THE UNIVERSITY OF MAINE
College of Natural Sciences, Forestry, and Agriculture

School of Nursing
Graduate Program
2019-2020

Expand Your Horizons
Define Your Focus
Fulfill Your Ambitions
Dear Graduate Student in Nursing,

Welcome to the Master of Science in Nursing program of the University of Maine. We are very pleased that you have chosen our program to advance your nursing education in one of our program options. Whether you choose to become certified as a Family Nurse Practitioner, join the ranks of those in nursing education or nurse executive, or focus on some other health related field, you will find your experience here at the University of Maine to be challenging and rewarding.

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 However, if you find that some of the information may be outdated, please check the School of Nursing website or with your advisor about the currency of any time sensitive material.

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

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

Sincerely,

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Graduate Program Coordinator
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GRADUATE FACULTY
AND
AREAS OF INTEREST

Eileen Owen-Williams, Ph.D, DNP, FNP, CNM, AFN-BC, FAANP (University of Tennessee);
Assistant Professor; Family Nurse Practitioner Track Coordinator
Health disparities, elder abuse, rural health

Patricia Poirier, Ph.D. RN. (University of Massachusetts, Boston)
Professor; Graduate Program Coordinator
Oncology, educational strategies, fatigue and policy.

Deborah Saber, PhD, RN, CCRN-K (University of Central Florida)
Assistant Professor
Pathophysiology, evidence-based practice, infectious wastes, sustainability

Sean Sibley, MSN, APRN, FNP-BC, NPC (University of Maine)
Lecturer
Family medicine, student health, nursing education

Ann Sossong, Ph.D. RN. (Catholic U. of America)
Professor Emeritus
Health Policy, leadership, ethics

Mary Tedesco-Schneck, Ph.D. RN (University of Maine)
Assistant Professor
Resilience, Adverse Childhood Events, active learning strategies

Kelly Strout, Ph.D. RN (Northeastern University)
Assistant Professor; Interim Director School of Nursing
Community Health, aging, wellness

Mary K. Walker, Ph.D. RN FAAN (University of Illinois)
Professor
Policy, leadership, vulnerable populations
# FACULTY AND STAFF

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<tr>
<th>Name</th>
<th>Title/Role</th>
<th>Courses/Responsibilities</th>
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<tbody>
<tr>
<td>Nilda Cravens, MSN, RN</td>
<td>Lecturer in Nursing</td>
<td>Foundations of Nursing Practice, Cultural Competence, Community Health</td>
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<td>Deborah Saber, PhD, RN, CCRN-K</td>
<td>Assistant Professor</td>
<td>Pathophysiology, Evidence-Based Practice, Medical-Surgical</td>
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<tr>
<td>Deborah Eremita, PhD, RN</td>
<td>Assistant Professor</td>
<td>Pathophysiology, Evidence-Based Practice, Medical-Surgical</td>
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<td>Amanda Henderson, MSN, RN, RNC-MNN, IBCLC, CCE</td>
<td>Lecturer in Nursing, Director Learning Resource Center, Maternity Nursing</td>
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<td>Kelley Strout, PhD, RN</td>
<td>Assistant Professor, Interim Director School of Nursing, Community Health</td>
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<td>Valerie Herbert, PhD, RN, CNE</td>
<td>Assistant Professor</td>
<td>Medical-Surgical, Leadership, Healthcare Informatics</td>
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<td>Susan Tardiff, MSN, RN</td>
<td>Lecturer in Nursing</td>
<td>Director Undergraduate Academic Advisement and Progress, Pharmacology</td>
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<td>Eileen Owen-Williams Ph.D, DNP, FNP, CNM, AFN-BC, FAANP</td>
<td>Assistant Professor, Family Nurse Practitioner Track Coordinator, Adult Health</td>
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<td>Mary Tedesco-Schneck, PhD, PNP, CPNP</td>
<td>Assistant Professor</td>
<td>Pediatrics, Health Assessment</td>
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<td>Patricia Poirier, PhD, RN</td>
<td>Professor, Graduate Program Coordinator, Nursing Education, Research, Theory</td>
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<tr>
<td>Katherine Trepanier, MSN, RN, CCNS</td>
<td>Lecturer in Nursing</td>
<td>Medical-Surgical</td>
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<td>Eva Quirion, PhD, RN, FNP</td>
<td>Lecturer, Primary Care, Pain Management</td>
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<tr>
<td>Mary Walker, PhD, RN, FAAN</td>
<td>Professor, Health Policy, Nursing Theory</td>
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<tr>
<td>Kathryn Robinson, PhD, RN, MHA/ED</td>
<td>Assistant Professor, Genetics, Research</td>
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<td>Emeritus Faculty:</td>
<td>Ann Sossong, PhD, RN</td>
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**Emeritus Faculty:**
- Ann Sossong, PhD, RN

