students are required to attend to their hygiene, grooming, and attire to convey a professional appearance.

#### *Required Professional Attire:*

When at the clinical/practicum site, professional attire is to be worn. Students may wear shirts, blouses, turtlenecks, or sweaters that cover the anterior chest and collar bones. There should be no cleavage nor should the abdomen be revealed. Dress slacks, khakis or skirts that fall just below or slightly above the knee are acceptable. Students must defer to the agency dress code if more restrictive than stated above.

#### *Inappropriate Attire:*

- Miniskirts
- Jeans are not acceptable; Athletic or jean shorts
- Hats, caps, bandanas, hoods or head scarves (unless part of religious or cultural dress)
- Sweatshirts, sweatpants, pajamas, leggings, spandex or exercise attire
- T-shirts, tank tops, mesh, halter or tube tops, spaghetti straps, showing of midriff or low cut tops
- Shirts with inappropriate or vulgar lettering or messages

#### *Name Tags:*

Student name tags, identifying them as a University of Maine student, will be worn at all times and in the lab, simulation and clinical/practicum settings. To obtain a Name Tag, contact SON Clinical Coordinator, Kaitlin Robinson at [kaitlin.b.robinson@maine.edu](mailto:kaitlin.b.robinson@maine.edu) Hospitals, healthcare centers and nursing schools may require an additional name badge.

#### *Hygiene, Scented Products and Cosmetics:*

Perfume, colognes, and scented products are prohibited. However, deodorant should be worn. The odor of smoke, halitosis (bad breath), or body odor is offensive to patients and hospital staff, so students must take measures to avoid such odors. Students must refrain from chewing gum while in clinical/practicum.

#### *Hair and Nails:*

Hair must be neat. If it is long, it must be arranged off the face and color, so as not to interfere with patient care. Beards and/or mustaches must be neatly trimmed. In some settings, beards or hair must be covered and/or removed as indicated in infection control policies. Nails must be clean and trimmed short

for infection control and free of all nail polish including clear. No artificial nails are permitted.

#### *Jewelry:*

Students must wear minimal jewelry. For example, students can wear a simple wedding band or friendship ring. Jewelry in pierced nose, lips, tongues, or other exposed body parts other than ears, is not permitted. Earrings must be conservative in appearance with no more than two holes with earrings in each earlobe. Individuals with ear gauges are to wear crystal clear ear plugs. Necklaces are not recommended. A watch with a second hand is required.

### **COURSE, CLINICAL, PRACTICUM AND LABORATORY ATTENDANCE**

Attendance is required for all scheduled course, clinical/practicum and laboratory experiences. Graduate Nursing students are expected to arrive on the days and times arranged with their clinical/practicum preceptor unless changes are made with mutual agreement of the student and preceptor. Missed clinical may result in insufficient hours to pass the clinical/practicum course. Absences will be individually addressed for each missed class, clinical/practicum and laboratory experience. Excused absences will be granted in extraordinary circumstances and do not automatically release the student from the experience and requirements. Students who must miss a class, clinical, practicum or laboratory experience are expected to notify the instructor and clinical/educational agency before the clinical/practicum or laboratory time. Missing a class, clinical/practicum or laboratory experience may lead to failure to meet the course objectives and failure in the course. Any decision to cancel clinical/practicum experience due to inclement weather will be determined by University guidelines and announced by the University administration. Call 581-SNOW for updates.

A member of any religious group may, without penalty, absent themselves from class, clinical/practicum or lab as required in compliance with their religious obligations. Given the diverse religious faiths represented at the University of Maine School of Nursing and acknowledging the non-sectarian nature of the School of Nursing, this policy is intended to apply equitably to all religious groups and to provide opportunities for individuals to meet their religious obligations.

The student who anticipates the need to be absent to accommodate his other religious practice are required to notify faculty in advance of such anticipated absence. This notice should be provided at least one week in advance. Exams and assignments are required to be completed prior to the class, clinical/practicum, or lab date. Clinical/Practicum and lab makeup shall comply with the expectations as stated in each Clinical/Practicum and Lab syllabi.

