



School of Nursing | Undergraduate Program

Student Handbook

5724 DUNN HALL | ORONO, ME 04469
REV. 06/2023



Table of Contents

Accreditation and Handbook Information	1
UMaine Mission and Vision Statement with Land Acknowledgement.....	1-2
University of Maine School of Nursing History	2-3
Message from the Director	4
School of Nursing Mission and Vision Statement	5
UMaine School of Nursing Diversity, Equity & Inclusion Statement.....	5
UMaine School of Nursing WellNurseRoom.....	6
Introduction of Faculty and Staff	6-8
Student Communication Chart	9
University of Maine School of Nursing Leveled and Terminal Program Outcomes	9-13
Academics	13-27
Programs of Study	13
BSN Program of Study	13-15
Academic Advising	16
Academic Progression	16
Academic Contracts	16
Student Appeal Process	17
Program and Technical Requirements	18
Study Abroad Requirements	19
Academic Progression Requirements.....	19-23
Co-requisites and Withdrawals Guidelines	20
Medical Math Benchmarks	23
Kaplan Nursing Integrated Testing Program	24
The Learning Resource and Simulation Education Center	25-27
Professional Practice Policies & Guidelines	27
Professional Behavior	27
Social Media and Technology.....	27
Professional Clinical Practice.....	28
Unsafe Patient Care.....	29
Clinical Requirements	30
Health	30
Student Accessibility Services	30
Immunizations.....	30
Positive Tests PPD or BAMT	31
Student & UMaine Nursing Background Check	31
Background Check Approval	32
Child Protective Background Check.....	32
Cardio-Pulmonary Resuscitation (CPR) Certification	32
Infection Control and Blood Borne Pathogens.....	32
Clinical Placements	33
Clinical Dress Code	33
Clinical and Laboratory Attendance	34
Clinical and Laboratory Preparation	34
Army ROTC Partnership Requirements (NUR455)	35
Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking and Retaliation	36
Non-discrimination	35
Reporting Bias-Related Incidence or Hate Crimes	36
Professional and Clinical Violations.....	37-38
Procedure for Documenting Unsafe Clinical Practice/Behavior	39
Academic Requirements.....	39

The University of Maine is an EEO/AA employer 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).

Grades	39
Written Assignments	38
Academic Integrity	40
Graduation, Pinning, and RN Licensure	40
Graduation Requirements	40
Nursing Pinning Ceremony	40
RN License Application	40
Student Resources	41
Borrowing University equipment	41
Orono Student Nursing Association (OSNA)	41
Student Representative on School Committees	41
The Clery Act	41

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, DC 20001, 202-887-6791.

Handbook Information

The University of Maine School of Nursing (School of Nursing or SON) Undergraduate Student Handbook (this Handbook) is intended to provide undergraduate nursing students with pertinent information about the policies and procedures that govern the School of Nursing.

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

Rev. 6-01-2023

University of Maine Mission Statement and Vision 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.

UNIVERSITY OF MAINE LAND ACKNOWLEDGEMENT

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.

Link to the Memorandum: umaine.edu/nativeamericanprograms/wp-content/uploads/sites/320/2018/05/Penobscot-Nation-UMaine-MOU.pdf

University of Maine School of Nursing History

In 1938, the University of Maine began offering a 5-year program in liberal arts and nursing consisting of two years of liberal arts education, two years nursing training in a hospital diploma training program, and a final year of liberal arts education. This program was discontinued in 1957 with the establishment of a four-year program in nursing. The newly created School of Nursing became the first collegiate school in

the state of Maine. The purpose of the School of Nursing, approved by the University of Maine Board of Trustees (January 15, 1963) was to “provide a nursing education program on the baccalaureate level in the state of Maine with the realization that such education opportunity is available in other states and with the expectation the School will contribute to the improvement of nursing care in this state”. The school was housed administratively in the College of Arts and Sciences. Funding support for the new school came from a grant of \$93,000 from the philanthropist and politician Frances P. Bolton. The school began admitting students in the fall 1958 and was initially housed in 22 Merrill Hall, with Jean MacLean as its first director. 18 students were admitted into the first class in 1958, with 11 students graduating and getting their pins in the school’s first class in 1962. In 1963, the School of Nursing received accreditation by the Maine State Board of Nursing and in 1964 the school consolidated with the Maine Medical Center in Portland whereby the liberal arts of the university were combined with the clinical facilities of the Maine Medical Center.

The School of Nursing’s four-year program saw all courses, both general and nursing education, taught by university faculty. The first two years were spent on the Orono campus studying general education courses. The curriculum during the last two years concentrated on clinical courses in nursing and took place in regional hospitals: Eastern Maine General Hospital, Maine Medical Center, Thayer Hospital, McLean Hospital, Boston State Hospital, and field experience with the State Division of Public Health Nursing. While studying at the hospitals, students were housed in local facilities, including Simmons College while in Boston. In 1969, to provide better supervision of the nursing program closer to Maine Medical Center, the office of the director of the School of Nursing was relocated from the Orono campus of the University of Maine to the Portland campus. The school was administratively housed within the University of Maine in Portland. Pre-nursing majors at the University of Maine completed their freshman and sophomore years at the Orono campus, but then transferred to the University of Southern Maine to complete their junior and senior years. In the fall of 1982, a baccalaureate degree program in nursing was approved at the University of Maine’s Orono campus, in cooperation with Eastern Maine Medical Center. The program was designed in accord with the nursing program at the University of Southern Maine which was the lead campus of the University of Maine System in nursing education and accredited by the National League of Nursing. In the fall of 1983, the first group of forty-four nursing students registered in the new program. These students were able to complete their nursing degrees at the University of Maine, rather than having to go to the University of Southern Maine to complete their studies.

In 1987, the University of Maine School of Nursing separated from the University of Southern Maine under the directorship of Jean Symonds which allowed baccalaureate students to remain on the Orono campus for all 4 years of their studies. The School of Nursing consolidated its laboratory and offices and moved to Dunn Hall in 1995, having previously been in renovated College Avenue houses and the fourth floor of Chadbourne Hall. Also, in 1995 the University of Maine and Husson College/Eastern Maine Medical Center Schools of Nursing established Signa Proferre, a nursing honorary society. Signa Proferre became a chapter of Signa Theta Tau, the International Honor Society for Nursing. Following a university reorganization in 1996, the School of Nursing became part of the College of Business, Public Policy, and Health. Also, in 1996 faculty from the School of Nursing began to provide services at the Cutler Health Center. The School of Nursing received a grant in 1997 of \$310,234 from the U.S. Department of Health and Human Services for a project: “Nurse Practitioner, Nurse Midwifery Program.” The primary goal was to increase access of rural residents to primary care. By 1998 the School of Nursing had begun offering registered nurses an opportunity to earn a graduate degree in nursing. In 1999, students from the School of Nursing spent spring break in Nicaragua providing women’s healthcare in a clinic. In 2007, the School of Nursing became part of the College of Natural Sciences, Forestry, and Agriculture. The School of Nursing received in 2015 a two-year Advanced Education Nursing Traineeship (AENT) grant, funded by the Health Resources and Services Administration, Bureau of Health Professions. Funding covered tuition, fees, books and stipends for nurses enrolled in the MSN-Family Nurse Practitioner program.

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,

Kelley Strout, Ph.D., RN
Director, Associate Professor

School of Nursing Mission, Vision & Values 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

UMaine School of Nursing Diversity, Equity & Inclusion 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 SON 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.

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 quiet location to promote peaceful reflection and meditation. To support time for relaxation and stress relief, the SON 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 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.

Introduction of Faculty and Staff

Kelley Strout, Ph.D., RN

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 Faculty

Sarah Hanscome, MSN, RN

Lecturer of Nursing

Teaching Area: Medical-Surgical Nursing, Simulation

Areas of Interest: Simulation, Acute Adult Care

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

Lecturer in Nursing/Director of Learning Resource and Simulation Education Center

Teaching Areas: Maternal Newborn Nursing, Breastfeeding and Human Lactation, Simulation

Valerie Herbert, DNP, RN, CNE

Associate Professor of Nursing

Teaching Area: Senior Clinical Reflection Seminar, Senior Clinical Practicum,

Simulation and Nursing Informatics

Areas of Interest: Healthcare Informatics, Nursing Education, Leadership and Adult-Critical Care

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

Professor of Nursing, Graduate Program Coordinator

Teaching Area: Pharmacology

Area of Interest: cultural competency, public health nursing

Meryl McCarthy, MSN, APRN, CPNP

Lecturer in Nursing

Teaching Area: Pediatrics, Medical-Surgical Nursing

Area of Interest: Pediatrics, Health Promotion, Wellness

Kara O'Donnell, MSN, RN

Lecturer in Nursing

Teaching Area: Community Health

Area of Interest: Community Health Nursing, Emergency Nursing, Forensics Nursing

Kathryn Robinson, Ph.D., MHA/ED., RN

Associate Director, *Assistant Professor of Nursing*

Teaching Areas: Evidence-based Practice for Healthcare, Genetics/Genomics, Nursing Workforce, Social Determinants of Health