**Professional Associates:**
- Amy Barnes, BSN, RN
- Learning Resource Center Manager
- Kaitlin Robinson, MSN, RN
- Clinical Coordinator
SCHOOL OF NURSING
MISSION, VISION, AND ACCREDITATION

The University of Maine School of Nursing, as a member of the flagship campus of the University of Maine System, provides leadership to improve healthcare 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

The mission of the University of Maine School of Nursing is to prepare caring, innovative, professional nurses who are leaders in addressing the evolving health care needs of all people and in advancing the profession of nursing.

School of Nursing Vision

The vision of the University of Maine School of Nursing is to become a passionately engaged community of high qualified students, educators, and scholars which:

- Prepares professional nurses who personify a culture of care
- Creates a learning environment where knowledge is created and shared
- Serves the rapidly-changing health care needs of individuals, families, communities, and society-at-large, and
- Provides leadership in the advancement of the profession

School of Nursing Accreditation

The Baccalaureate degree program in nursing, the Masters’ degree program in nursing, and the post-graduate APRN Certificate of Advanced Studies at the University of Maine are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

The Baccalaureate degree program in nursing, the Masters’ degree program in nursing, and the post-graduate APRN Certificate of Advanced Studies also are approved by the Maine State Board of Nursing.
MASTERS' OF SCIENCE IN NURSING
PROGRAM OUTCOMES

Upon completion of the MSN program, the graduate will be able to:

- Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes.

- Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.

- Incorporate ethical principles, legal and regulatory mandates, and professional standards in the advanced professional nursing role.

- Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role.

- Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically based patient centered care.

- Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.

- Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the healthcare team, mitigate error, establish differential diagnosis, and to support decision-making for advanced practice.

- The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.

- The CAS-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.

- The MSN-Nursing Education graduate will be able to synthesize knowledge from nursing science and teaching/learning theories to design, implement and evaluate educational programs/processes in select academic and healthcare settings.

- The I-MSN graduate will be able to provide leadership in complex healthcare systems, promoting environments that foster professional development and positive patient outcomes.
AMERICAN NURSES’ ASSOCIATION CODE OF ETHICS

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

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

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual

Provision 2: The nurse’s primary commitment is to the patient, whether an individual, family, group or community

Provision 3: The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice: makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth

Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work settings and conditions of employment that are conducive to safe, quality health care

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities

Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy
THE UNIVERSITY OF MAINE GRADUATE SCHOOL

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

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

Graduate Student Government

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

School of Nursing Graduate Program

The University of Maine flagship campus in Orono initiated a graduate program in nursing in 1992, graduating its first class in 1994. Our Family Nurse Practitioner graduates are consistently successful in passing their certification exam on first try. The purpose of the School of Nursing graduate program is to provide advanced nursing education to help to meet the increasingly complex health needs of the people of Maine. Family Nurse Practitioners, nurse educators, nurse administrators, and nurses in other advanced roles are prepared to help meet state needs to eliminate health disparities, assure quality of care, and to improve public health and health care systems. Graduates of this program have assumed positions of leadership in primary care, hospital administration, nursing education, and administration of health care systems in Maine and elsewhere.

