



School of Nursing | Graduate Program

# Student Handbook

**5724 DUNN HALL | ORONO, ME 04469**  
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# Table of Contents

Accreditation Information	1
Handbook Information	1
Message from the Director	2
Message from the Graduate Program and Track Coordinators	3
Introduction of Faculty and Staff	6
University of Maine Mission Statement	7
School of Nursing Mission and Vision	7
Student Communication Pathway	8
University of Maine School of Nursing Master's of Science Program Outcomes	8
MS-Nursing-FNP Core Competencies	9
MS-Nursing-NE Core Competencies	11
MS-Nursing-I Program Outcomes	13
ANA Code of Ethics	14
University of Maine Graduate School	15
Academics	15
Concentrations	15
MS-Nursing-FNP	15
MS-Nursing-Nursing Education (NE)	16
MS-Nursing-Individualized Concentration (MS-Nursing-I)	16
FNP Certificate of Advanced Study	16
Graduate Certificate in Nursing Education	17
Samples of Program of Study	17
MS-Nursing-FNP	17
MS-Nursing-NE	18
MS-Nursing-I	20
Academic Advising	22
Program Requirements	22
Professional Practice Policies and Guidelines	25
University Policies	25
Non-Discrimination Notice	25
The Clery Act	25
Academic Honesty	25
Students with Disabilities	25
Diversity, Equity, and Inclusion	25
Land Acknowledgement Statement	26
Religious Obligations	26
School of Nursing Wellness Room	26
Sexual Discrimination Reporting	26
Other Policies	27
Graduate School Policies	27
Registration	27
Credit Hours	27
Grievance Procedure	28
Transfer Credit	28
Withdrawal Procedure	28
Application for Graduation	28
School of Nursing Graduate Program Policies	29
Professional Behavior	29
Social Media and Technology	29
Professional Clinical Practice	30
Clinical Practicum Requirements	31

Roles and Responsibilities for Students, Faculty, and Preceptors . . . . .	37
Program Faculty . . . . .	37
Clinical Preceptor . . . . .	38
Nurse Practitioner Student . . . . .	40
Academic Requirements . . . . .	40
Grades . . . . .	40
Definition of Grades . . . . .	40
Written Assignments . . . . .	41
Academic Integrity . . . . .	41
Undergraduate Health Assessment by Examination . . . . .	41
Acceptance of Courses towards CAS-FNP . . . . .	41
Academic Progression . . . . .	42
Change in Program of Study . . . . .	42
Withdrawing from Graduate Nursing Course . . . . .	42
Non-Degree Status . . . . .	42
Student Appeal Process . . . . .	42
Violations . . . . .	42
Student Incident Process . . . . .	42
Student Appeal Process . . . . .	44
<b>Student Resources . . . . .</b>	<b>45</b>
Graduate School . . . . .	45
UMaine Online . . . . .	45
Writing Center . . . . .	45
Library/APA guide . . . . .	46
Learning Resource Center . . . . .	46
Student Representative on School Committees . . . . .	48
Graduate Capstone Guidelines . . . . .	48
References . . . . .	55

## 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.

# Message from the Director of the School of Nursing



**Welcome to the UMaine School of Nursing.** Our mission is to educate future 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 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 clinical learning at nationally-ranked acute care facilities. Our students also train in primary care health centers, jails, schools, homeless healthcare centers, and other community-based settings.

The State of Maine and the nation face a growing shortage of nurses while the healthcare system faces many challenges. Healthcare and the nursing profession need resilient, professional, passionate 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 nurses prepared to face these challenges, and we hope you will join us.

Sincerely,

A handwritten signature in cursive script that reads "Kelley Strout".

Kelley Strout, Ph.D., RN  
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 to become certified as a Family Nurse Practitioner, join the ranks of those in nursing education or nurse executive, or focus on some other health related field, 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 may be 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,

Colleen Marzilli  
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Med/Surg-BC, CCM,  
PHNA-BC, CNE, NEA-BC,  
FNPBC, FNAP  
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Graduate Program Coordinator  
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Sean Sibley  
MSN, APRN, FNP-C, CNE, Ph.D.(c)  
He, him, his  
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FNP Program Coordinator  
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# Introduction of Faculty and Staff

**Kelley Strout, Ph.D., RN** (Northeastern University)

*Director*

*Associate Professor of Nursing*

Teaching Area: Community and Population Health, Evidence-Based Practice, Aging

Areas of Interest: Wellness, Health Promotion, Aging, Cognition

## Full-Time Graduate Faculty

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

*Associate Professor*

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, Graduate Program Coordinator*

Teaching Area: Pharmacology

Area of Interest: cultural competency, public health nursing

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

*Assistant Professor, Associate Director*

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 II

Area of Interest: simulation-based education

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

*Clinical Assistant Faculty; Family Nurse Practitioner Track Coordinator*

Family medicine, student health, nursing education, simulation

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

*Associate Professor*

Resilience, childhood events, active learning strategies

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

*Assistant Professor of Health Sciences*

Teaching Area: Evidence-Based Practice for Healthcare

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

## Part-Time Graduate Faculty

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

*Lecturer*

Behavioral health, opioid use disorder, hepatitis c, nursing leadership, and health policy

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

*Lecturer*

Pain, substance use disorder, compassion fatigue

## 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

**Alicia Bannis, Ph.D., DNP, APRN, GNP, CNS, ONC;** Healthcare leadership and management  
**Christina Theriault, MSN, APRN, BSN, WHNP-BC;** full range of reproductive health care with special  
interest in Gender-affirming hormone therapy



# University of Maine Mission Statement

The University of Maine advances learning and discovery through excellence and innovation in undergraduate and graduate academic programs while addressing the complex challenges and opportunities of the 21st century through research-based knowledge.

Opportunity for all members of the University of Maine community is a cornerstone of our Mission. The university welcomes students, research partners, and collaborators into an atmosphere that honors the heritage and diversity of our state and nation.

Founded in 1865, the University of Maine is a land and Sea Grant institution and the flagship campus of the University of Maine System. This vibrant and dynamic university serves the residents of Maine, the nation, and the world through our acclaimed programs in teaching, research, and outreach.

Inspiring and dedicated teaching propels students into new fields of learning and promotes interdisciplinary understanding. Our educational goals are to help students develop their creative abilities, communication and critical thinking skills, and knowledge of traditions in ethics and rationality within the arts, sciences, and professions.

Internationally recognized research, scholarship, and creative activity distinguish the University of Maine as the state's flagship university, where faculty and students contribute knowledge to local, national, and international significance issues. As the state's doctoral-granting institution, research and education are inextricably linked.