Areas of Interest: Genetics/Genomics in Nursing

Annie Smith, MSN, RN-BC, CNE

Lecturer of Nursing, Undergraduate Program Coordinator

Teaching Area: Psychiatric-Mental Health Nursing

Areas of Interest: Acute Adult Psychiatric Care, Forensic Nursing

Susan A. Tardiff, MSN, RN

Lecturer in Nursing/Director of Academic Advisory and Progression

Teaching Area: Pharmacology, Medical-Surgical Nursing

Area of Interest: Pharmacotherapeutics, Cardiac Care, On-line Education, First-Year Retention

Amanda Savage, DNP, MEd, BSN, RN

Assistant Professor of Nursing

Teaching Area: Simulation, Adult Health II

Area of Interest: simulation-based education

Mary Tedesco-Schneck, Ph.D., RN, CPNP

Associate Professor of Nursing

Teaching Area: Pediatrics, Nursing Education, Health Assessment

Areas of Interest: Adverse Childhood Experiences & Resilience, Pediatric Dermatology, Feminist Pedagogy

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 Faculty

Jordan Porter, DNP, APRN, FNP-BC

Lecturer in Nursing

Teaching Area: FNP Program, Pathophysiology

Area of Interest: Substance Use Disorder

Eva Quirion, PhD, APRN, FNP-BC

Lecturer in Nursing

Teaching Area: FNP Program

Area of Interest: Substance Use Disorder

Sean Sibley, MSN, APRN, FNP-BC, CNE, PhD (c)

Lecturer in Nursing, Family Nurse Practitioner Program Coordinator

Teaching Areas: Family Medicine, Health Assessment, Nursing Education

Areas of Interest: Geriatrics and Simulation in Nurse Practitioner Education

Professional

Amy Barnes, MSN, RN

Learning Resource Center Manager

Gwyneth Etsy-Kendall, M.S.

Student Success Coordinator, Advisor

Kaitlin Robinson, MSN, RN

Clinical Coordinator

Dyan Walsh, MSW

School of Nursing Project Manager

Classified Staff

Cindy Therrien

Administrative Specialist CL2

Emeritus Faculty

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

Associate Professor of Nursing

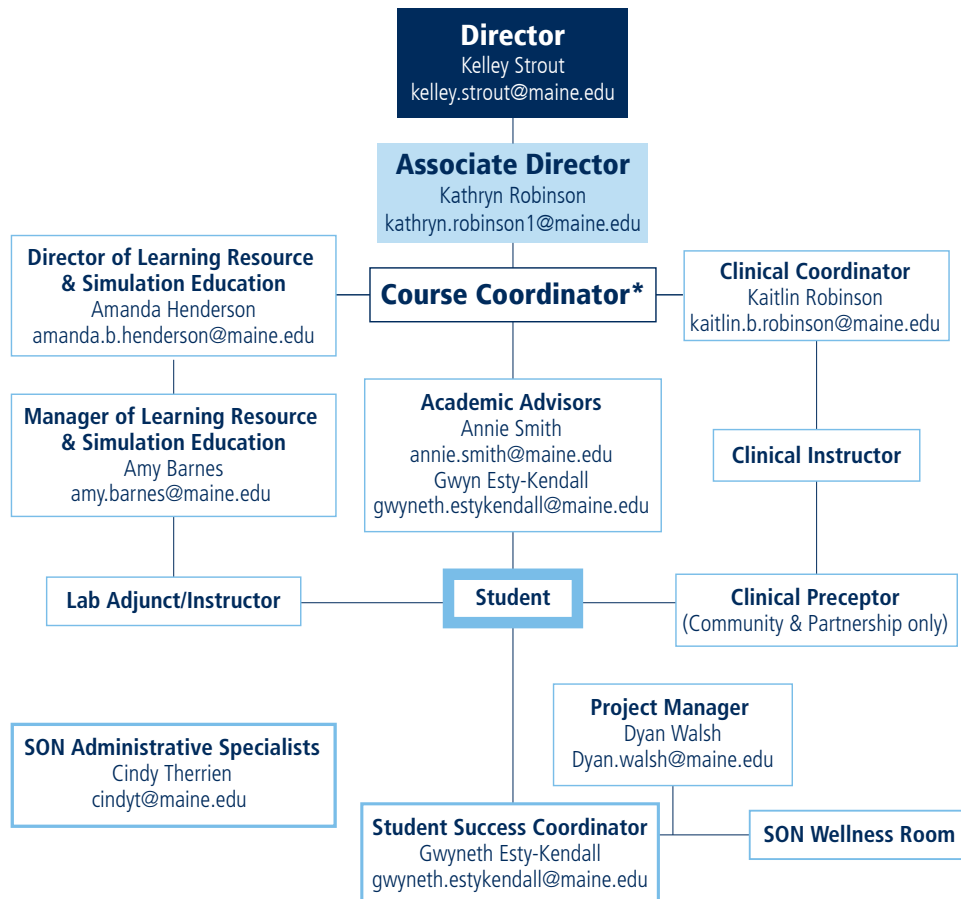
Teaching Area: Community Health Nursing, Leadership and Management Areas of Interest: Community/
Public Health, Gerontologic Nursing, Rural Health Environmental Health, Leadership/Management

Ann Sossong, PhD, 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

Student Communication Chart



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

University of Maine School of Nursing Leveled and Terminal Program Outcomes

Leveled program outcomes define outcomes students achieve at each level of the undergraduate nursing program at the University of Maine. The terminal outcomes are achieved at the senior level and define outcomes students achieve at the completion of the UMaine undergraduate nursing program.

Upon completion of the baccalaureate nursing program, the UMaine School of Nursing graduate:

- Cultivate reflective nursing practice by integrating knowledge from nursing, the liberal arts, and natural and social sciences to guide inquiry and clinical judgment.
- Evaluate the implementation of person-centered care at each stage of the nursing process utilizing a framework of scientific evidence, diversity, equity, and inclusion.
- Analyze issues encountered in population health and utilize the nursing process including stakeholders, and advocates for public policy, to create viable, sustainable solutions that consider population diversity
- Advance the scholarship of nursing by synthesizing the research on clinical problems, applying and

evaluating the best evidence. Synthesizes current literature/research to implement and evaluate clinical practice and care outcomes, and implement change in practice and patient outcomes.

- Contribute to a system-based culture of patient, provider, and work environment quality and safety in various healthcare settings informed by the current best evidence.
- Evaluate communication and strategies to create interprofessional partnerships with members of the healthcare team and other stakeholders to optimize health outcomes.
- Participate in evaluating system effectiveness and developing innovative and evidence-based practices to facilitate strategies to optimize care outcomes.
- Evaluate the use of informatics processes and technologies across various settings to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and regulatory standards.
- Cultivate a sustainable professional identity through ongoing reflective practice that promotes professionalism.
- Evaluates personal health and well-being, ongoing development of nursing expertise, and leadership in advancing the profession of nursing.

Freshman Level	Sophomore Level	Junior Level	Senior Level (Terminal Outcomes)
DOMAIN: KNOWLEDGE FOR NURSING PRACTICE			
CONCEPTS: CLINICAL JUDGMENT; DIVERSITY, EQUITY, AND INCLUSION; EVIDENCE BASED PRACTICE; HEALTH POLICY; SOCIAL DETERMINANTS OF HEALTH			
Understand that nursing is a unique and distinct discipline with its foundations in the liberal arts and natural and social sciences.	Consider how distinct nursing knowledge and knowledge from the liberal arts and natural and social sciences inform nursing practice.	Apply theory and research-based knowledge from nursing, the liberal arts, and natural and social sciences in the development of nursing practice.	Cultivate reflective nursing practice by integrating knowledge from nursing, the liberal arts, and natural and social sciences to guide inquiry and clinical judgment.
DOMAIN: PERSON-CENTERED CARE			
CONCEPTS: CLINICAL JUDGMENT; COMMUNICATION; COMPASSIONATE CARE; DIVERSITY, EQUITY, AND INCLUSION; EVIDENCE BASED PRACTICE; ETHICS; HEALTH POLICY; SOCIAL DETERMINANTS OF HEALTH			
Identify components of person-centered care at each stage of the nursing process, considering concepts of diversity, equity, and inclusion.	Acknowledge the importance of person-centered care at each stage of the nursing process, consider diversity, equity, and inclusion concepts, and recognize scientific evidence.	Apply concepts of person-centered care at each stage of the nursing process utilizing scientific evidence and awareness of diversity, equity, and inclusion.	Evaluate the implementation of person-centered care at each stage of the nursing process utilizing a framework of scientific evidence, diversity, equity, and inclusion.