No adverse or prejudicial effect shall result to any student who avails themselves of the above policy. If a faculty member has any questions about the request to be absent for a religious accommodation, inquiries may be directed to the University's Office of Equal Opportunity at 207.581.1226.

### **CLINICAL, PRACTICUM AND LABORATORY PREPARATION**

Students are expected to be prepared for their clinical/practicum and laboratory experience. Students who are unprepared or demonstrate unsafe behavior will not be allowed to remain on the site. Students are responsible for individual preparation, including any extra assignments as determined by their instructor. Appearance is required to be professional at all times.

### **DOCUMENTATION OF CLINICAL, PRACTICUM AND LABORATORY PREPARATION HOURS**

FNP Students will be required to document clinical hours and client encounters using the Medatrax system. Detailed student and preceptor instructions will be provided prior to the first clinical course. Each clinical course faculty will provide course specific instructions. Additional details can be referenced in the most current Family Nurse Practitioner Clinical Course Policies and Procedures manual.

NE Students will be required to document practicum hours as outlined by the course syllabus, identifying direct and indirect practicum hours.

### **MEDATRAX**

Medatrax is an informatics and data tracking system, which allows the graduate FNP program the online capability to record, maintain, and review complex student clinical criteria through internet accessible data entry. Students with clinical courses will be required to maintain their pre-participation health records in Medatrax. Course faculty will provide specific guidelines on use of Medatrax. Generally, students will log their clinical hours and patient encounters, complete evaluations of clinical sites, and request evaluations of student performance from preceptors. All clinical data will be available to students in reports to utilize when seeking employment, residencies, and professional portfolios (i.e.: number of pediatric patients seen, number of procedures performed such as skin punch biopsy, etc.).



# Roles and Responsibilities For Students, Faculty, and Preceptors in Clinical Learning Experiences

## Program Faculty

Hold the primary responsibility of meeting the intended program outcomes pursuant to the institution's accreditation standards. Further, faculty are responsible for the evaluation of student outcomes that include the faculty, student, and preceptor, as well as the experience and setting of the clinical rotation. Program faculty will need to clearly communicate to the Clinical Preceptor the level, the intended clinical progression, and outcome objectives for the clinical rotation of the nurse practitioner student during each clinical rotation experience thus affording the student meaningful clinical experiences that will develop the students' comfort in practice and clinical competency. Regular communication with the Clinical Preceptor is pivotal to ensure the curriculum is being effectively delivered and student outcomes are met. *(Adopted from AACN)*

## Clinical/Practicum Preceptor

A clinical preceptor for a nurse practitioner student provides guidance to help students develop appropriate skills and clinical judgment in assessment, diagnostic reasoning, and treatment of patients in clinical settings during a designated time frame. A practicum preceptor for a nursing education student provides guidance to help students develop knowledge and skills in teaching methods in a variety of setting, learner assessment and program evaluation. A preceptor is also responsible for evaluating the performance of the student's ability to fulfill predetermined clinical objectives.

The clinical/practicum preceptor displays the following characteristics:

- Is an interested, experienced individual who supports the expanded role of the nurse.
- Is physically present in the clinical/practicum situation with adequate time for consultation and works on a one-on-one basis with the student.
- Is committed to the concept of the team approach in the delivery of health care or learner education.
- Is responsive to the needs of the student.
- Facilitates achievement of the student practicum objectives by identifying learning experiences for the student including assistance in patient selection or educational opportunities, conferences, rounds, agency meetings, and encourages the student's participation in these learning experiences.
- Reviews all patient-related findings of the student on an ongoing basis to assure accuracy, appropriateness of referrals, and that documentation is complete and co-signed.
- Conferences with the student as necessary to assess progress and learning needs.
- Conferences with the instructor in the MS-Nursing program whenever there is a concern regarding the student's clinical/practicum performance.
- Evaluates the student's performance during and at the completion of the practicum and/or rotation. *(Adopted from Galeski)*