Comprehensive outreach, including public service, Cooperative Extension, continuing education, and distance learning, engages learners of all ages in improving their lives and communities. Using research-based knowledge, outreach efforts promote sustainable use of Maine's abundant natural resources and build intellectual, cultural, and economic capacity throughout Maine and beyond.

Through integrated teaching, research, and outreach, the University of Maine improves the quality of life for people in Maine and worldwide and promotes responsible stewardship of human, natural, and financial resources.

Approved by the University of Maine System Board of Trustees November 2010

## VISION:

The University of Maine transforms lives through research, teaching and public service.

## VALUES:

- Goal 1: We will support and grow Maine's economy through new discoveries and by building a workforce whose members are engaged in their communities and prepared for lifelong success.
- Goal 2: We will continue to provide accessible and affordable education, research and service through processes that ensure effectiveness, efficiency and quality.
- Goal 3: The university will be a rewarding place to live, learn and work by sustaining an environment that is diverse and inclusive, and fosters the personal development of all its stakeholders.



# 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

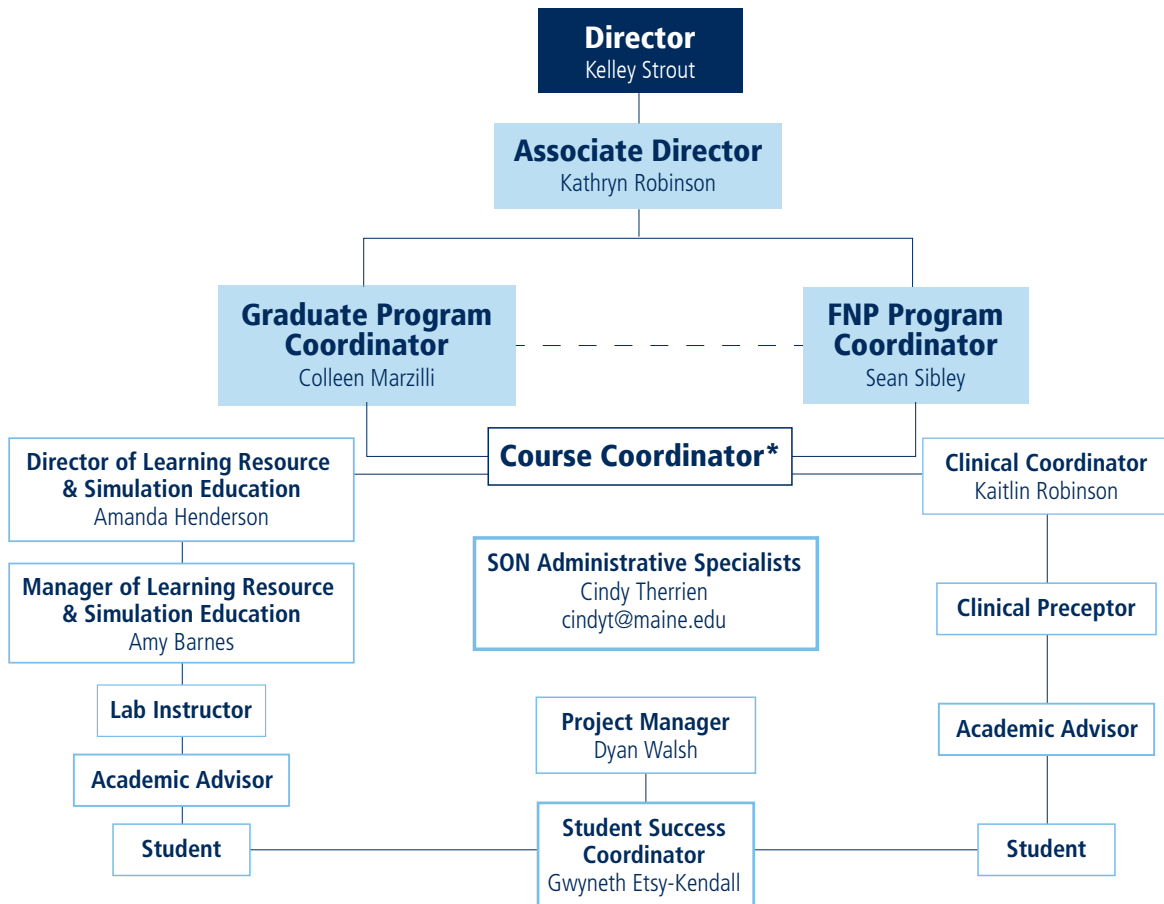
Cultivate a courageous, inclusive community of professionals that lead excellence in education, research, and public service.

## School of Nursing Values

The core of our values is courage which is the practice of showing up, fully engaging, and being seen during times of uncertainty, risk, and emotional exposure. Creating a courageous culture fosters our other values of:

- Empathy and Compassion
- Integrity and Excellence
- Creativity and Innovation
- Diversity, Equity, and Inclusion
- Accountability
- Belonging and Connection

# Student Communication Pathway



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

# Master of Science in Nursing Program Outcomes

Upon completion of the MS-Nursing program, the graduate will be able to:

- Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes.
- Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.
- Incorporate ethical principles, legal and regulatory mandates, and professional standards in the advanced professional nursing role.
- Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role.
- Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically based patient centered care.
- Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.
- Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the healthcare team, mitigate error, establish differential diagnosis, and to support decision-making for advanced practice.
- The MS-Nursing-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.
- The CAS-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.
- The MS-Nursing-Nursing Education graduate will be able to synthesize knowledge from nursing science and teaching/learning theories to design, implement and evaluate educational programs/ processes in select academic and healthcare settings.
- The I-MS-Nursing graduate will be able to provide leadership in complex healthcare systems, promoting environments that foster professional development and positive patient outcomes.

**Master of Science-FNP Program Outcomes,  
Master’s Essentials and Nurse Practitioner Core Competencies**

The Essentials of Master’s Education in Nursing	Nurse Practitioner Core Competencies	MS-FNP Terminal Program Outcomes
I. Background for Practice from Sciences and Humanities	1. Scientific Foundation	1. Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically-based patient-centered care.
II. Organizational and Systems Leadership	2. Leadership	2. Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role.
III. Quality Improvement and Safety	3. Quality	3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced practice nurse
IV. Translating and Integrating Scholarship into Practice	4. Practice Inquiry	4. Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes
V. Informatics and Healthcare Technologies	5. Technology and Information Literacy	5. Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the health care team, mitigate error, establish differential diagnosis and support decision making for advanced practice.
VI. Health Policy and Advocacy	6. Policy Competencies  8. Ethics	6. Incorporate ethical principles, legal and regulatory mandates and professional standards in the advanced professional nursing role.  7. Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.

VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes	8. Ethics	3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.
VIII. Clinical Prevention and Population Health for Improving Health	7. Health Delivery	3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.
IX. Master's-Level Nursing Practice	9. Independent Practice	<p>8. The MS-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.</p> <p>9. The CAS-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.</p>

**Master of Science-Nurse Educator Program Outcomes, Master's Essentials and National League for Nurse Core Competencies for Educators**

The Essentials of Master's Education in Nursing	NLN Nurse Educator Core Competencies	MS-FNP Terminal Program Outcomes
I. Background for Practice from Sciences and Humanities	I. Facilitate Learning	1. Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically-based patient-centered care.
II. Organizational and Systems Leadership	II. Facilitate learner development and socialization  VI-Pursue continuous quality improvement in the nurse educator role	2. Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role.

<p>III. Quality Improvement and Safety</p>	<p>III. Use assessment and evaluation strategies</p> <p>IV. Participate in curriculum design and evaluation of program outcomes</p> <p>VI-Pursue continuous quality improvement in the nurse educator role</p>	<p>3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced practice nurse</p>
<p>IV. Translating and Integrating Scholarship into Practice</p>	<p>VII-Engage in scholarship</p>	<p>4. Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes</p>
<p>V. Informatics and Healthcare Technologies</p>	<p>III. Use assessment and evaluation strategies</p> <p>VI-Pursue continuous quality improvement in the nurse educator role</p>	<p>5. Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the health care team, mitigate error, establish differential diagnosis and support decision making for advanced practice.</p>
<p>VI. Health Policy and Advocacy</p>	<p>V. Function as a Change Agent</p>	<p>6. Incorporate ethical principles, legal and regulatory mandates and professional standards in the advanced professional nursing role.</p> <p>7. Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts</p>
<p>VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p>	<p>VIII-Function within the educational environment</p>	<p>3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.</p>
<p>VIII. Clinical Prevention and Population Health for Improving Health</p>	<p>VIII-Function within the educational environment</p>	<p>3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.</p>

IX. Master's-Level Nursing Practice	VI-Pursue continuous quality improvement in the nurse educator role  VIII-Function within the educational environment	10. The MS-Nurse Educator graduate will be able to synthesize knowledge from nursing science and teaching/learning theories to design, implement, and evaluate educational programs/processes in academic and healthcare settings.
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**Master of Science-Individualized Concentration  
Program Outcomes and Master's Essentials**

<b>The Essentials of Master's Education in Nursing</b>	<b>MS-FNP Terminal Program Outcomes</b>
I. Background for Practice from Sciences and Humanities	1. Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically-based patient-centered care.
II. Organizational and Systems Leadership	2. Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role.
III. Quality Improvement and Safety	3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced practice nurse
IV. Translating and Integrating Scholarship into Practice	4. Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes
V. Informatics and Healthcare Technologies	5. Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the health care team, mitigate error, establish differential diagnosis and support decision making for advanced practice.
VI. Health Policy and Advocacy	6. Incorporate ethical principles, legal and regulatory mandates and professional standards in the advanced professional nursing role.  7. Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.
VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes	3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.

VIII. Clinical Prevention and Population Health for Improving Health	3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.
IX. Master's-Level Nursing Practice	10. The I-MS-Nursing graduate will be able to provide leadership in complex healthcare systems, promoting environments that foster professional development and positive patient outcomes.

# 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

## 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, nurse educators, nurse administrators, and nurses in other advanced roles are prepared to help meet state needs to eliminate health disparities, assure quality of care, and to improve 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 three discrete concentrations, one Certificate of Advanced Study, and one Certificate: (1) MS-Nursing-Family Nurse Practitioner Concentration, (2) MS-Nursing-Nurse Educator Concentration, (3) MS-Nursing-Individualized Concentration, (4) Certificate of Advanced Study-Family Nurse Practitioner, and (5) Graduate Certificate in Nursing Education.

### MASTER OF SCIENCE IN NURSING - FAMILY NURSE PRACTITIONER CONCENTRATION (MS-NURSING-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 2016 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 -NURSING EDUCATION CONCENTRATION (MS-NURSING-EDU)**

The MS-Nursing-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 MS-Nursing-EDU concentration meet the didactic and clinical requirements of accreditation by taking separate courses in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology and by completing a clinical-focused practicum and project. The MS-Nursing-EDU program of study may be tailored for full-or part-time study. The combined credits for the MS-Nursing-EDU concentration is 36-38. MS-EDU graduates are eligible to take the National League for Nursing Nurse Educator Certification exam ([nln.org/awards-recognition/certification-for-nurse-educators-overview](https://nln.org/awards-recognition/certification-for-nurse-educators-overview)).

### **MASTER OF SCIENCE IN NURSING - INDIVIDUALIZED (I-MS-NURSING)**

This theoretical and field-experience curriculum allows the student to develop a program of study that builds upon their professional interests and career goals. Through core courses, specialized courses, and experiential components, IMS-N students may prepare for leadership roles as nursing administrations and other advanced professional roles.

The program of study may be tailored for full- or part-time study. The Graduate Program Coordinator and the student's academic advisor will help plan a program of study and timeframe that meets academic and experiential requirements and student needs. The combined credit requirement would be 35-37, dependent upon focus area.

### **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.

*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*

## GRADUATE CERTIFICATE IN NURSING EDUCATION

The School of Nursing offers a post-baccalaureate 10-credit certificate in nursing education. This certificate is fully online. Courses may be applied to the MS-Nursing-EDU program.