DOMAIN: POPULATION HEALTH			
CONCEPTS: DIVERSITY, EQUITY, AND INCLUSION; ETHICS, EVIDENCE BASED PRACTICE; HEALTH POLICY; SOCIAL DETERMINANTS OF HEALTH			
Understand the foundation of population health and identifies factors that impact health equity.	Explore the relationships between population health, sociopolitical factors, and the impact of these relationships on health equity and population health outcomes.	Utilize the nursing process framework to create system-based action plans to focus on local, regional, national, and global solutions to address issues in population health.	Analyze issues encountered in population health and utilize the nursing process, including stakeholders and advocates for public policy, to create viable, sustainable solutions that consider population diversity.
DOMAIN: SCHOLARSHIP FOR THE NURSING DISCIPLINE			
CONCEPTS: CLINICAL JUDGMENT; DIVERSITY, EQUITY, AND INCLUSION; ETHICS, EVIDENCE BASED PRACTICE; HEALTH POLICY, SOCIAL DETERMINANTS OF HEALTH			
Describe the basic principles of the research process and the role of scholarship in nursing practice, policy, and education.	Utilize available nursing scholarship to integrate the best evidence into nursing practice.	Consider ethical behaviors in scholarly activities applied to the best evidence to clinical decision-making.	Advance the scholarship of nursing by synthesizing the research on clinical problems and applying and evaluating the best evidence. Synthesizes current literature/ research to implement and evaluate clinical practice and care outcomes and implement change in practice and patient outcomes.
Freshman Level	Sophomore Level	Junior Level	Senior Level (Terminal Outcomes)
DOMAIN: QUALITY AND SAFETY			
CONCEPTS: CLINICAL JUDGMENT; COMMUNICATION; ETHICS; EVIDENCE BASED PRACTICE; HEALTH POLICY; SOCIAL DETERMINANTS OF HEALTH			
Understand quality and safety principles applied to nursing practice in various healthcare settings.	Explore the nurse's role as a member of an interprofessional team in assessing, planning, implementing, and monitoring quality and safety measures in various healthcare settings.	Apply quality and safety in nursing practice in various healthcare settings informed by the current best evidence.	Contribute to a system-based culture of patient, provider, and work environment quality and safety in various healthcare settings informed by the current best evidence.

Freshman Level	Sophomore Level	Junior Level	Senior Level (Terminal Outcomes)
DOMAIN: INTERPROFESSIONAL PARTNERSHIPS			
CONCEPTS: CLINICAL JUDGMENT; COMMUNICATION; DIVERSITY, EQUITY, AND INCLUSION; EVIDENCE BASED PRACTICE; HEALTH POLICY			
Understand the principles and impact of interprofessional partnerships on health outcomes.	Explore the nurse's role in establishing interprofessional partnerships to impact team dynamics that influence health outcomes positively.	Apply the principles of communication and team dynamics to build interprofessional partnerships in various clinical settings.	Evaluate communication and strategies to create interprofessional partnerships with members of the healthcare team and other stakeholders to optimize health outcomes.
DOMAIN: SYSTEMS-BASED PRACTICE			
CONCEPTS: CLINICAL JUDGMENT; COMMUNICATION; ETHICS; EVIDENCE BASED PRACTICE; HEALTH POLICY; SOCIAL DETERMINANTS OF HEALTH			
Understand the various healthcare delivery environments across the continuum of care.	Apply knowledge of systems to work effectively across the continuum of care.	Utilize evidence-based methodologies to facilitate optimum system effectiveness in various healthcare settings.	Participate in evaluating system effectiveness and developing innovative and evidence-based practices to facilitate strategies to optimize care outcomes.
INFORMATICS AND HEALTHCARE TECHNOLOGIES (UNCHANGED FROM CURRENT OUTCOMES)			
Describe informatics processes and technologies and relates them to the delivery of safe and high-quality healthcare services with regard to best practice and regulatory standards.	Demonstrate the use of informatics processes and technologies in one setting to assist with delivering safe and high-quality healthcare services in accordance with best practices and regulatory standards.	Utilize informatics processes and technologies across two to three different settings to manage the delivery of safe and high-quality healthcare services in accordance with best practice and regulatory standards.	Evaluate use of informatics processes and technologies across a variety of settings to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and regulatory standards.
PROFESSIONALISM			
Identify core characteristics, values, and behaviors that promote the profession of nursing.	Describe the components of professional identity that support accountability to the individual, society, and nursing profession.	Demonstrate professional identity through accountability to individuals, society, and the profession	Cultivate a sustainable professional identity through ongoing reflective practice that promotes professionalism.

PERSONAL, PROFESSIONAL, AND LEADERSHIP DEVELOPMENT			
Describe the relationship between personal health and well-being, professionalism, and leadership.	Identify and demonstrate specific practices and behaviors that foster personal health and well-being, professional maturity, and a leadership capacity to advance the profession of nursing.	Espouse a commitment to personal health and well-being, ongoing development of nursing expertise, and leadership to advance the profession of nursing.	Evaluate personal health and well-being, ongoing development of nursing expertise, and leadership in advancing the profession of nursing.

Academics

Programs of Study

The School of Nursing encourages students to work with their academic advisors to choose a progression track that fits with their schedule(s). We offer:

- 1) The traditional 4-year (8 semester) track
- 2) Track designed for extracurricular activities (i.e. Athletes & ROTC) - “Not Just a Student”
- 3) Women, Gender & Sexuality Studies Minor
- 4) Honors College BSN track

BSN Program of Study

OPTIONAL NURSING ELECTIVES

- NUR 150 Use Mindfulness for Better Health – 1 credit
- NUR 165 Intro. to Care of the Older Adults – 1 credit
- NUR 160 Intro. to Human Genetics and Genomics for Healthcare Professions – 1 credit
- NUR214: Mindfulness Based Stress Reduction – 2 credits
- NUR 166 Informatics – 1 credit
- NUR 419 Introduction to Global Health – Field Experience – 3 credits

FIRST YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
BMB 207 Fundamentals of Chemistry	3	BMB 240 Microbiology	3
BMB 209 Fundamentals of Chemistry Lab	1	BMB 241 Microbiology Lab	2
BIO 100 Basic Biology	4	BIO 208 Anatomy & Physiology	4
FSN 101 Introduction to Nutrition	3	Math if needed or General Education	3
ENG 101 English Composition	3	NUR 102 Foundations of Nursing Practice I	2.0
NUR 101 Issues & Opportunities in Nursing	1	NUR 106 Foundations of Nursing Practice I Lab	0.5
Total	15	Total	14.5
SECOND YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
STS 132 Statistics	3	NUR 200 Care of Adults I	3
PSY 100 General Psychology	3	NUR 201 Care of Adults I Clinical	1.5
SOC 101 Introduction to Sociology	3	NUR 202 Application of Theory to Nursing Practice I	1.5
CHF 201 Introduction to Child Development	3	NUR 300 Health Assessment	3
NUR 103 Foundations of Nursing Practice II (<i>Online</i>)	3	NUR 308 Health Assessment Lab	1
		NUR 303 Pathophysiology (<i>Online</i>)	3
		NUR203 Dosage Calculation for Nurses	1
Total	15	Total	14

THIRD YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS

PHI Philosophy	3	NUR 413 Nursing Care Management of Woman, Infants & Families	3
NUR 301 Care of Adults II	3	NUR 414 Nursing Care Management of Woman, Infants & Families Clinical	1
NUR 306 Care of Adults II Clinical	2	NUR 340 Psych/Mental Health Nursing	3
NUR 302 Application of Theory to Nursing Practice II Lab	1.5	NUR 341 Psych/Mental Health Nursing Clinical	2
NUR 316 Pharmacology	3	NUR 415 Sociocultural Issues (<i>Online</i>)	3
General Elective (Writing, Arts, Nursing)	3	General Elective (Writing, Arts, Nursing)	3
		NUR 310 Evidence-Based Practice in Healthcare (writing intensive)	3
Total	15.5	Total	18
FOURTH YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
NUR 334 Care of Adults III	3	NUR 456 Professional Nursing Practice Through the Lifespan	3
NUR 335 Care of Adults III Clinical	2		
NUR 416 Nursing Care Management of Children & Families	3	NUR 455 Senior Clinical Practicum	5
NUR 417 Nursing Care Management of Children & Families Clinical	1	NUR 447 Clinical Reflections Seminar	1
NUR 452 Community & Population Health	3	NUR 444 Management & Leadership (<i>Online</i>)	3
NUR 453 Community & Population Health Clinical	1	General Education	3
NUR 435 End of Life Care (<i>Online</i>)	1		
Total	14	Total	15

Please see UMaine Nursing website for additional progression track pathways (e.g. “Not Just a Student” and “Women Gender & Sexuality Studies Minor”), and meet with your advisor if you have any questions.

Academic Advising

Students accepted into the School of Nursing have a designated Academic Advisor for the first three semesters who specializes in the general education curriculum requirements. They transition their advisement to a nursing-specific Academic Advisor in semester four who remains their advisor through completion of the program.