The School of Nursing offers a variety of programs for graduate study:

- Master of Science- Family Nurse Practitioner Track (MS-FNP)

The family nurse practitioner is prepared to provide primary care to individuals and families across the lifespan (newborns, infants, children, adolescents, adults, pregnant and postpartum women, and older adults). Primary care includes health promotion, disease and injury prevention, and the evaluation and management of common acute and chronic health problems. The focus of care includes individuals within families and the family unit, however the family chooses to define itself. Family nurse practitioners demonstrate a commitment to family-centered care in the context of communities.
The MS-FNP program of study may be tailored for full- or part-time study. Course formats are a mixture of on-campus and distance technology. Clinical experiences are an integral part of the FNP curriculum and are arranged to meet program outcomes and student needs. The Graduate Program Coordinator and Family Nurse Practitioner track coordinator will help the student develop a program of study that meets academic and clinical requirements. The combined credit requirement for the MS-FNP is 49-51. The MS-FNP curriculum meets the National Task Force on Quality Nurse Practitioner Education 2016 criteria for evaluation of nurse practitioner programs.

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

- **MS-Nursing Education Track (MS-EDU)**

The Master of Science in Nursing with an Education focus is an individualized graduate program offered within the School of Nursing. This program is designed for the experienced nurse who wishes to have advanced knowledge in nursing combined with preparation to teach and evaluate learning in the academic or clinical setting. Course content in the education specialization includes curriculum development, didactic and clinical teaching methods, evaluation in nursing education, and population-focused care. Students in the MS-EDU track meet the didactic and clinical requirements of accreditation by taking separate courses in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology and by completing a clinical-focused practicum and project. The MS-EDU program of study may be tailored for full- or part-time study. The combined credits for the MS-EDU track is 36-38. MS-EDU graduates are eligible to take the National League for Nursing Nurse Educator Certification exam (http://www.nln.org/Certification-for-Nurse-Educators).

- **Individualized MS (IMS-N)**

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

The program of study may be tailored for full- or part-time study. The Graduate Program Coordinator and the student’s academic advisor will help plan a program of study and timeframe that meets academic and experiential requirements and student needs. The combined credit requirement would be 35-49, dependent upon focus area.

- **Certificate of Advanced Study (CAS-FNP)**

The CAS offers a program of study to registered nurses possessing a MSN who wish to further their education into the FNP role. Students in the CAS program must complete a minimum of 33
semester hours (500 and 600 level course) within the University of Maine. A gap analysis will be conducted by the Graduate Program Coordinator and Family Nurse Practitioner Track Coordinator to determine which core courses from the previous MSN will be accepted and what additional course and clinical work is required.

A full-time student in any of the MS-Nursing tracks can expect to complete degree requirements in 2 years. Part-time students must complete all work within a 6-year period.

- **Graduate Certificate in Nursing Education**

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

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

Credit Hours:

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

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

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

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

(Grievance Procedure:

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

- The student should discuss the concern with the appropriate faculty member(s);
• If the concern persists, the student should follow the department’s written appeal procedures if they exist, or if not, consult with the graduate program coordinator or chairperson/school director, (or the college dean, if there is no department);

• If the complaint remains unresolved, the student should write to the Dean of the Graduate School, outlining the situation, and requesting a review. The Dean of the Graduate School or his/her designee will discuss the situation with the college dean and/or appropriate members of the department or graduate program. The Dean of the Graduate School or his/her designee will then meet with the student and attempt to resolve the problem;

• If this resolution is not satisfactory, the Dean of the Graduate School will refer the appeal to the Executive Committee of the Graduate Board for one final review. After hearing from the student and the faculty member(s) involved, the Executive Committee will render its decision, which shall be considered binding. The decision will be communicated to the student by the Dean of the Graduate School.

Transfer Credit:

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

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

Withdrawal Procedure:

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

Application for Graduation:

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

For more information about the application process go to studentrecords.umaine.edu/graduation/.