### University of Maine School of Nursing Master of Science-Nursing-Family Nurse Practitioner Concentration Sample Full-time Program of Study AY 2022-2023 (Fall admission) (Part-time Options Available)

YEAR ONE		
FALL SEMESTER	CREDITS	CLINICAL HOURS
*#NUR 507: Advanced Pathophysiology	3	
*#NUR 502: Families in health and Illness <i>/or Elective</i>	3	
SPRING	CREDITS	CLINICAL HOURS
*#NUR 508: Advanced Pharmacology	3	
*#NUR 694: Health Policy	3	
SUMMER	CREDITS	CLINICAL HOURS
NUR 503: Advanced Health Appraisal and Health Assessment-lecture	3	
NUR 531: Advanced Health Appraisal and Health Assessment-lab	1	
NUR 532: Advanced Health Appraisal and Health Assessment-clinical	1	80
	<b>17</b>	<b>80</b>

<b>YEAR TWO</b>		
<b>FALL SEMESTER</b>	<b>CREDITS</b>	<b>CLINICAL HOURS</b>
NUR 521: FNP-Gynecologic and Reproductive Health-lecture	2	
NUR 5xx: FNP-Gynecologic and Reproductive Health-clinical	2	150
*#NUR 502: Families in Health and Illness <i>or Elective</i>	3	
<b>SPRING</b>	<b>CREDITS</b>	<b>CLINICAL HOURS</b>
NUR 520: FNP- Neonate to Adolescent-lecture	3	
NUR 524: FNP- Neonate to Adolescent- clinical	2	150
<b>SUMMER</b>	<b>CREDITS</b>	<b>CLINICAL HOURS</b>
NUR 504: Theory Development	3	
NUR 505: Nursing Research	3	
	<b>18</b>	<b>300</b>
<b>YEAR THREE</b>		
<b>FALL</b>	<b>CREDITS</b>	<b>CLINICAL HOURS</b>
NUR 522: FNP Adult 1 lecture	3	
NUR 526: FNP Adult 1 clinical	2	150
#NUR 697: Capstone	1	
<b>SPRING</b>	<b>CREDITS</b>	<b>CLINICAL HOURS</b>
NUR 523: FNP Adult 2 lecture	3	
NUR 527: FNP Adult 2 clinical	3	225
NUR 506: Professional Issues	2	
	<b>14</b>	<b>375</b>

Clinical courses (NUR 503/531/532, 521/5xx clinical , 520/524, 522/526, 523/527) must be taken in this numerical sequence

## TOTAL CREDITS: 49-51

- Total credits are dependent upon NUR 697 (scholarly project-4 cr) or NUR 699 (thesis-6 cr)
- INT 601-Responsible Conduct of Research (RCR) is required for all thesis students. This course should be taken early in the program

### KEY:

\*May be taken by non-degree student with department permission

#Fully online

**University of Maine School of Nursing**  
**Master of Science-Nursing-Nurse Educator Concentration**  
**Sample Full-time Program of Study AY 2022-2023**  
**(Part-time Options Available)**

YEAR ONE	
FALL SEMESTER	CREDITS
*#NUR 507: Advanced Pathophysiology	3
*#NUR 693: Ethical Inquiry in Healthcare or *#NUR 644: Management and leadership	3
SPRING	CREDITS
*#NUR 508: Advanced Pharmacology	3
#NUR 512: Curriculum Development	3
SUMMER	CREDITS
*#NUR 505: Nursing Research	3
*#NUR 504: Theory	3
	<b>18</b>

YEAR TWO		
FALL SEMESTER	CREDITS	FIELD EXPERIENCE HOURS
#NUR 515: Measurement and Evaluation Elective if Needed and not taken in Year 1	3	

Elective if need F/T status and/or for NUR697 option	3	
#NUR 697: Scholarly Capstone (1-credit + 3-credit elective) <i>or</i>	1	
NUR699: Nursing Thesis Research (6 credits)	(6)	
<b>SPRING</b>	<b>CREDITS</b>	<b>CLINICAL/LAB HOURS</b>
*#NUR 694: Policy	3	
^NUR 516, Field Experience	4	210
<b>SUMMER</b>	<b>CREDITS</b>	<b>CLINICAL/LAB HOURS</b>
#NUR 503: Advanced Health Assessment-(lecture)	3	
NUR 531: Advanced Health Assessment (lab)	1	12hrs Virtual Simulation 50hrs lab
	<b>18-20</b>	<b>210</b>

Education courses (NUR 512, 515, 516) must be taken in numerical sequence  
Total practicum hours = 210hrs – Field Experience Course (NUR 516)

### TOTAL CREDITS: 36-38

- Total credits are dependent upon NUR 697 scholarly project (4 cr) or NUR699 thesis (6 cr). If 3-credit elective capstone option is taken then only 1-credit of NUR 697 needed.
- INT 601-Responsible Conduct of Research (RCR) is required for all thesis students. This course should be taken early in the program

### KEY:

\*May be taken by non-degree student with department permission

#Fully online

^Partially online

## University of Maine School of Nursing Master of Science-Nursing-Individualized Concentration Sample Full-time Program of Study AY 2022-2023 (Part-time Options Available)

There are many baccalaureate prepared nurses who are interested in an advanced degree in nursing. The University of Maine established a Master's degree program in nursing in 1992, and successful graduates are scattered throughout the state. Our diverse faculty are prepared in a variety of clinical and role specialties, and are therefore able to assist students in the development of a plan of study which will meet their individual needs. Students may attend full-time or part-time, and classes are scheduled with the working professional in mind.

YEAR ONE	
FALL SEMESTER	CREDITS
**#Course Related to Field of Interest	3
*#NUR 693: Ethical Inquiry in Healthcare	3
SPRING	CREDITS
**#Course Related to Field of Interest	3
*#NUR 694: Health Policy	3
SUMMER	CREDITS
**#Course Related to Field of Interest	3
*#NUR 505: Nursing Research	3
<b>18</b>	

YEAR TWO		
FALL SEMESTER	CREDITS	FIELD EXPERIENCE HOURS
*# NUR 644: Leadership and Management <i>or</i> <i>Elective</i>	3	
#NUR 697-699: Scholarly Project or Thesis	4-6	
SPRING	CREDITS	FIELD EXPERIENCE HOURS
**#Course Related to Field of Interest	3	
^NUR 516: Field Experience	4	210
SUMMER		
#NUR 504: Theory Development	3	
	<b>17-19</b>	<b>210</b>

**TOTAL CREDITS: 35-37**

- Total credits are dependent upon NUR 697 (scholarly project-4 cr) or NUR 699 (thesis-6 cr)
- INT 601-Responsible Conduct of Research (RCR) is required for all thesis students. This course should be taken early in the program

## KEY:

\*May be taken by non-degree student with department permission

\*\*Courses are determined by individualized Program of Study concentration

#Fully online

^Partially online

Each graduate student's program of study must meet the requirements for a Master of Science in Nursing as set forth in the AACN Essentials of Masters Education in Nursing. Core courses for the I-MS-Nursing student are as follows:

NUR 504	Theory Development in Nursing	3 cr
NUR 505	Nursing Research	3 cr
NUR 693	Ethical Considerations in HealthCare	3 cr
NUR 694	Health Policy, Politics and Nursing	3 cr
NUR 697 or 699	Graduate Capstone or Thesis	4-6 cr

In addition to the above core of 16-18 credits, the I-MS-Nursing will complete additional 19-23 credits (total 35-37 credits). Those additional credits will be selected with the student's career goals in mind, and may be in nursing, administration, public health, healthcare quality or other disciplines as appropriate. The following courses within the graduate nursing curriculum are available:

NUR 502	Family in Health and Illness	3 cr
NUR 503	Advanced Health Assessment	3 cr
NUR 507	Advanced Pathophysiology	3 cr
NUR 508	Advanced Pharmacology and Therapeutics	3 cr
NUR 512	Curriculum Development and Evaluation	3 cr
NUR 515	Measurement and Evaluation	3 cr
NUR 695	Special Topics in Nursing	1-3 cr

Courses also may be taken in related disciplines: Gerontology, Public Health, Social Work, Public Health, Nutrition, Healthcare Business & Management, Healthcare Leadership, Healthcare Quality & Patient Safety. The student's advisor will work with the student to define a program of study to meet student goals.