ACADEMIC PROGRESSION

Upon enrollment to the University of Maine BSN program, students are expected to take all coursework at the University of Maine. The BSN curriculum is designed to meet the expected learning outcomes at each level of the program sequence and the overall program goals. These goals are consistent with The Essentials of Baccalaureate Education in Professional Nursing Practice by the American Association of Colleges of Nursing (2008) and the School of Nursing mission. If the nursing student wishes to take a prerequisite course from another University of Maine System campus or from another institution, the student is required to work closely with their academic advisor to ensure course equivalency and transferability of credits prior to taking the course. “Prerequisite courses” refers to the prerequisite sciences and liberal arts courses. It does not apply to any NUR courses.

ACADEMIC CONTRACTS

Failure to achieve a 3.0 GPA after three semesters in nursing=dismissal.

Nursing students will be evaluated using the current University of Maine policies on Probation—Suspension—Dismissal related to academic performance as listed in the University of Maine Student Handbook. In addition, general appeal rights for students are outlined in the University of Maine Student Handbook.

Nursing students are required to achieve a minimum grade of C (77.0%) in all prerequisite courses. Students may repeat no more than two prerequisite courses, one time only, to improve their grades.

Nursing students may only take general elective courses on a pass/fail basis. Courses completed as part of the nursing degree are taken for a letter grade with the following exceptions: The School of Nursing adheres to the University policy for accepting College Level Examination Program (CLEP) exam scores (a minimum of 50 or higher) and for accepting Advanced Placement (AP) exam scores (a minimum of 3, 4, or 5) as meeting requirements for prerequisite course work. Examples of these include Biology, College Algebra, U.S. History, etc.

Students may repeat only one nursing course and may repeat that course one time only. Any student who fails to achieve a passing grade of “C” on the first attempt in another nursing course will be dismissed from the nursing major.

A student who needs to repeat a University of Maine course because they have failed to receive the minimum passing grade of C is required to repeat the course at the University of Maine. Equivalent courses taken at other colleges or universities will not be accepted in transfer.

Students who withdraw from NUR or other prerequisite courses may experience a delay in progression through the nursing curriculum.

Nursing courses are sequential; that is, mastery of the content in one course is required before progressing to the next course in the curriculum plan. For example, NUR 316 is required to be passed before progression into 2nd-semester third-year courses. Progression to the next semester is contingent on satisfactorily fulfilling all prerequisite courses. Course prerequisites are indicated in the University of Maine Undergraduate Catalog.

Course grades will be determined by course evaluation criteria outlined in individual course syllabi. Nursing students are required to achieve a minimum grade of 77% in each component of all NUR courses to progress in their program of study. **A 77% exam average AND 77% cumulative final course average is required in all NUR courses.**

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, are required to contact the College of Natural Sciences, Forestry, and Agriculture Associate Dean's office (207-581-3225) for guidance in this process. In addition, they are required to contact their School of Nursing academic advisor. A Leave of Absence beyond 2 years may require repeating of courses.

STUDENT APPEAL PROCESS

1. A student who wishes to appeal the School of Nursing programmatic academic action (For example, delayed progression, suspension, or dismissal from the program, removal from the lab or clinical site) is required to:
 - Communicate with their academic advisor as soon as possible for guidance regarding the academic appeal process and timeframe.
 - 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:
 - The committee will decide the appeal.
 - 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.
 - Students who have been suspended from the University are not guaranteed readmission to the School of Nursing
 - An interview with the appropriate nursing faculty advisor is required prior to re-admission to the Nursing major.
 - 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.
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.
 - 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.
 - A student who has been dismissed from the University is not guaranteed readmission.

Program Requirements

Program requirements include the technical requirements and the study abroad requirements.

TECHNICAL 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

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.

STUDY ABROAD REQUIREMENTS

Students who wish to study abroad during their academic studies must have achieved a cumulative 3.0 GPA when applying to study abroad. Grade point averages are calculated on courses completed at The University of Maine and do not include courses transferred from other colleges and universities.

School of Nursing students who meet the study abroad requirements may do so during the 3rd semester of the curriculum and/or any summer session. A student planning to study abroad must begin planning Freshman year working closely with their academic advisor and the [International Office](#).

ACADEMIC PROGRESSION REQUIREMENTS

Non-Nursing Courses

- Students are expected to achieve a “C”(77.00%) grade or better in all non-nursing courses (i.e. general education and nursing support classes) including those transferred once the student matriculates.
- Any general education or prerequisite course can be repeated, but only once, to achieve the necessary “C” grade or maintain a minimum 2.5 GPA.
- Course failures in any two non-nursing courses or a second course failure in the same non-nursing course results in program dismissal. Course failure is defined as less than a C (77.00%) in any non-nursing course, including those transferred in once a student matriculates; less than a C in any non-nursing course; or a second failure in the same non-nursing course; students who transfer in a failing non-nursing course grade will have this grade count as a course attempt.
- Students who withdraw from a non-nursing course must enroll in the course the next time it is offered. Withdrawal from the same course twice counts as a course failure. Students experiencing extenuating circumstances may be considered for an approved course withdrawal, which does not count against them, by writing an appeal to the Policy Advisory Committee as long as the appeal is made at the time of the occurrence and if the student is passing the course. Course withdrawal is not

granted retroactively after the final course grade is recorded.

Core-Nursing Courses (NUR)

- A grade of “C” or better (at least or equivalent to 77.00%) must be achieved in all core nursing coursework (labeled NUR). Students are expected to maintain their GPA for progression in the program (see GPA requirements).
- A student is only permitted to repeat one nursing course in the process of completing the BSN program. A “course” is defined as either didactic, laboratory or clinical-based course with the NUR designation. Students who receive a grade of “C- = (76.99%)” or below in a nursing course are required to repeat and achieve a passing grade before progressing to any course in the subsequent semester. The student may retake one course; however, if the student receives below passing in that course again (the second time), or subsequently falls below the 77% benchmark to pass any other nursing course, the student will be recommended for dismissal from the program.
 - Why Do You Need a >77%? “The public has a right to expect registered nurses to demonstrate professional competence through their careers (ANA, 2021, p.51).” Competency is an expected level of performance that integrates knowledge, skills, abilities, and judgements. Written examinations are one way nursing competency is measured. These examinations may include various question types and are one assessment tool faculty use to evaluate the development of learners. Exams are intentionally designed to assess course outcomes and are analyzed for statistical fairness. Faculty in the School of Nursing have determined from historical data that the benchmark of earning a >77% average on written examinations meets the level of competency needed for program progression. Nursing courses are intentionally leveled to develop nursing knowledge, skills, abilities, and judgements. Learners who do not meet this benchmark in a given course require additional engagement with the material to continue building a foundation for more success in the next level of nursing coursework. (American Nurses Association. (2021). Nursing: Scope and standards of practice, 4th ed. ANA.)
- At any point in the semester, if a student falls below the 77% benchmark for either a didactic or an associated lab or clinical course, students are required to meet with the course faculty and their academic advisor.

Co – requisites and Withdrawal Guidelines

- In all didactic courses associated with a laboratory or clinical course (e.g. NUR 200 with NUR201 and NUR202), students must meet a 77% benchmark in the entire grouping to continue academic progression. If students do not meet the 77% benchmark in the didactic course, the associated clinical and lab will need to be withdrawn. However, this will not count as three separate course withdrawals, but instead the entire grouping will count only as one withdrawal. Nursing students must meet or exceed the following academic requirements to progress to nursing (NUR) courses. Students are responsible for completing all pre-major and nursing courses at the designated class level before going on to the courses in the following semester.
- If a student chooses to withdraw before the end of the semester from a lab/clinical course associated with a didactic course because they are not meeting the 77% benchmark, they do not have to withdraw from the associated didactic course.
 - FUNDAMENTALS
 - If a student withdraws from NUR 102, they will be required to also withdraw from NUR 106. If a student has completed 3/4 of the NUR 106 lab curriculum when they withdraw

from NUR 102, they may stay in the lab despite withdrawing from the didactic course.