### **Nurse Graduate Student**

Holds the primary responsibility of communicating with the program faculty and clinical/practicum preceptor in preparation for and throughout the clinical/practicum experience rotation. The student is responsible for meeting all institutional and clinical/practicum practice site health and regulatory requirements to include confidentiality, HIPAA, security clearance as required by each clinical/practicum site. Students share their learning needs and objectives of the clinical/practicum experience that is approved by the program faculty. *(Adopted from AACN)*



# Academic Requirements

## Grades

The School of Nursing follows the University of Maine Grades and Grading Policy located on the [Office of Student Records](#) website. Grades and other student information is confidential and protected by University of Maine policy and the Family Educational Rights and Privacy Act (FERPA). Additional information regarding FERPA is available from the [University of Maine Department of Student Records](#).

## Definition of Grades

The School of Nursing participates in the +/- grading system. Individual faculty may choose to award a plus (+) or a minus (-) grade in nursing courses. The following criteria have been adopted for plus and minus grades:

A	=100-92
A-	=91-90
B+	=89-88
B	=87-82
B-	=81-80
C+	=79-78
C	=77
C-	=76-70

Students who need course adaptations or accommodations because of a disability are directed to Student Accessibility Services, 207.581.2319, for guidance.

Nursing students who find it necessary to request withdrawal from a course due to serious illness or injury, or to take a leave of absence or to withdraw from the University, should discuss this with their academic advisor. Withdrawals resulting in less than required course credits for a semester and withdrawals/leaves of absence from the University will be processed through the graduate school.

*Grades are assigned as whole numbers are not rounded up.* This applies to individual quiz and exam scores, course assignments, and final course grades.

*Appealing assignment or course grades:* The University of Maine has formal procedures by which students may appeal the assignment of grades by an instructor, accusations of cheating or plagiarism, or certain aspects of classroom procedure. The details of these appeal processes are on the Office of Student Records website: [studentrecords.umaine.edu/home/grades-and-grading-policy/](http://studentrecords.umaine.edu/home/grades-and-grading-policy/)

## Written Assignments

Grading criteria for course assignments are described in each course syllabus. All assignments in nursing courses are due on the date designated in each course syllabus. Assignments received after the designated date and time may be subject to late penalty as specified in the course syllabus. Exceptions to the due date will be

made only under extraordinary circumstances and should be negotiated with faculty in advance if possible. School of Nursing adheres to the guidelines of the most recent edition of the Publication Manual of the American Psychological Association.

### **Academic Integrity**

The School of Nursing adheres to the University of Maine policy on Academic Integrity ([maine.edu/handbook/academics/academic-integrity](http://maine.edu/handbook/academics/academic-integrity)). Violations of academic integrity such as cheating or plagiarism may result in a failing grade for an assignment or an entire course and may be subject to action under the University of Maine System Student Conduct Code ([maine.edu/system/policy\\_manual/policy\\_section501.php](http://maine.edu/system/policy_manual/policy_section501.php)). University faculty use Safe Assign, a program for the detection of plagiarism.

### **Undergraduate Health Assessment by Examination**

Applicants to the graduate program who possess a baccalaureate in nursing degree but who do not have a distinct undergraduate health assessment course on their transcript may fulfill this admission requirement in one of two ways:

Take an undergraduate health assessment course which is equivalent to the University of Maine School of Nursing NUR 300 Health Assessment through the Lifespan, earning a grade of “B” or higher. This option is recommended for applicants who have limited health assessment experience in their clinical practice.

Or:

Demonstrate competency in health assessment through a testing option. The testing option consists of two parts:

1. Health Assessment Written Examination developed by school of nursing faculty based on undergraduate health assessment knowledge
2. Demonstration of knowledge through a practicum examination

The written examination and practicum grade must each be at least 80%. Further information will be provided upon request.