## Academic Advising

Students accepted into the School of Nursing Graduate Program are advised by the Graduate Program Coordinator. MSN-FNP students will transition their advisement to the FNP Track Coordinator when starting their clinical courses with NUR 503/531/532 Advanced Health Appraisal and Health Assessment.

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.

### STUDENTS WITH DISABILITIES

Students with disabilities who may need services or accommodations to fully participate in this class should contact Student Accessibility Services in 121 East Annex, 581-2319, as early as possible in the semester. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me 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 in the Fall 2022 semester and 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=34&navoid=643](http://gradcatalog.umaine.edu/content.php?catoid=34&navoid=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](http://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://www.nursingworld.org/coe-view-only), (2) National Student Nursing Association Student Conduct Code [nsna.org/nsna-code-of-ethics.html](https://www.nсна.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://www.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://www.сonduct.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/](https://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

### HEALTH

These are minimum graduate requirements; individual clinical sites may have additional requirements. All students in the graduate nursing program must submit a health history and undergo a physical exam, prior to entering their first clinical or practicum course in the program. For FNP concentration, students must complete prior to starting NUR 532. Students in the Nursing Education and Individualized concentrations must meet the history and physical and immunization requirements prior to starting their clinical practicums. BrightSpace Platform UMaine School of Nursing Clinical Communication 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://University of Maine) requirements for student immunizations prior to enrollment. Full immunizations are needed by FNP students prior to beginning clinical, or prior to beginning Nurse Educator or I-MSN practicum courses.

- 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.
- COVID-19 Vaccine---All students are required to complete the 2-shot Moderna or Pfizer COVID-19 vaccine, or the 1-shot Johnson and Johnson vaccine to participate in on-campus classes or clinical experiences. COVID-19 boosters approved by ACIP are strongly recommended and may be mandated by clinical agencies.
- 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.

**MANDATORY CCPS DOCUMENTATION (REQUIRED FOR ALL GRADUATE NURSING STUDENTS)  
INSTRUCTIONS CAN BE FOUND ON THE BRIGHTSPACE PLATFORM UMAINE SCHOOL OF NURSING  
CLINICAL COMMUNICATION.**

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

**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 graduate 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 I-MSN or Education 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 practicum start date, if their practicum will take place outside of their place of work.

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 Family Nurse Practitioner students must be licensed as a Registered Nurse in Maine prior to beginning the program and must maintain licensure throughout, the program of study. Other advanced nursing program students (Individualized and Nurse Educator with Healthcare Leadership) must maintain a State of Maine Registered Nursing license or a multistate compact license as a registered professional nurse. 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 placements, or potential APRN licensing.

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

All nursing 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 BrightSpace, UMaine School of Nursing Clinical Communication platform, two weeks before beginning the first nursing course.

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

All 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.

### **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.

### **FIELD EXPERIENCE FOR NURSE EDUCATOR STUDENTS**

Students are required to complete 210 hours of field experience activities. A minimum of 100 of these hours are to be supervised clinical experiences in a healthcare related setting of the student's choice. Students will identify a preceptor, minimally masters' prepared, with whom to partner for the field experience. In collaboration with the preceptor and course faculty, students will identify a project to be completed during the field experience. This project should allow students to gain new, in-depth nursing knowledge in a population of interest, which may be a specific group e.g. elderly, a specific condition e.g. heart failure, diabetes, or a specific setting e.g. oncology, primary care. The project also could be development and implementation of a clinical teaching strategy e.g. simulation to develop skills in assessing and prioritizing care of the deteriorating patient. For students in the education concentration, a minimum of 10 field experience hours will be accrued in simulation. Activities to meet the remainder of the mandatory hours will be negotiated with the student's preceptor and faculty member.

### **FIELD EXPERIENCE FOR MS-NURSING, INDIVIDUALIZED CONCENTRATION STUDENTS**

Students are required to complete 210 hours of field experience activities. Students will identify a preceptor, minimally masters' prepared, with whom to partner for the field experience. In collaboration with the preceptor and course faculty, students will identify a project to be completed during the field experience. This project should allow students to gain new, in-depth nursing knowledge in an area related to the student's focus e.g. nursing administration, population health.

### **CLINICAL DRESS CODE**

In all clinical 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 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 and clinical settings. Name tags can be purchased in the UMaine Bookstore. Contact Kaitlin Robinson at [kaitlin.b.robinson@maine.edu](mailto:kaitlin.b.robinson@maine.edu) for badge request form. Hospitals or healthcare centers 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.

#### *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 AND LABORATORY ATTENDANCE**

Attendance is required for all scheduled course, clinical and laboratory experiences. Nurse Practitioner students are expected to arrive on the days and times arranged with their clinical preceptor unless changes are made with mutual agreement of the student and preceptor. Missed clinical may result in insufficient hours to pass the clinical course. Absences will be individually addressed for each missed class, clinical 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 or laboratory experience are expected to notify the instructor and clinical agency before the clinical or laboratory time. Missing a class, clinical or laboratory experience may lead to failure to meet the course objectives and failure in the course. Any decision to cancel clinical 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 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, or lab date. Clinical and lab makeup shall comply with the expectations as stated in each Clinical 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 AND LABORATORY PREPARATION**

Students are expected to be prepared for their clinical 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 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.

### **MEDATRAX**

Medatrax is an informatics and data tracking system, which allows the graduate program the online capability to record, maintain, and review complex student clinical criteria through internet accessible data entry. Students with clinical courses, including practicum experiences, 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

## 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 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 preceptor is also responsible for evaluating the performance of the student's ability to fulfill predetermined clinical objectives.