- If a student withdraws from NUR 106, they may stay in NUR 102.
- CARE OF ADULTS I
 - If a student withdraws from NUR 200, they will be required to also withdraw from the co-requisite lab, NUR 202, and corequisite clinical, NUR 201. If a student has completed 3/4 of the NUR 202 lab curriculum when they withdraw from NUR 200, they may stay in the lab despite withdrawing from the didactic course. If a student has completed 58 hours of the NUR 201 clinical when they withdraw from NUR 200, they may stay in the clinical, despite withdrawing from the didactic course.
 - If a student withdraws from NUR 202, they will be required to also withdraw from NUR 201. They may stay in the didactic course, NUR 200. If a student has completed 58 hours of the NUR 201 clinical when they withdraw from NUR 202, they may stay in the clinical, despite withdrawing from the lab course.
 - If a student withdraws from NUR 201, they may stay in the corequisite didactic courses, NUR 200 and NUR 300, as well as the corequisite labs, NUR 202 and NUR 308.
- HEALTH ASSESSMENT
 - If a student withdraws from NUR 300, they will be required to also withdraw from the co-requisite lab, NUR 308, and the corequisite clinical, NUR 201. If a student has completed 3/4 of the NUR 308 lab curriculum when they withdraw from NUR 300, they may stay in the lab despite withdrawing from the didactic course. If a student has completed 58 hours of the NUR 201 clinical when they withdraw from NUR 300, they may stay in the clinical, despite withdrawing from the didactic course.
 - If a student withdraws from NUR 308, they will be required to also withdraw from NUR 201. They may stay in the didactic course, NUR 300. If a student has completed 58 hours of the NUR 201 clinical when they withdraw from NUR 308, they may stay in the clinical, despite withdrawing from the lab course.
 - If a student withdraws from NUR 201, they may stay in the corequisite didactic courses, NUR 200 and NUR 300, as well as the corequisite labs, NUR 308 and NUR 202.
- CARE OF ADULTS II
 - If a student withdraws from NUR 301, they will be required to also withdraw from the co-requisite lab, NUR 302, and the corequisite clinical, NUR 306. If a student has completed 3/4 of the NUR 302 lab curriculum when they withdraw from NUR 301, they may stay in the lab despite withdrawing from the didactic course.
 - If a student withdraws from NUR 316, they will be required to also withdraw from the co-requisite lab, NUR 302, and the corequisite clinical, NUR 306. If a student has completed 3/4 of the NUR 302 lab curriculum when they withdraw from NUR 316, they may stay in the lab despite withdrawing from the didactic course.
 - If a student withdraws from NUR 302, they will be required to also withdraw from NUR 306. They may stay in the didactic courses, NUR 301 and NUR 316.
 - If a student withdraws from NUR 306, they may stay in both didactic courses, NUR 301

and NUR 316, as well as the lab corequisite, NUR 302.

- CARE OF ADULTS III
 - If a student withdraws from NUR 334, they will be required to also withdraw from the corequisite clinical, NUR 335.
 - If a student withdraws from NUR 335, they may stay in the didactic course, NUR 334.
- MENTAL HEALTH
 - If a student withdraws from NUR 340, they will be required to also withdraw from the corequisite clinical, NUR 341.
 - If a student withdraws from NUR 341, they may stay in the didactic course, NUR 340.
- WOMEN, INFANTS & FAMILIES
 - If a student withdraws from NUR 413, they will be required to also withdraw from the corequisite clinical, NUR 414.
 - If a student withdraws from NUR 414, they may stay in the didactic course, NUR 413.
- NURSING CARE MANAGEMENT OF CHILDREN AND FAMILIES
 - If a student withdraws from NUR 416, they will be required to also withdraw from the corequisite clinical, NUR 417.
 - If a student withdraws from NUR 417, they may stay in the didactic course, NUR 416.
- COMMUNITY AND POPULATION
 - If a student withdraws from NUR 452, they will be required to also withdraw from the corequisite clinical, NUR 453.
 - If a student withdraws from NUR 453, they may stay in the didactic course, NUR 452.
- Since nursing courses are sometimes only offered once a year and follow a defined sequence, students sometimes may need to wait until the following year to repeat a course. In these circumstances, the student will work closely with their assigned advisor to tailor their individualized progression plan.
- Since some nursing courses are only offered once a year, nursing students should not drop coursework without first discussing the impact of doing so with the academic advisor. Dropping a class, particularly in the last two years of study, can result in a delay in degree completion.
- Students who did not meet the 77% benchmark in one course will be required to meet with their academic advisor(s) and course faculty to develop an individualized remediation and success plan to strengthen their ability to be successful in the program. The plan will include actions they need to take to ensure successful completion of that course. Students will be directed to additional resources, such as but not limited to: counseling, Title IX, tutor center, student success/wellness coordinator, peer tutoring etc.
- Faculty may ask the Nursing Policy Advisory Committee (PAC) to review a student's record on the basis of classroom and/or clinical performance, professionalism, attendance or tardiness. The committee may choose to put the student on probation, make conditional requirements, or recommend dismissal from the program. If a student is dismissed, the student will receive a letter

from PAC (via email) stating the action of the committee and a copy added to the student's file. This letter will direct the student to Samantha Wheeler, Academic Advisor for NSFA to explore other majors.

- Appeals of the dismissal letter - See "Student Appeals Process" on page 18 and page 36, step 6 of this handbook for further details.
- Students that withdrawal from a didactic and/or associated lab/clinical will not count as two-three separate withdrawals, rather just one withdrawal for the entire grouping.

Successful nursing students will meet or exceed the following academic requirements to progress to nursing (NUR) courses.

To progress to NUR 102, NUR 106, and NUR103:

- Achieve a minimum cumulative Grade Point Average (GPA) of 2.5
- Achieve a minimum Science GPA of 2.5
- Earn no less than a grade of "C" in any required coursework
- To progress to NUR 200 and higher-level nursing courses:
 - Achieve a minimum cumulative GPA of 3.0
 - Achieve a minimum cumulative GPA of 3.0 in the following science courses: BMB 207/209, BIO 100, BMB 240/241, and BIO 208
 - Earn no less than a grade of "C" in any required coursework.
- Complete 47 credit hours
- Complete all science, math, and social science prerequisite courses for the nursing major

These grade point averages are calculated on courses completed at The University of Maine and do not include courses transferred from other colleges and universities.

Medical Math

Why is Medical Math Important? Medication knowledge and dosage calculation is critical to patient safety. Medication errors cause at least one death every day in the U.S. (WHO, 2017). Nurses have a serious duty to ensure patient safety and prevent harm through the careful administration of medications. Clinical agencies such as hospitals have strict policies and competencies for student nurses and newly hired nurses to pass prior to administering medications. Therefore, the School of Nursing has developed the medication math component to review prior math knowledge and build upon that in the context of medication administration and associated nursing care.

MEDICAL MATH BENCHMARKS REQUIRED FOR ACADEMIC PROGRESSION:

- Assessment methods of math competency for progression is at the discretion of the course faculty as noted in the course specific syllabi.
- NUR203: Dosage Calculation for Nurses is a 1.0 credit required course during the 4th semester. A cumulative course average of 77.0% and a 85% average on medication math quizzes/exams are

required for progression in the nursing program. Failure to meet this benchmark will result in a remediation course and possible progression delay.

These benchmarks are consistent with the guidelines set forth by the University that students must pass a math requirement for the quantitative literacy of Maine degree requirements.

A medication math exam will be required in all clinical courses in which students are administering medications. Students will be required to meet specific benchmarks, per individual course syllabi and hospital policies in order to remain in the clinical course. In some hospital settings, sStudents who do not meet the benchmark may have the opportunity to remediate and retake the exam. Students are expected to review course syllabi for details.

Students who do not meet the med math benchmarks will be required to meet with their academic advisor to discuss withdrawing from the course and the impact on corequisites and academic progression.

Kaplan Nursing Integrated Testing Program

The School of Nursing has contracted with Kaplan Integrated Testing and NCLEX-RN Review to provide UMaine nursing students with access to resources that support success in nursing school. The Kaplan Integrated Test (IT) scores are benchmarks for the curriculum and are mandatory for clinical courses and other key nursing courses. IT examinations are proctored examinations monitored by the School of Nursing and Kaplan Nursing. The Kaplan exams are administered to School of Nursing pre-licensure nursing students to assess whether each student has acquired the necessary skills and knowledge to successfully pass the respective content areas on the NCLEX-RN. These tests are administered as coursework is completed and at the end of the program.

- Participation in the Kaplan testing program is mandatory for all prelicensure nursing students. This will provide access to these resources for the duration of the BSN program and immediately upon graduation.

Students will complete an Integrated Kaplan Exam at the end of most courses in the curriculum. The Integrated Exam is a comprehensive evaluation of students' knowledge and understanding of the content covered in the associated course and previous courses and applying and analyzing this knowledge. To adequately prepare for the Kaplan Integrated Exams, students need to complete the following:

- Complete the Nursing School Success Resources in your Kaplan online resources
- Stay current on all course reading assignments
- Complete all practice questions and quizzes assigned by course faculty
- Attend all classes, clinical rotations, and simulations
- Complete all assigned focused-review tests in Kaplan
- Remediate assigned focused-review questions and retake the tests
- Read content associated with this course in your Kaplan Basics Textbook

In addition, each faculty will integrate other Kaplan student success resources into courses.

Kaplan Integrated Exams will count as an assignment grade for courses that use Kaplan at the discretion of the instructor. The percent effort allocated for each activity may vary across courses. Each course in which a

Kaplan Integrated Exam is administered has a different Target Score.

The Integrated Exams are nationally normed, which means students' performance is compared to a representative sample of nursing students across the country. To adequately prepare for NCLEX and safe nursing practice, students are expected to remediate items on the Integrated Exam answered incorrectly. Students' remediation time and activities are tracked within the Kaplan website.