For additional information about graduate study, please see the Graduate School website at http://gradcatalog.umaine.edu/content.php?catoid=34&navoid=643
STUDENT RESOURCES

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

School of Nursing:

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

Graduate School:

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

Online new student orientation program that can be accessed at: https://umaine.edu/gradorientation/

The Graduate Student Government can be accessed at: https://umaine.edu/gsg/

UMaine GRAD was designed to provide a framework for graduate students to learn and master the skills necessary for success in personal and professional opportunities while at UMaine and beyond. One of our goals is for our UMaine graduate students to be confident, mindful, attentive, intelligent, and exceptional in all realms of life.

To do this, we created a platform for students to continue to grow, to become resilient, to strive for advancement, and to deliver their ideas and themselves in the most upstanding way.

G: Growth – the process of developing
R: Resilience – the ability to adapt effectively to adversity or change
A: Advancement – the process of promoting and progressing to a higher state
D: Delivery – the ability to effectively articulate and present

UMaine Grad can be accessed at: https://umaine.edu/graduate/students/umainegrad/

Writing Center:

The writing center at the University of Maine provides students with assistance in composition and/or presentation. Please see https://umaine.edu/wcenter/ for more information.
SCHOOL OF NURSING GRADUATE PROGRAM POLICIES

Undergraduate Health Assessment By Examination:

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

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

Or:

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

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

The written examination and practicum grade must each be at least 80%. There is a non-refundable fee of $100 for the competency testing. Further information will be provided upon request.

Acceptance of Courses Toward Certificate of Advanced Study (CAS-FNP)

Students with a previous Master of Science degree must demonstrate competency in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology. Competency is defined by earning a final grade of B in each course in their previous APRN coursework, or they are required to retake the course at UMaine. Students whose MSN was in a non-APRN track (e.g. nursing education) will have a gap analysis conducted to determine which of these courses may be considered toward the CAS. Laboratory and/or clinical components of Advanced Health Assessment may be required.
Health and Immunizations

Health History and Physical Examination:
All students in the FNP graduate nursing program must undergo a physical exam prior to entering the first clinical course in the program, NUR 503. Health examination forms are available in the School of Nursing Office. The purpose of this examination, by a (physician, nurse-practitioner, physician’s assistant), is to verify that the student is in a state of mental and physical health compatible with the responsibilities of nursing practice. This physical exam will also serve to verify student needs for a reasonable accommodation for a disability. Any student with disability is encouraged to make early contact with Student Accessibility Services (https://umaine.edu/studentaccessibility/) to discuss the possibilities for reasonable accommodation.

A health history and physical examination, lab work, immunizations, and CPR certification are required before progression to NUR 503. The School of Nursing form, showing proof of completion of the health history, lab work, immunizations and a physical exam must be on file in the School of Nursing Office. Please submit all documentation to Cindy Therrien, Administrative Specialist, Dunn Hall room 239.

Immunizations:
MMR – History of 2 vaccine series or evidence of immunity with positive titer
Varicella – History of 3 vaccine series evidence of immunity with positive titer
Tdap booster – Within 10 years of anticipated graduation date
PPD – Evidence of PPD 2 step process prior to starting clinical in NUR 503 with annual PPD thereafter.
Hep B – History of 3 vaccine series or evidence of immunity with positive titer
Influenza – Clinical sites require annual immunization against influenza. Students who choose not to be immunized must sign and declination form and understand this could affect their clinical placement opportunities. Declination form is available from Cindy Therrien.

These are minimum requirements; individual clinical sites may have additional requirements.

Mandatory CCPS (Required for all Graduate Nursing Students)
HIPPA/Confidentiality and Patient Safety
Nursing Core Competencies/ Quality Improvement
Infection Control and Prevention (OSHA bloodborne pathogen standards)
Environment of Care

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

The Joint Commission (JC) for healthcare organizations mandates that healthcare students who are in the clinical setting for an educational experience must complete the same mandatory background checks as healthcare employees. All University of Maine nursing students are required to have background checks through American DataBank, an independent company which is approved by the American Association of Colleges of Nursing for this purpose. Background check must be completed prior to registration for NUR 503, Advanced Health Assessment. More frequent background checks may be required by individual clinical sites.