### **Acceptance of Courses toward Certificate of Advanced Study (CAS-FNP)**

Students with a previous Master of Science in Nursing or Doctorate of Nursing Practice degrees seeking certification as a Family Nurse Practitioner must demonstrate competency in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology. Competency is defined by earning a final grade of B in each course in their previous APRN coursework, or they are required to retake the course at UMaine. Students whose Advanced Pathophysiology and Advanced Pharmacology courses were taken more than five years prior to admission will be required to repeat the courses. Students whose previous Graduate degrees was in a non-APRN concentration (e.g. nursing education) will have a gap analysis conducted to determine which of these courses may be considered toward the CAS. Laboratory and/or clinical components of Advanced Health Assessment may be required.

### **Academic Progression**

Students must achieve a mean score of 80% on written exams in order to pass the course. Regardless of other grades achieved for written work assignments, and 80% average is required on exams. If the exam average is

<80%, then the student will be awarded a grade no higher than “C” and will not be considered passing.

Students are expected to achieve a grade of “B-” or higher in all courses. If a student earns a “C” or lower in any course, the student is counseled and may be dismissed from the nursing major.

Students who wish to return to the graduate program in nursing after a leave of absence or to re-enroll after withdrawing will re-enter under current curricular requirements. If a significant amount of time has lapsed, additional coursework may be required.

### **Change in Program of Study**

If a student deviates from their original Program of Study as outlined during their interview, seats and registration for future classes cannot be guaranteed and will be provided on an as available basis.

### **Withdrawing from a Graduate Nursing Course**

All graduate students in the School of Nursing may only withdraw once from any course.

### **Non-Degree Status**

If you do not intend to pursue a graduate degree, but want to take graduate level courses for personal or professional development or to apply for degree status at a later date, you may seek admission as a non-degree graduate student. To apply for non-degree graduate status, contact [umaine.edu/graduate/program/non-degree-study/](http://umaine.edu/graduate/program/non-degree-study/)

Up to twelve credit hours may be transferred from appropriate course work taken at UMaine before matriculation in a graduate degree program if no other work is being transferred.



# Violations

If a student experiences any bias-related or hate crimes (including, but not limited to, any acts of discrimination based on race, color, religion, sex, sexual orientation, national origin, citizenship status, age, ability, genetic information, or veteran's status), the student is encouraged to report the incident to the UMaine Bias Response Team [umaine.edu/biasreporting/](http://umaine.edu/biasreporting/) or Dean of Student Office [umaine.edu/studentlife/](http://umaine.edu/studentlife/). This enables the university to provide resources and assistance to those individuals.

## Student Incident Process

1. Faculty, adjunct faculty, or staff will document any violation of professional, clinical, course, or laboratory standards using an electronic [Student Incident Report \(SIR\)](#). The SIR will outline the specific incident, location of the incident, time/day of the incident, and any communication or evidence surrounding the incident. The SIR will be sent electronically to the student's academic advisor and the Director of the School of Nursing.
2. The academic advisor will notify the associated course coordinator in which the incident occurred to schedule a meeting with the student. During the meeting, the course coordinator and student will review the incident. The student will have an opportunity to provide input or data regarding the incident from their perspective. The course coordinator will discuss potential implications (failure to pass a skill competency assessment, removal from lab or clinical site, dismissal from the program, remediation plan, etc.).
3. The student will receive a formal letter from the course coordinator via email and snail mail that outlines violations of the Student Handbook and associated consequences, if applicable, along with the appeal process.
  - The School of Nursing may remove students from the class, lab, or clinical rotation and recommend dismissal from the program for any student who engages in unsafe practice, illegal or unethical conduct.
  - Students identified as deficient in knowledge or skills will be required to complete remediation and demonstrate competency prior to returning to the clinical practice site. The SIR will also outline the remediation process and activities to address the identified concerns with a timeline for completion.
  - Students who have a previous remediation for unsafe patient care and then commit the second act of unsafe patient care are at risk for immediate dismissal from the program.
4. When violations and associated consequences cannot be resolved with the mechanism listed above, the student may file an appeal to the Policy Advisory Committee.
5. Student appeals require a written letter from the student that provides objective, factual evidence that rejects the incident and associated consequences outlined in the SIR letter the student received from the course coordinator.
6. Appeal letters will be submitted to the School of Nursing Policy Advisory Committee. The committee reviews all academic and professional conduct cases within the school. The committee consists of two academic advisors, the Undergraduate Program Coordinator, the Graduate Program Coordinator, and two additional faculty members voted by the full faculty. The committee will review the letter received from the course coordinator to the student, the incident report, and the student's appeal letter. Next, the committee will discuss the case. Finally, the committee will vote on the outcome