- Students are expected to be present on the days in which the respective Kaplan Level/Course examinations are administered. Students may not lobby to pressure faculty or other students to change test dates. Tests are generally scheduled at the beginning of each semester, and students must plan personal commitments and travel so that they can attend the examination. The course syllabus for any given semester will contain the exact date when the Kaplan Level/Course Examination will be administered.
- To assure the success of each student in taking the Kaplan course/level examinations, Kaplan has made available online practice examinations and remediation tools. Students should refer to the Kaplan website to access and take these practice exams, which are referred to as Focused Review Tests.
- If any questions or concerns/need help, please contact Customer Care Center at 1-877-572-8457 or you can email integrated.support@kaplan.com.

Mission of the Learning Resource and Simulation Education Center

The mission of the Learning Resource and Simulation Education Center (LRC) is to provide a collection of resources and space to support the clinical learning needs of the curriculum of the School of Nursing and to serve the University of Maine community. These resources are specific to meet the needs of active learning in the areas of health assessment, medication administration, skilled nursing care, therapeutic communication, clinical judgment, and critical thinking for the purpose of competency-based assessments to meet program level outcomes. 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 OF OPERATION

The exact hours of operation of the LRC will vary each semester, based on needs of the programs.

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, staff, and schedule of laboratory courses. Additional hours will be published each semester and made available to faculty and students.

Open Lab: The labs are usually open to all students on Fridays, 9a-12p, for the purpose of practicing clinical skills. Additional hours may be available upon request. Contact the LRC manager in advance for space availability.

Tours of the LRC are commonly scheduled in advance for prospective students, faculty, administration or donors. They are most likely to occur during the designated open lab times for Open House or Admitted Student Days, but not always.

Tours will not be permitted during simulation experiences or competency testing.

Director of the Learning Resource Center: Amanda Henderson, MSN, RNC-MNN, IBCLC, CCE, Office: 232 Dunn Hall, Phone: 207.581.2588, Email: amanda.b.henderson@maine.edu

Manager of the Learning Resource Center: Amy Barnes, MSN, RN, Office: 129 Dunn Hall, Phone: 207.

581.3484, Email: amy.barnes@maine.edu

Lab Technician(s): Nursing Student, Assists with lab access, equipment, and maintenance, Office: 134J
Dunn Hall

LOCATION/SPACE

The physical space that is regarded as the LRC is primarily located on the first floor of Dunn Hall (rooms 112/114, 115, 124/128, 130, 140, 142, & 144) with the exception of room 217 on the second floor.

DRESS CODE

Students are expected to dress professionally for all lab experiences.

Specific expectations will be described in each course syllabus and typically follow the expectations required for in-person clinical experiences.

CODE OF CONDUCT

Students are expected to conduct themselves in a professional manner during all laboratory experiences – language, confidentiality, and mutual respect.

Attendance is mandatory for all assigned laboratory and simulation experiences.

Students are expected to do a “last look” before leaving any lab to return supplies and equipment to where they found them (i.e. bed low, side-rails up, and linens made), dispose of trash, and remove personal belongings.

The use of mobile phones is prohibited during skills and simulation laboratory sessions.

Students should refer to individual course syllabi for specifics related to all lab experiences for the course they are currently enrolled in. Course related questions should be directed to course faculty.

SAFETY

All medications, intravenous fluids, and related equipment provided for laboratory experiences are placebos and/or not intended for human use.

The use of needles, syringes, and IV equipment should be under the direct supervision of Nursing Faculty or LRC Staff.

Any injury in the lab should be reported to faculty/staff and the LRC manager. An incident report needs to be completed & 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, room 140, and the simulation control room in room 124/128.

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 must 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 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, must 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 and 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.

ETHICS

Students are expected to maintain the privacy and confidentiality of any standardized patients, their peers, and competency or simulation course content. The use of social media, taking photos, and/or posting any identifiable information is strictly prohibited. Any violation of this policy will be regarded as a HIPPA violation and result in disciplinary action.

The LRC is considered a safe space for the purpose of developing and demonstrating professional nursing practice. Every effort will be made by faculty and staff to create this type of learning environment.

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

Professional Practice Policies & Guidelines

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.

Students are expected to have behaviors that are consistent with the ANA Standards of Professional Practice and ANA Code of Ethics: [American Nurses Association Code of Ethics for Nurses](#)

Examples of Sample Behaviors:

- A. Professional work ethic – punctuality, respectful to patients and staff, always “do the extra miles for everything”, a role model to other students, sets aside cell phone during clinical rotation.

- B. Shows confidence with patient care. Willingness to speak up and ask for help when needed.
- C. Maintains composure during daily practice and in difficult circumstances, honest to staff and preceptor/instructors, reports any error and always translates learning from errors to improve clinical practice
- D. Uses therapeutic communication
- E. Understands and follows HIPAA regulations

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 University of Maine School of 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](#), 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) [National Student Nursing Association Student Conduct Code](#), (2) [International Council of Nurses Code for Nurses](#), and (3) [Law Regulating the Practice of Nursing for the State of Maine](#).

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:

- Practice within the evidence-based standards of care published by professional nursing organizations;
- Adhere to the policies & procedures of the site to which they are assigned for clinical rotations;
- Practice within the scope of the student nurse role (skills, procedures, etc.);
- Promote & maintain patient rights, ensuring the client's right to privacy;
- Utilize social media in a professional manner that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice;
- Promote and maintain a high standard of civil, respectful, and professional conduct in all academic, lab, and clinical interactions;
- Safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practices of any person;
- Assume responsibility and accountability for individual nursing judgments and actions;
- Abide by the [ANA's Code of Ethics for Nurses](#) and the [NSNA Student Conduct Code, State and Policies Governing Professional Practice](#);
- Follow the policies and expectations as outlined in specific course syllabi; and
- Abide by the rules and expectations as outlined in the University of Maine System Student Conduct Code, this University of Maine Undergraduate School of Nursing Student Handbook, and all applicable [University of Maine academic policies](#).

Unsafe patient care may occur when the student practices outside of the role and standards of practice for a 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 administration or discontinuation without approval and supervision (including programming of pumps or silencing alarms)
- 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](#))
- 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)
- 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, attempts to secure another clinical placement will not be possible, and this will result in a failing grade for the clinical experience.
- In the event that the 'unsafe patient care' is not due to the student, the Clinical Coordinator along with the Director of Nursing will work to secure a new clinical site for the student.
- In an event where a student may be subjected to incivility, bullying, and/or unsafe patient care practices etc., the student is to contact their course coordinator within 24-48hrs of the incident. The student will be expected to email a detailed report of the incident to their course coordinator and the Associate Director of the School of Nursing within this time frame. A meeting will be required to discuss the event and next steps.

Clinical Requirements

HEALTH

Each student will submit a health history and undergo and submit a one time physical examination before entering the first clinical course in the program, NUR201. Health examination forms are located on the Brightspace platform UMaine School of Nursing Clinical Communication. This examination aims to verify the student is in a state of mental and physical health compatible with the responsibilities of nursing practice. Students are required to coordinate this with their provider. Documentation of physical examination and additional health requirements listed below are required to be submitted at least two weeks before the start of 201 and annually thereafter (for certain immunizations), by the deadline set by the clinical coordinator. Expired records not renewed by the deadline will result in an incident report and points taken off the final clinical grade. **Failure to provide the required documentation by the clinical start date will result in removal of enrollment from the clinical course and potentially delay progression.**

These items are the minimum requirements and clinical facilities may require further criteria for clinical eligibility.

Annual physicals are not required but any change in health status will require a renewal and up to date physical with documented clearance to return to clinical.

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](#) to discuss the possibilities for reasonable accommodation.

IMMUNIZATIONS REQUIRED FOR UMAINE NURSING STUDENTS

Each student must comply with the Maine immunization law for post-secondary students and the University of Maine requirements for student immunizations. The list of immunizations below are required for entry into UMaine nursing. Students are required to submit documentation for all of the following items to **Verified Credentials** for clinical eligibility.

To be enrolled in the School of Nursing at UMaine, all students will be required to provide evidence that they are fully vaccinated against COVID-19 in accordance with the highest requirement via the CDC, state, facility, and University. For more information, please [click here](#) to review Maine Law.

*Definition of fully vaccinated for COVID: “Fully Vaccinated: This is defined as completing the primary vaccine series doses in a two-dose COVID-19 vaccine series, such as the Pfizer or Moderna vaccines, or completing a single-dose COVID-19 vaccine, such as Johnson & Johnson’s Janssen vaccine.

*Disclaimer: These are minimum requirements. Some hospitals may require an additional booster.

* Note: The University will accept vaccines that are fully approved by the FDA, or approved under the FDA emergency use authorization, or approved by the World Health Organization (WHO).”

- 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 NUR 201. Three dose series need to be completed prior to entry into NUR 306 clinical.
- 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.
- COVID – 19 – Fully Vaccinated (Please see above)
- Tuberculosis: Students are required to complete baseline screening for Mycobacterium tuberculosis infection through one of the following:
 - A two-step tuberculin skin test (PPD). Please look on the Brightspace clinical platform to learn what a two-step PPD requires.
 - 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.