- The clinical preceptor displays the following characteristics:
- Is an interested, experienced individual who supports the expanded role of the nurse.
- Is physically present in the clinical 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 services.
- 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, 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 performance.
- Evaluates the student's performance during and at the completion of the practicum and/or rotation. *(Adopted from Galeski)*

## Nurse Practitioner Student

Holds the primary responsibility of communicating with the program faculty and clinical preceptor in



preparation for and throughout the clinical experience rotation. The student is responsible for meeting all institutional and clinical practice site health and regulatory requirements to include confidentiality, HIPPA, security clearance as required by each clinical site. Students share their learning needs and objectives of the clinical 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%. There is a non-refundable fee of \$100 for the competency testing. Further information will be provided upon request.

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

Students with a previous Master of Science degree 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 MS-Nursing 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 [gradcatalog.umaine.edu/content.php?catoid=34&navoid=639](http://gradcatalog.umaine.edu/content.php?catoid=34&navoid=639)

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 Roberts 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**

Two students in the School of Nursing shall be selected as representatives to the regular faculty meeting of the School of Nursing.

### **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. EXPERT PAPER (NUR 697-4 CREDITS)**

This graduate capstone option allows the student to develop specialized knowledge in an area of interest. The expert paper will reflect knowledge acquired through critical analysis and synthesis of the literature as well as a variety of activities that promote professional development. Activities may include, but are not limited to, interviews with leaders in the field, participation or attendance in professional forums, and/or specialized clinical preceptorships. The intent is to develop expertise in a specialized area of study that connects theory, research and practice.

If you are interested in this option, please consult with your academic advisor as early in your program of study as possible. Specific guidelines will be negotiated between the student and advisor.

#### **3. SCHOLARLY PROJECT (NUR 697-4 CREDITS)**

The student who chooses this graduate capstone option will demonstrate mastery of specialized knowledge through development of a project that benefits the nursing profession or the population served by nurses in advanced roles. Scholarly projects include, but are not limited to, development and testing of a teaching or evaluation tool; development and implementation of a course; development, implementation, and evaluation of a website; or other substantial activity in the area of interest. An accompanying paper and poster presentation will provide a summary and critique of the process and outcome of the scholarly project.

If you are interested in this option, please consult with your academic advisor as early in your program of study as possible. Specific guidelines will be negotiated between the student and advisor.

#### 4. SYNTHESIS PAPER (NUR697-1 CREDIT)

For this option you would register for and take an elective course of your choosing. The elective course should be related to your specialty concentration (FNP, Educator, or Individualized MS) and needs to be approved by your academic advisor. This elective track course will form the context of your synthesis paper.

Once you have taken your elective course you will choose a capstone advisor from the school of nursing graduate faculty (1st reader) and register for NUR 697-1 credit. Your chosen capstone advisor must send an email to Cindy Therrien acknowledging acceptance as advisor before you can be registered and identifying the tentative title of your paper. You must choose a capstone advisor at least two semesters before your anticipated graduation date. Your capstone advisor will be the advisor you recognize at graduation. You should meet with your capstone advisor early on to discuss the focus of your synthesis paper. The synthesis paper demonstrates your knowledge of advanced nursing practice within the context of the elective course. See attached timeline for completion.

The synthesis paper should include at a *minimum*:

- 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 no later than the second month of the semester before your anticipated graduation date (October for May graduation). 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.

This paper must adhere to the editorial style of the Publication Manual of the American Psychological Association (7th ed.). At least one bound copy must be submitted at the conclusion of the scholarly work; your advisors may ask for a personal copy.

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. 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, your capstone advisor will submit a grade.

## **TIMELINE FOR CAPSTONE:**

### **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).

### **MAY GRADUATE TIMELINE**

#### 1. Previous spring:

- Choose capstone advisor AKA “first reader”; this will be the person you will acknowledge as your advisor on graduation
- Identify tentative topic
- Advisor sends email to Cindy Therrien agreeing to be first reader and listing tentative topic
- Cindy will then register you for NUR 697-1 credit for fall [Cindy will not register you without the email from your advisor]

\*\*Note NUR 697 can be taken earlier in the program if it fits with your schedule and credit load. You will still need an advisor and topic before you will be registered. If you do not complete the work in the semester you have registered for NUR 697, you will receive an “incomplete”, which will then be converted to a grade when the work is completed in order for you to graduate.

#### 2. Fall before graduation:

- Meet with capstone advisor and submit paper outline by the end of October
- Student and advisor agree upon timeline for completion of paper/project

3. Spring of graduation:

- Submit first draft of paper to advisor by the end of February
- Submit student symposium abstract draft to advisor by the end of February
- Submit symposium abstract by March deadline
- Identify “second reader”; approved by “first reader” and agreed to by “second reader”
- Submit symposium poster by April deadline
- Present poster at student symposium in April
- Submit final version of paper by end of April

\*Failure to follow this timeline may result in a delay in graduation

**UNIVERSITY OF MAINE  
SCHOOL OF NURSING  
GRADUATE PROGRAM  
SCHOLARLY PROJECT GRADING RUBRIC**

**SCHOLARLY PROJECT (NUR 697-4 CREDITS)**

The student who chooses this graduate capstone option will demonstrate mastery of specialized knowledge through development of a project that benefits the nursing profession or the population served by nurses in advanced roles. Scholarly projects include, but are not limited to, development and testing of a teaching or evaluation tool; development and implementation of a course; development, implementation, and evaluation of a website; or other substantial activity in the area of interest. An accompanying paper and poster presentation will provide a summary and critique of the process and outcome of the scholarly project.

If you are interested in this option, please consult with your academic advisor as early in your program of study as possible. Specific guidelines will be negotiated between the student and advisor.

	<b>POOR (7 POINTS)</b>	<b>FAIR (10 POINTS)</b>	<b>GOOD (12 POINTS)</b>	<b>EXCELLENT (15 POINTS)</b>
<b>Project Development</b>	The target population is poorly defined. Theory and research that support the project topic are not sufficiently analyzed, synthesized and applied. The focus cannot be ascertained from the information provided. Requires major restructuring.	The target project population could be more precisely defined. Theory and research that support the project topic are minimally analyzed, synthesized and applied. The focus is unclear. It is difficult to understand due to poor organization.	The target project population could be more precisely defined. Theory and research that support the project topic are analyzed, synthesized and applied but there are gaps. It would benefit from restructuring.	The target project population is clearly defined. Theory and research that support the project topic are analyzed, synthesized and applied. The focus is clear. It is well organized and easy to navigate.