adhering to Robert's Rules. The Director of the School of Nursing is the committee chair and doesn't have voting privileges to maintain equity. The student's academic advisor will notify the student of the outcome within the day of the hearing. The student will receive a formal letter from the committee that outlines the outcome.

### **Infringement of any of these will result in the following procedure:**

1. Student problem behaviors may be identified by any University of Maine faculty, staff member, agency personnel, fellow students, clients, or peers. If action is taken, this will be based on facts and/or surmise from evidence and not hearsay.
2. If the behavior is limited to one course, the student will be asked to meet with a School of Nursing faculty member associated with the course in which the behavior took place. If the behavior occurred in more than one course or outside of nursing courses, the student will meet with the Graduate Program Coordinator and/or Family Nurse Practitioner Track Coordinator. Depending on the seriousness of the issue, the Director of the School of Nursing may also be asked to attend. The complainant may choose to bring witness(es) to this meeting. A faculty member may also be invited to serve as a witness.
3. A written statement describing the problem behavior, and, if appropriate, a plan of action for improvement (contract) will be given to the student, with a copy of all written materials placed in the student's permanent file. If the behavior is not remediated within the stated time frame, there are several possible outcomes. These include a lowered clinical/course grade, failure in a course, conditional status (requires a specific contract), suspension and/or dismissal.
4. There are times when a clinical agency requests that a student be removed from a clinical experience. If the faculty member concurs that the behavior warrants such action, no attempt will be made to secure another clinical placement. This will result in a failing grade for the clinical experience.
5. In the case where the behavior may pose risk of harm to others, the student may be removed from a clinical placement, the classroom, suspected or dismissed from the major without the opportunity for counseling and improvement plan. This type of decision will be made by the Director, the Graduate Program and/or Family Nurse Practitioner Coordinator, and at least one other faculty member. Examples of behavior which may lead to immediate removal are dishonesty, aggression, serious violation of the professional code of conduct including professional boundaries, and the commission of felonies such as diversion of drugs. The Director of the School of Nursing will notify the student in writing if such a decision is made.
6. The student has the right to utilize the formal appeal process of the University of Maine Graduate School if they disagree with the decision made. The School of Nursing reserves the right to remove from clinical any student who, according to the judgment of faculty, poses risk of harm to clients or others until the matter is formally resolved.

### **Student Appeal Process**

1. A student who wishes to appeal the School of Nursing programmatic academic action (for example, suspension or dismissal from the program, removal from the lab or clinical site) is required to:
  - a. Communicate with their academic advisor as soon as possible for guidance regarding the academic appeal process and timeframe.
  - b. Submit an appeal letter to the chairperson of the Policy Advisory Committee, which is the

Director of the School of Nursing within 7 days of the last official day of the semester. The letter should include specific and objective extenuating circumstances that led to the academic violation and a remediation plan.