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 (found on the Brightspace platform UMaine School of Nursing Clinical Communication) 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. **These are minimum requirements; individual clinical sites may have additional requirements.**

STUDENT BACKGROUND CHECK

All students are still required to complete a Nursing Background Check prior to NUR 201.

The nursing background check process is through Verified Credentials. Students in **NUR 106** will be required to create an account through scholar.verifiedcredentials.com/maine. Verified Credentials is the Compliance Tracking Software the School of Nursing uses for Health Exam, Immunization, CPR Certification, and Background Check Verification. Students must create their account on Verified Credentials and order the [Background Check & Additional Requirements - BSN Program \(\\$108\)](#) the semester prior to starting their clinical course NUR 201. A specific code will be shared with you through Brightspace by the Clinical Coordinator.

UMaine Nursing Background Check

- a) Nationwide Sex Offender
- b) County Criminal Search
- c) Maine Statewide Search
- d) Nationwide Criminal Search
- e) Healthcare Exclusion List (OIG, GSA, OFAC Searches)

Background Check Approval

The student is responsible for initiating the background check during their NUR 106 course by the date designated by the Clinical Coordinator. Internal or external transfer students are responsible for initiating the CBC procedure during their first semester as a nursing major. Information will be provided to transfer students at time of admission. The student assumes all costs of the CBC.

The results of the background check are shared with the Clinical Coordinator and the School of Nursing, upon student approval. A flagged report must be shared with the health care agency where the student was to be placed for their clinical experience.

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, and 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 BSN Nursing Education, please note that students who slow their progression, may need to repeat the background check, based on facility requirements.

Child Protective Background Check

All students in NUR 306 will complete Child Protective Screening, prior to their Mental Health Clinical rotation. The cost of the CPS Background Check is \$15 and is at the cost of the student.

Detailed instructions for all Background Check procedures can be found on the Brightspace platform UMaine School of Nursing Clinical Communication.

CARDIO-PULMONARY RESUSCITATION (CPR) CERTIFICATION

All students are required to be certified in cardiopulmonary resuscitation (CPR) before enrolling in NUR 201 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 **Verified Credentials** two weeks before beginning NUR 201 and kept compliant before expiration of current record within Verified Credentials

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

Every effort is made to register students at their preferred times and geographic location for clinical experiences. However, because of the complexity involved in scheduling, the School of Nursing reserves the right to adjust clinical schedules as necessary.

Students are responsible for providing their transportation to and from all assigned clinical sites.

Students are not allowed to transport patients/clients in personal vehicles under any circumstance.

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. We strive to honor and be inclusive of our students’ identities and traditions. Our policies are put in place to balance the safety and hygiene requirements of local clinical facilities. We always aim to keep you, the student, and patients safe. Students with specific uniform needs should contact your course coordinator or clinical coordinator for cultural and religious accommodations

Required uniform items include:

- Closed-toed white shoes
- Watch
- School Emblem Patch on the left sleeve of scrub top
- Ceil Blue scrub top and Ceil Blue scrub pants
- Navy School of Nursing Jacket
- Khaki pants (NUR453)
- White or navy shirt (NUR453)
- Student name tags, identifying them as a University of Maine student, will be worn at all times in the lab and clinical settings. Name tags can be purchased in the UMaine Bookstore. Please review the three step process for name tags on the BrightSpace Clinical Communications Hospitals or healthcare centers may require an additional name badge. Hospitals or healthcare centers may require an additional name badge.
- A ceil scrub top with ceil blue bottoms uniform are required in all NUR lab courses and clinical sites (with the exception of NUR106 where it is optional to wear scrubs, otherwise business casual will be accepted). Students are required to wear the UMaine School of Nursing Emblem on the left sleeve of the ceil blue scrub top, and the UMaine School of Nursing name tag by the left shoulder. Scrubs, when needed, such as in the OR and PACU, are available at individual hospitals. A hospital ID badge must be worn at all times and positioned above the waist. Students are to follow the clinical site dress code as well as the School of Nursing policies.

CLINICAL AND LABORATORY ATTENDANCE

Attendance is mandatory for all scheduled clinical and laboratory experiences to meet the required hours established by the School of Nursing and approved by the national accreditation agency, the Commission on Collegiate Education, and the Maine State Board of Nursing. Absences will be individually addressed for each missed clinical and laboratory experience. Clinical and laboratory schedules should be prioritized; appointments, work, meetings, and/or other personal events should be scheduled outside lab and clinical hours. Excused absences will be granted in extraordinary circumstances and do not release the student from completing the required hours and experiences. Students who must miss a clinical or laboratory experience are expected to notify the instructor and/or preceptor and course coordinator before the clinical or laboratory start time. Missing a clinical or laboratory experience without advanced communication may lead to an inability to meet the course objectives and the ability to meet the passing standards established for 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.

If a student's clinical performance is unsafe, the student will be sent home from the clinical area. This will be considered an unexcused absence and will be reflected in the students professionalism grade as defined in their course syllabus.

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. 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 581-1226.

CLINICAL AND LABORATORY PREPARATION

PRE CLINICAL DOCUMENTATION

Students are expected to complete all pre-clinical requirements prior to the semester start date. Documentation includes but is not limited to: the annual code of conduct, clinical ticket(s) for each clinical assignment, site specific clinical paperwork (if applicable), site specific computer training (if applicable), and fit testing for N95 mask PPE. This list is subject to change based on the clinical site requirements and updated requests will be communicated to students with a submission deadline.

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. Clinical assignments may be posted on the day before the clinical experience. Students are responsible for individual preparation, including any extra assignments as determined by their instructor. Appearance is required to be professional at all times. Students are required to wear the UMaine School of Nursing jacket, ceil blue top and pants with a name tag and school emblem patch when researching their patient assignment before the clinical shift. Jeans, sweat pants, yoga pants, shorts, bare feet, sandals, and/or sneakers are not acceptable examples of attire. Students will be asked to leave the site if not dressed professionally.

Each student is expected to utilize the Open Lab hours in the Skills Lab in order to become proficient in all skills. Clinical courses require the demonstration of proficiency in particular skills and are graded.

Each student is expected to utilize their lab kit when practicing in Open Lab sessions.

Faculty may request that the student return to the clinical laboratory for practice to gain proficiency. Inability to demonstrate proficiency in an assigned skill during return demonstrations may result in the student being excluded from the associated clinical experience and/or failing to meet the course objectives.

Important Safety Notice: The equipment, solutions and drugs in the skills laboratory and in the student lab kits are not sterile. These items are for simulation manikin use only and should never be used on a human.

ARMY ROTC PARTNERSHIP REQUIREMENTS (NUR 455)

The UM senior nursing student matriculated as a U.S. Army ROTC Nurse Cadet and met the criteria listed below may reduce NUR 455 partnership hours by 20% (38 hours) to acknowledge prior learning through a military clinical experience.

CRITERIA:

- UM BSN student/U.S. Army ROTC Nurse Cadets are required to complete a (3-4 week) summer training for Nurse Cadets in the semester before their senior year.
- Student cadets are required to achieve a final summative rating of Proficient or higher by their Military nurse preceptor.

- Students must provide a copy of the final clinical evaluation by their military nurse preceptor, which includes a checklist of specific accomplishments and indicates their overall rating of proficient, excellent, or outstanding performance.
- The student will provide a copy of the above evaluation to their academic advisor for placement in their student file. In addition, the academic advisor will inform the NUR 455 faculty that the student nurse Cadet has met the criteria for reducing the clinical hour requirements.

NUR 455 will remain a 4-credit course, but with a reduction of 38 hours to acknowledge prior learning.

Nursing students are also required to adhere to the University of Maine Alcohol Beverage and Drug Policies specified in the [University of Maine Student Handbook](#).

Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking and Retaliation

The University of Maine is committed to making campus a safe place for all students. Because of this commitment, if you tell a professor about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination, **your professor is required to report this information** to the campus Office of Sexual Assault and Violence Prevention or the Office of Equal Opportunity. You may visit this website for more information: umaine.edu/eo/bias-harassment/

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: 1.207.581.1392 or Cutler Health Center: 1.207.581.4000.
- For confidential resources **off campus**: Rape Response Services: 1-800-871-7741 or Partners for Peace: 1.800.863.9909.
- The resources listed below can offer support but may have to report the incident to others who can help:
- For support services **on campus**:
 - Title IX Student Services: 1.207.581.1406
 - Office of Community Standards 1.207.581.1409
 - University of Maine Police: 1.207.581.4040 or 911.
 - Or see the OSVP website for a list of services umaine.edu/osavp/

NON-DISCRIMINATION

The University of Maine is an EEO/AA employer, 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).

Reporting Bias-Related Incidence or Hate Crimes

If a student experiences any bias-related incidents 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](#) or [Dean of Students Office](#). This enables the university to provide resources and assistance to those individuals.