<b>Project Implementation</b>	<b>POOR (7 POINTS)</b> Plans for implementation are not applicable to the project topic. The implementation plan lacks two of the 3 characteristics: (1) realistic, (2) clear and (3) well organized.	<b>FAIR (10 POINTS)</b> Plans for implementation are minimally applicable to the project topic. The implementation plan lacks two of the 3 characteristics: (1) realistic, (2) clear and (3) well organized.	<b>GOOD (12 POINTS)</b> Plans for implementation are applicable to the project topic but lack some clarity. The implementation plan lacks one of the 3 characteristics: (1) realistic, (2) clear and (3) well organized.	<b>EXCELLENT (15 POINTS)</b> Plans for implementation are applicable to the project topic. The implementation plan is realistic, clear and well organized.
	<b>POOR (7 POINTS)</b> The evaluation method is not supported by evidence. Execution of the evaluation method for the project is incomplete.	<b>FAIR (10 POINTS)</b> The evaluation method is minimally supported by evidence. Execution of the evaluation method for the project is incomplete.	<b>GOOD (12 POINTS)</b> The evaluation method lacks strong evidence. There is clear execution of the evaluation method for the project.	<b>EXCELLENT (15 POINTS)</b> A clear evidence-based evaluation method is developed and executed for the project.
<b>Project Evaluation</b>	<b>POOR (12 POINTS)</b> The target population for the project paper is poorly defined. Theory and research that support the project topic are not sufficiently analyzed, synthesized and applied. Does not make a meaningful attempt to explain or support ideas using articulate, academic language < 50% of the time. The focus cannot be ascertained from the information provided. Requires major restructuring.	<b>FAIR (17 POINTS)</b> The target population for the project paper could be more clearly defined. Theory and research that support the project topic are minimally analyzed, synthesized and applied. Inadequately or ineffectively explains and defends ideas using articulate, academic language 50% of the time. The focus is unclear. It is difficult to understand due to poor organization.	<b>GOOD (20 POINTS)</b> The target population for the project paper could be more clearly defined. Theory and research that support the project topic are analyzed, synthesized and applied but there are gaps. Each idea is thoroughly and insightfully explored, explained, and supported using articulate, academic language 80% of the time. The focus could be more precisely defined. It would benefit from restructuring.	<b>EXCELLENT (25 POINTS)</b> The project paper clearly defines the target population. Theory and research that support the project topic are analyzed, synthesized and applied. Each idea is thoroughly and insightfully explored, explained, and supported using articulate, academic language 100% of the time. The focus of the paper is clear, well organized and easy to navigate.
	<b>POOR (4 POINTS)</b> The poster is not well organized and is difficult to follow. Narrative is not legible from a distance of 3 feet. Graphics do not support the presentation.	<b>FAIR (6 POINTS)</b> The poster is not well organized and difficult to follow. Narrative is hard to read from a distance of 3 feet. Graphics are not applicable to presentation.	<b>GOOD (8 POINTS)</b> The poster is organized and somewhat easy to follow. Narrative cannot be read from a distance of 3 feet. Graphics add to presentation.	<b>EXCELLENT (10 POINTS)</b> The poster is well organized and easy to follow. Narrative is easy to read from a distance of 3 feet. Graphics enrich the presentation.
<b>Project Paper</b>	<b>POOR (4 POINTS)</b> Coherence of overall meaning unclear due to grammar, punctuation, capitalization, and spelling/word choice. Paper requires extensive editing/proofreading in this area.	<b>FAIR (6 POINTS)</b> Errors in grammar, punctuation, capitalization, and spelling/word choice make it necessary to reread sentences and/or sections to discern meaning.	<b>GOOD (8 POINTS)</b> Occasional errors in grammar, punctuation, capitalization, and spelling/word choice.	<b>EXCELLENT (10 POINTS)</b> No errors in grammar, punctuation, capitalization, and spelling/word choice.
<b>Project Poster</b>	<b>POOR (4 POINTS)</b> APA format: Greater than 5 errors.	<b>FAIR (6 POINTS)</b> APA format: no more than 5 errors.	<b>GOOD (8 POINTS)</b> APA format: No more the 2 errors.	<b>EXCELLENT (10 POINTS)</b> APA format: No errors.
<b>Grammar (sentence structure, subject/verb agreement, pronoun/antecedent agreement, etc.) Punctuation, capitalization, and spelling/word choice.</b>				
<b>APA Format</b>				

## EXPERT PAPER GRADING RUBRIC

### EXPERT PAPER (NUR 697-4 CREDITS)

This graduate capstone option allows the student to develop specialized knowledge in an area of interest. The expert paper will reflect knowledge acquired through critical analysis and synthesis of the literature as well as a variety of activities that promote professional development. Activities may include, but are not limited to, interviews with leaders in the field, participation or attendance in professional forums, and/or specialized clinical preceptorships. The intent is to develop expertise in a specialized area of study that connects theory, research and practice.

If you are interested in this option, please consult with your academic advisor as early in your program of study as possible. Specific guidelines will be negotiated between the student and advisor.