2. The Director and the faculty members of the School's Policy Advisory Committee (PAC) will review the appeal letter and the student's academic record:
  - a. The committee will decide the appeal.
  - b. The student will be notified of the Committee's decision in writing as soon as possible.
3. A student who has been suspended from the University but wishes to return to the School of Nursing is required to apply for re-admission.
  - a. Students who have been suspended from the University are guaranteed readmission to the University
  - b. An interview with a nursing faculty advisor is required prior to re-admission to the Nursing major.
4. A student who has been dismissed from the university or the School of Nursing but wishes to return to the School of Nursing is required to send a letter of appeal for readmission to the School of Nursing Director.
  - a. The student's appeal for re-admission will be reviewed by the Director and the School of Nursing Policy Advisory Committee to decide on re-entry.
  - b. A student who has been dismissed from the University is **not** guaranteed readmission.



# Student Resources

The University of Maine School of Nursing and the Graduate School have many resources to provide graduate students with a rich and fulfilling experience. Some of the resources are listed below.

## Graduate School

The Graduate School at the University of Maine has many resources for graduate students. Some of these include:

- Online new student orientation program that can be accessed at: [umaine.edu/gradorientation/](http://umaine.edu/gradorientation/)
- The Graduate Student Government can be accessed at: [umaine.edu/gsg/](http://umaine.edu/gsg/)
- UMaine GRAD was designed to provide a framework for graduate students to learn and master the skills necessary for success in personal and professional opportunities while at UMaine and beyond. One of our goals is for our UMaine graduate students to be confident, mindful, attentive, intelligent, and exceptional in all realms of life. To do this, we created a platform for students to continue to grow, to become resilient, to strive for advancement, and to deliver their ideas and themselves in the most upstanding way.

G: Growth – the process of developing

R: Resilience – the ability to adapt effectively to adversity or change

A: Advancement – the process of promoting and progressing to a higher state

D: Delivery – the ability to effectively articulate and present

UMaine Grad can be accessed at: [umaine.edu/graduate/students/umainegrad/](http://umaine.edu/graduate/students/umainegrad/)

## UMaineOnline

Taking an online course or program of study? UMaineOnline provides multiple resources for remote learning, tips for success, technology and academic support at: [online.umaine.edu/remote-learner-resources/](http://online.umaine.edu/remote-learner-resources/)

## Writing Center

The writing center at the University of Maine provides students with assistance in composition and/or presentation. Please see [umaine.edu/wcenter/](http://umaine.edu/wcenter/) for more information.

## Library/APA Resources

[libguides.library.umaine.edu/nur/apa7](http://libguides.library.umaine.edu/nur/apa7)

[apastyle.apa.org/instructional-aids/whats-new-7e-guide.pdf](http://apastyle.apa.org/instructional-aids/whats-new-7e-guide.pdf)

[academicguides.waldenu.edu/writingcenter/apa/7transition/comparison](http://academicguides.waldenu.edu/writingcenter/apa/7transition/comparison)

## School of Nursing



All of the School of Nursing faculty and administrative staff are committed to supporting graduate student education. The graduate and FNP Track Coordinators and your academic advisor are available to support you throughout your program of study. Please feel free to contact them as needed. The clinical coordinator can assist you in identifying and seeking out clinical practicum sites.

## Learning Resource Center

### MISSION OF THE LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) mission is to provide a collection of resources and space to support the clinical learning needs of the curriculum of the School of Nursing and serve the University of Maine community. These resources are specific to meet the needs of active learning in health assessment, medication administration, skilled nursing care, and clinical judgment.

In addition, the LRC provides a learning environment that is safe, supportive, and conducive to the socialization of students into the clinical practice of nursing.

### HOURS

- The exact hours of operation of the LRC will vary each semester.
- In general, the LRC staff will be available M, T, TH, F, 8–2. With additional hours on Wednesdays, afternoons, and evenings based on the availability of student employees and the schedule of laboratory courses. These additional hours will be published each semester and made available to faculty and students.
- Lab space can be made available to students to practice clinical skills. Contact the LRC manager in advance for space availability.