PROFESSIONAL OR CLINICAL VIOLATIONS

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 Associate Director.
2. The Associate Director will notify the academic advisor and 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.). The course coordinator may invite the academic advisor and/or Associate Director of the School of Nursing to this meeting.
3. The student will receive a formal letter from the course coordinator via email 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. The course coordinator will meet with the student and can invite the AD and/or the academic advisor to join.
6. Students who wish to appeal the formal letter can submit an appeal letter via email to the Associate Director within 7 days of the meeting between the course coordinator and student. 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 consists of two SON faculty voted by the full faculty, Coordinator of Admissions, and the Director of the School of Nursing, who is the Chair and a non-voting member. 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 24hrs of the hearing. The student will receive a formal letter from the committee that outlines the outcome.

7. School of Nursing Incident Report Progressive Action Plan

Purpose: The purpose of the Incident Report Progressive Action Plan is as follows:

Establish disciplinary steps and corrective action for violating policies in the School of Nursing Undergraduate and Graduate Student Handbooks.

Define discipline based on the circumstances, seriousness, and number of violations.

Student incident reports (SIR) will be completed for handbook violations as outlined in the Student Handbooks, page 35. Incidents will be classified as minor or major based on the circumstances of the event.

The table below is intended to classify common handbook violations. However, it is not a comprehensive list. Classification of incidents not included below is at the discretion of the course coordinator.

Minor Violations
Dress code violation in clinical or lab
Tardiness of fewer than 15 minutes to clinical or lab
Inappropriate use of technology (such as accessing a cell phone when prohibited during a clinical rotation)
Failure to submit required clinical documentation, such as immunizations and background checks, before the established deadline
Major Violations
Unexcused absence from lab or clinical
Tardiness of more than 15 minutes to clinical or lab
Plagiarism or cheating
Unsafe patient care is defined in the student handbook on page 29 (currently).
Violation of HIPPA
Violation of lab confidentiality agreement
More than one minor offense in the same semester

The student must meet with the course faculty for each incident.

The advisor may be present at the discretion of the student and course faculty.

The first minor incident will result in a written warning and a letter placed in the student file. The second minor incident or first major incident will result in a review by Policy Advisory Committee (PAC)

Any subsequent incident will result in a review by the Policy Advisory Committee.

Please note that the priority for a missed clinical is to complete make - up hours in person. This schedule will be planned based on instructor and unit availability. Make - up opportunities may not be consistent across clinical groups and will be determined on a case by case basis. If an in person clinical make up is not feasible, the Course Coordinator may assign a virtual simulation as a last resort.

Procedure for Documenting Unsafe Clinical Practice/Behavior

If a clinical preceptor, staff, or faculty member identifies unsafe student behavior in basic knowledge and skills, attitude, professionalism, and communication, the following process is required:

1. If a student's clinical performance is unsafe, the student will be sent home from the clinical area. This will be considered an unexcused absence and will be reflected in the student's professionalism grade as defined in their course syllabus.
2. The clinical instructor/preceptor in consultation with the lead faculty, will write a Performance Improvement letter using the Student Incident Report (SIR) site, which will include a detailed account of events, unmet course objectives, remediation and performance improvement plan, and any other pertinent information. The lead faculty/course coordinator will email the Performance Improvement letter and Action Plan to the Associate Director of the SON within 24-48 hours. After review, the lead faculty will email the final Performance Improvement plan to the student, clinical preceptor/instructor, academic advisor and Associate Director. All documentation is filed in the student's nursing record.
3. A face-to-face meeting is coordinated by lead faculty involving the following people: student, clinical faculty, and lead faculty. The student's Academic Advisor and Program Director(s) can be requested to attend these meetings.
4. The student will review and sign the Performance Improvement Plan attesting to understanding the note, process, and remediation requirements. Students are encouraged to write their own report discussing events that occurred.
5. The student is required to complete remediation requirements and the Performance Improvement Plan in a timely manner. Required assignments are turned into clinical and lead faculty.
6. Any student who receives two or more incident reports in one semester or more than two in one clinical course will be reviewed by the Policy Advisory Committee. However, a student may still not pass a course if the faculty member determines that the clinical or classroom performance or behavior warrants a non-passing grade, regardless of the number of incident report(s) and remediation(s) plans.

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](#).

Grades are assigned as whole numbers and 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](#).

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](#). 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](#). University faculty use Safe Assign, a program for the detection of plagiarism.

Graduation, Pinning, and RN Licensure

Graduation Requirements

To graduate from the School of Nursing, students are required to be in good academic standing.

In addition, the following are required to be satisfied before the student can be certified as having completed all requirements and, therefore, eligible to be granted a Bachelor of Science with a major in Nursing:

- Completion of a minimum of 121 degree hours, with the required grade point average of 3.0 in the major and overall.
- Satisfactory completion of University and School of Nursing requirements.

Nursing Pinning Ceremony

The School of Nursing hosts a Pinning Ceremony for graduating seniors each May and December. A faculty or staff member will guide in planning the event with the graduating class. The cost of the event is assumed by the graduating senior class (currently \$40.00 per student). All students are urged to attend and bring family and friends, to this celebratory event. Although the UMaine School of Nursing pin is available for purchase, this is not required for the “pinning” ceremony.

RN License Application

After verification of successful completion of all requirements and granting a BSN, each student is eligible to apply to the Maine State Board of Nursing (MSBON) to take the NCLEX-RN examination for licensure as a registered nurse. The MSBON application packet is available at the MSBON website. This is an online application. Completion of the NCLEX applications is entirely the responsibility of the student. If graduates wish to take the NCLEX-RN in a state other than Maine, application information is available in the School of Nursing office.

The MSBON may refuse to grant a license on any basis within its jurisdiction, including violation of academic or professional integrity or criminal history records. Other states’ boards of nursing have similar standards. Therefore, it is the responsibility of the student to follow all applicable requirements for disclosures on the application for licensure.

Student Resources

Borrowing of University Equipment

Students may only borrow University equipment with express permission. The student is responsible for safeguarding any borrowed University equipment. All such equipment used by the student is expected to be returned in good condition. Students may be charged for damaged or missing equipment. Lab equipment cannot be borrowed or removed from the Nursing labs.

Orono Student Nursing Association (OSNA)

The Orono Student Nurses Association (OSNA) is a pre-professional student nursing organization at the University of Maine. Through leadership and teamwork, OSNA members participate in enriching local, state, and national projects which foster pride and excitement in joining the nursing profession, including philanthropic activities and representation at the National Student Nurses Association annual convention. OSNA members work to promote an awareness of professional nursing with other nursing students, the University of Maine campus, the community, and the national student nurses association.

OSNA officers are elected annually and consist of a President, Vice President, Treasurer and Secretary and one representative from the second, third-, and fourth-year classes. The School of Nursing pays the OSNA membership dues for first-year nursing students.

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.

The Clery Act

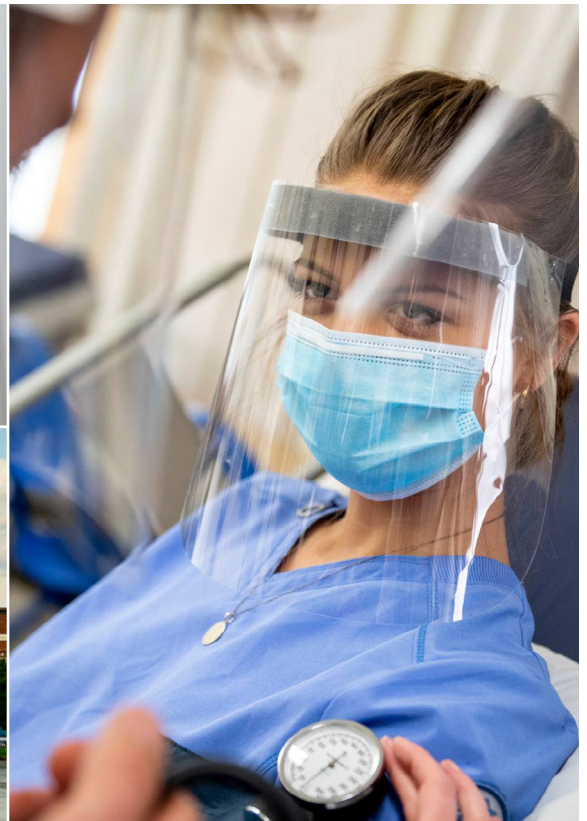
Please note: A federal law called The Clery Act requires the University to disclose to prospective students our three-year statistics regarding campus crime. You can obtain a copy of this report by accessing the following web site, <http://www.umaine.edu/security>, or by contacting the Director of Public Safety, University of Maine, 5794 Public Safety Building, Orono, ME 04473 207-581-4053.



School of Nursing Undergraduate Program

5724 Dunn Hall
Orono, ME 04469-5724
207.581.2592
nursing@maine.edu

umaine.edu/nursing



In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Maine System does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender, gender identity or expression, ethnicity, national origin, citizenship status, familial status, ancestry, age, disability physical or mental, genetic information, or veterans or military status in employment, education, and all other programs and activities. The University provides reasonable accommodations to qualified individuals with disabilities upon request. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 5703 Alumni Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).