<b>Review of the Literature: Analysis and Synthesis Connecting Theory and Research</b>	<b>POOR (15 POINTS)</b> Analysis and synthesis of theory and research is not supported by evidence. The focus cannot be ascertained from the information provided. Requires major restructuring.	<b>FAIR (21 POINTS)</b> Analysis and synthesis of theory and research is minimally supported by evidence. The focus is unclear. It is difficult to understand due to poor organization.	<b>GOOD (24 POINTS)</b> Analysis and synthesis of theory and research is inconsistently supported by evidence. The focus could be more precisely defined. It would benefit from restructuring.	<b>EXCELLENT (30 POINTS)</b> Analysis and synthesis of theory and research is supported by strong evidence. The focus is clear. It is well organized and easy to navigate.
	<b>POOR (15 POINTS)</b> Application to practice is not supported by evidence. The focus cannot be ascertained from the information provided. Requires major restructuring.	<b>FAIR (21 POINTS)</b> Application to practice is minimally supported by evidence. The focus is unclear. It is difficult to understand due to poor organization.	<b>GOOD (24 POINTS)</b> Application to practice is inconsistently supported by evidence. The focus could be more precisely defined. It would benefit from restructuring.	<b>EXCELLENT (30 POINTS)</b> Application to practice is supported by strong evidence. The focus is clear. It is well organized and easy to navigate.
<b>Review of the Literature: Application to Practice</b>	<b>POOR (15 POINTS)</b> Application to practice is not supported by evidence. The focus cannot be ascertained from the information provided. Requires major restructuring.	<b>FAIR (21 POINTS)</b> Application to practice is minimally supported by evidence. The focus is unclear. It is difficult to understand due to poor organization.	<b>GOOD (24 POINTS)</b> Application to practice is inconsistently supported by evidence. The focus could be more precisely defined. It would benefit from restructuring.	<b>EXCELLENT (30 POINTS)</b> Application to practice is supported by strong evidence. The focus is clear. It is well organized and easy to navigate.
<b>Development and Support</b>	<b>POOR (10 POINTS)</b> Does not make a meaningful attempt to explain or support ideas using articulate, academic language < 50% of the time.	<b>FAIR (14 POINTS)</b> Inadequately or ineffectively explains and defends ideas using articulate, academic language 50% of the time.	<b>GOOD (16 POINTS)</b> Develops and supports key points using articulate, academic language 80% of the time.	<b>EXCELLENT (20 POINTS)</b> Thoroughly and insightfully explores, explains, and supports each idea using articulate, academic language 100% of the time.
<b>Grammar (sentence structure, subject/verb agreement, pronoun/antecedent agreement, etc.) Punctuation, capitalization, and spelling/word choice.</b>	<b>POOR (4 POINTS)</b> Coherence of overall meaning unclear due to grammar, punctuation, capitalization, and spelling/word choice. Paper requires extensive editing/proofreading in this area.	<b>FAIR (6 POINTS)</b> Errors in grammar, punctuation, capitalization, and spelling/word choice make it necessary to reread sentences and/or sections to discern meaning.	<b>GOOD (8 POINTS)</b> Occasional errors in grammar, punctuation, capitalization, and spelling/word choice.	<b>EXCELLENT (10 POINTS)</b> No errors in grammar, punctuation, capitalization, and spelling/word choice.
<b>APA Format</b>	<b>POOR (4 POINTS)</b> APA format: Greater than 5 errors.	<b>FAIR (6 POINTS)</b> APA format: no more than 5 errors.	<b>GOOD (8 POINTS)</b> APA format: No more the 2 errors.	<b>EXCELLENT (10 POINTS)</b> APA format: No errors.

## SYNTHESIS PAPER GRADING RUBRIC

### SYNTHESIS PAPER (3-CREDIT ELECTIVE + NUR 697 1-CREDIT)

This graduate capstone option allows the student take an elective course of your choosing. The elective course should be related to your specialty concentration (FNP, Educator, or Individualized MS) and needs to be approved by your academic advisor. This elective track course will form the context of the synthesis paper. The student who chooses this graduate capstone option 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 elective course. An accompanying abstract and poster presentation will provide a summary and critique of the process and outcome of the synthesis paper.

Synthesis Paper	<b>POOR (25 POINTS)</b>	<b>FAIR (33 POINTS)</b>	<b>GOOD (42 POINTS)</b>	<b>EXCELLENT (50 POINTS)</b>
	The target population for the synthesis paper is poorly defined. Theory and research that support the synthesis topic are not sufficiently analyzed, synthesized and applied. Does not make a meaningful attempt to explain or support ideas using articulate, academic language < 50% of the time. The focus cannot be ascertained from the information provided. Requires major restructuring.	The target population for the synthesis paper is poorly defined. Theory and research that support the synthesis topic are not sufficiently analyzed, synthesized and applied. Does not make a meaningful attempt to explain or support ideas using articulate, academic language < 50% of the time. The focus cannot be ascertained from the information provided. Requires major restructuring.	The target population for the synthesis paper could be more clearly defined. Theory and research that support the synthesis topic are analyzed, synthesized and applied but there are gaps. Each idea is thoroughly & insightfully explored, explained, & supported using articulate, academic language 80% of the time. The focus could be more precisely defined. It would benefit from restructuring.	The synthesis paper clearly states the issue/problem that is being explore including why it is a concern of the specialty track. The scope of the problem is explored with supporting evidence where appropriate. The concepts of the program are aligned with the elective course completed. The review of the literature includes a minimum of 10 peer-reviewed articles and other appropriate resources. The paper addresses how the content can be utilized by other professionals in the specialty track. Practice changes are recommended based on ethical, theoretical, and evidence-paced underpinnings. Additional research recommendations are addressed. Policy implications are outlined. Each idea is thoroughly & insightfully explored, explained, & supported using articulate, academic language 100% of the time. The focus of the paper is clear, well organized & easy to navigate.
	<b>POOR (10 POINTS)</b>	<b>FAIR (14 POINTS)</b>	<b>GOOD (16 POINTS)</b>	<b>EXCELLENT (20 POINTS)</b>
Does not make a meaningful attempt to explain or support ideas using articulate, academic language < 50% of the time.	Inadequately or ineffectively explains & defends ideas using articulate, academic language 50% of the time.	Develops & supports key points using articulate, academic language 80% of the time.	Thoroughly & insightfully explores, explains, & supports each idea using articulate, academic language 100% of the time.	
Synthesis Poster	<b>POOR (4 POINTS)</b>	<b>FAIR (6 POINTS)</b>	<b>GOOD (8 POINTS)</b>	<b>EXCELLENT (10 POINTS)</b>
	The poster is not well organized and is difficult to follow. Narrative is not legible from a distance of 3 feet. Graphics do not support the presentation.	The poster is not well organized and difficult to follow. Narrative is hard to read from a distance of 3 feet. Graphics are not applicable to presentation.	The poster is organized and somewhat easy to follow. Narrative cannot be read from a distance of 3 feet. Graphics add to presentation.	The poster is well organized and easy to follow. Narrative is easy to read from a distance of 3 feet. Graphics enrich the presentation.
Development and Support				

<b>Grammar (sentence structure, subject/verb agreement, pronoun/antecedent agreement, etc.) Punctuation, capitalization, and spelling/word choice.</b>	<b>POOR (4 POINTS)</b> Coherence of overall meaning unclear due to grammar, punctuation, capitalization, and spelling/word choice. Paper requires extensive editing/proofreading in this area.	<b>FAIR (6 POINTS)</b> Errors in grammar, punctuation, capitalization, and spelling/word choice make it necessary to reread sentences and/or sections to discern meaning.	<b>GOOD (8 POINTS)</b> Occasional errors in grammar, punctuation, capitalization, and spelling/word choice.	<b>EXCELLENT (10 POINTS)</b> No errors in grammar, punctuation, capitalization, and spelling/word choice..
	<b>APA Format</b>	<b>POOR (4 POINTS)</b> APA format: Greater than 5 errors.	<b>FAIR (6 POINTS)</b> APA format: no more than 5 errors.	<b>GOOD (8 POINTS)</b> APA format: No more than 2 errors.

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## School of Nursing Graduate Program

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