### STAFF

**Amanda Henderson**, MSN, RNC-MNN, IBCLC, CCE

*Director of the Learning Resource Center*

232 Dunn Hall

207.581.2588

**Amy Barnes**, BSN, RN

*Manager of the Learning Resource Center*

129 Dunn Hall

207.581.3484

**Nursing Student**

*Lab Technician*

Assists with lab access, equipment, and maintenance

134J Dunn Hall

### LOCATION/SPACE

The physical space that is regarded as the LRC is primarily located on the first floor of Dunn Hall and is easily visible by signage. Additional lab space is available in room 217.

### DRESS CODE

- Students are expected to dress professionally for all lab experiences.
- Specific expectations will be described in each course syllabus.

### CODE OF CONDUCT

- Students are expected to conduct themselves in a professional manner during laboratory experiences – language, confidentiality, and mutual respect.
- Students are expected to do a “last look” before leaving any lab to return supplies and equipment to where they found them (for example, bed low, side-rails up, and linens made), dispose of trash remove personal belongings.
- The use of mobile phones is prohibited during lab sessions.

### SAFETY

- The use of needles, syringes, and IV equipment should be under the direct supervision of the Nursing Faculty or LRC Staff.
- Any injury in the lab should be reported to faculty or staff and the LRC manager. An incident report needs to be completed and submitted online by the supervising faculty.
- Please report any suspicious or concerning activity, odors, or alerts to LRC Staff.
- In the event of an emergency, there is a phone in the skills lab (rm 140).
- Fire exit pathways are posted throughout the LRC for reference in the event of an emergency.
- No food is allowed in the clinical areas of the lab. All drink containers are required to have covers.
- If you have a fever or other symptoms of infection on your scheduled day in the lab, stay home and communicate with faculty ASAP.
- Appropriate hand hygiene and cough etiquette are to be practiced as well as other guidelines specified by the university or the CDC.

### USE OF EQUIPMENT AND LAB SPACE

- Most of the equipment and lab space can be made available to students.
- Any requests for use of the lab, equipment, and space outside of regularly scheduled labs, are required to be communicated via email to the lab manager at least 1 week in advance.
- Please use all equipment as it is intended.
- Ask LRC staff for assistance if you have questions about how to use equipment or report any details regarding broken or faulty equipment to LRC staff.
- Clean hands and pencils, no pens, are required when working with any of the LRC manikins.
- All equipment and supplies are expected to be left where and how it was set-up.

- All trash and personal effects should be managed accordingly.

*\*Any breach of these expectations may result in students being asked to leave the LRC.*

## **Student Representative on School Committees**

A minimum of one student in the School of Nursing shall be selected as representative to the regular faculty meetings of the School of Nursing; one graduate nursing student will be selected as representative to the regular SON Graduate Program Meetings.

## **Graduate Capstone Guidelines**

The student who earns a Master of Science in Nursing must complete all required course work in the program of study (POS), as well as a thesis (6 credits) or non-thesis graduate capstone (4 credits).

There are four options for completing graduate capstone requirements as follows:

### **1. THESIS (NUR 699-6 CREDITS)**

If you are interested in doing a master's thesis, please consult with your academic advisor as early in your program of study as possible. See the Graduate School website for thesis guidelines: [umaine.edu/graduate/wp-content/uploads/sites/22/2019/03/Thesisguidelines.pdf](http://umaine.edu/graduate/wp-content/uploads/sites/22/2019/03/Thesisguidelines.pdf)

### **2. SYNTHESIS PAPER (NUR697-1 CREDIT)**

The synthesis paper demonstrates your knowledge of advanced nursing practice within the context of the elective course a clinical or educational issue. The student will demonstrate mastery of specialized knowledge through development of a synthesis paper that benefits the nursing profession or the population served by nurses in advanced roles. The synthesis paper demonstrates the student's knowledge of advanced nursing practice within the context of the specialty concentration in Nursing Leadership. An accompanying abstract and poster presentation will provide a summary and critique of the process and outcome of the synthesis paper. The format of the Synthesis Paper usually includes the following:

- Introduction/overview of the issue
  - What exactly is the issue/problem that you are exploring?
  - Why is this of concern to your specialty track?
  - What is the scope of the problem (include national and state epidemiological data where appropriate)?
  - How does this relate to the concepts covered in your elective course?
- Critical review of the literature
  - Minimum of 10-12 peer-reviewed research articles plus other resources as appropriate Your capstone advisor will guide you in addressing any gaps in your paper that may need additional literature support
- Implications for advanced nursing practice
  - How will the FNP, educator, or master's prepared nurse use this information?

- What changes in practice would you recommend based on knowledge of theory, ethics, and evidence-based practice/research gained throughout your program of study?
- What additional research might be indicated related to this topic?
- What are the health policy implications of the topic explored?
- Summary and/or conclusion

There is no minimum length for this paper. Most papers range from 12-15 pages depending on the complexity of your topic. Your capstone advisor may want additional areas covered. Final decision on format and content is between you and your capstone advisor/1st reader. You will submit your synthesis paper to your capstone advisor with sufficient time to be read and revised for your anticipated graduation date. You also will choose a 2nd reader approved by your capstone advisor.

In order to stay on track and keep moving forward, you should submit an outline of your paper to your capstone advisor following the NUR 697 recommended timelines. Remaining deadlines for submission will be negotiated with your capstone advisor. This is not like a class assignment where you submit the paper and it is graded and done. This is a scholarly paper which is revised until it is deemed acceptable by your capstone advisor. Your capstone advisor will determine when the paper should be submitted to your 2nd reader.

The final paper should include the SON Graduate Synthesis Title page. This paper must adhere to the editorial style of the Publication Manual of the American Psychological Association (7th ed.).

Dissemination is key to advancing the profession of nursing. Along with the scholarly paper, students will submit for poster presentation at the University of Maine Student Symposium held each spring, or other professional conference. Details including deadlines will be provided in the fall. Students are encouraged to submit for poster presentation at other professional venues such as the Maine Nurse Practitioner conference.

Preparation and submission of a manuscript for publication on a topic mutually agreed upon by the student and capstone advisor may be considered in lieu of the synthesis paper.

Once both readers have approved the final paper and poster, the NUR 697 faculty will submit a grade.

## **CAPSTONE READERS:**

### **READERS**

- First reader should be a member of the School of Nursing graduate faculty
- Second reader can be a member of the School of Nursing faculty, outside faculty member (e.g. instructor of elective course or adjunct instructor), or other (e.g. preceptor).

## References

- American Association of Colleges of Nursing. (2019). APRN clinical preceptor resources guide. Retrieved from <https://www.aacnnursing.org/Education-Resources/APRN-Education/APRN-Clinical-Preceptor-Resources-Guide>
- Burns, C., Beauchesne, M., Ryan-Krause, P., and Sawin, K. (2006). Mastering the preceptor role: Challenges of clinical teaching. *Journal of Pediatric Health Care*, 20(3), 172-183. doi:10.1016/j.pedhc.2005.10.012
- Galeski, J. (2019). Case Western Reserve University Preceptor program. Retrieved from <https://case.edu/nursing/faculty-staff/preceptors>
- Lazarus, J. (2016). Precepting 101: Teaching strategies and tips for success for preceptors. *Journal of Midwifery and Women's Health*, 61(S1), 11-21. doi:10.1111/jmwh.12520
- National Organization of Nurse Practitioner Faculties. (2019). Preceptor portal. Retrieved from [https://www.nonpf.org/page/PreceptorPortal\\_Main](https://www.nonpf.org/page/PreceptorPortal_Main)
- Raisler, J., and O'Grady M. (2003). Clinical teaching and learning in midwifery and women's health. *Journal of Midwifery and Women's Health* 48(6), 398-406.





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