Who pays the cost of the background check?

Students are responsible for the payment of their background investigation ($33.00). This must be paid by credit card directly to American DataBank: www.maineoronobackgroundcheck.com

Process

There are two steps to the process:

1. Students must have fingerprints taken and notorized by Cindy Therrien in room 203 Dunn Hall. Please schedule directly with Cindy at 581-2505
2. Students then access the American DataBank website to initiate the rest of the background clearance: www.maineoronobackgroundcheck.com

Follow the step-by-step procedures outlined on the website. The profile information you provide will be sent directly to the School of Nursing. The investigative process can take 8-15 weeks.

In the event that the first set of fingerprints are rejected, please go to the American DataBank website, click on the Place Order tab, and select Package 4: Rejected, FBI Criminal search- only if you are in the US.

The results of the student’s background check will be shared with clinical agencies upon request.
Dress Code

Professional Attire:
When at the clinical site, professional attire is to be worn. Students may wear shirts, blouses, turtlenecks, or sweaters that cover the anterior chest and collar bones. There should be no cleavage nor should the abdomen be revealed. Dress slacks, khakis or skirt that falls just below or slightly above the knee are acceptable. Miniskirts are not acceptable.

Name Tags:
Student name tags, identifying you as a University of Maine FNP Nursing Student, must be worn at all times in the clinical setting. To order name tags, please visit the following website: https://namebadge.com/pre_made/332. You will need to type your first and last name in field 1. Fields 2 & 3 are prepopulated.

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

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

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

Nails:
Nails must be clean and trimmed short for infection control and free of all nail polish including clear.

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

Tattoos:
All tattoos must be covered
Clinical/Practicum Experiences

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

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

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

Field Experience for I-MSN Students
Students are required to complete 210 hours of field experience activities. Students will identify a preceptor, minimally masters’ prepared, with whom to partner for the field experience. In collaboration with the preceptor and course faculty, students will identify a project to be
completed during the field experience. This project should allow students to gain new, in-depth knowledge in an area related to the student’s focus e.g. nursing administration, population health.
University of Maine School of Nursing  
Master of Science in Nursing  
Sample Full-time Program of Study  
Family Nurse Practitioner Program

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall</th>
<th>Credits</th>
<th>Clinical Hours</th>
</tr>
</thead>
</table>
| **^NUR 503, Advanced Health Assessment**  
**^NUR 507, Advanced Pathophysiology**  
*Elective if Needed* | 5 | 80 |
| | 3 | |
| **Spring** | | | |
| **#*NUR 508, Advanced Pharmacology**  
NUR 520 FNP-Neonate to Adolescent | 3 | 150 |
| | 5 | |
| **Summer** | | | |
| **#*NUR 504, Theory Development and/or**  
**#*NUR 505, Nursing Research**  
NUR 521, FNP-Reproductive Health | 3 | 150 |
| | 3 | |
| | 4 | |

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Fall</th>
<th>Credits</th>
<th>Clinical Hours</th>
</tr>
</thead>
</table>
| **#*NUR 502, Family in Health and Illness**  
NUR 522, FNP-Adult 1  
*Elective if Needed* | 3 | 150 |
| | 5 | |
| **Spring** | | | |
| NUR 506, Professional Issues  
NUR 523, FNP-Adult 2  
**^NUR 694, Policy**  
NUR 697-699 Scholarly Project or Thesis | 2 | 225 |
| | 6 | |
| | 3 | |
| **Summer** | | | |
| NUR 504, Theory Development and/or  
NUR 505, Nursing Research (if not taken summer year one) | 49-51 | 755 |

Clinical courses (NUR 503, 520, 521, 522, 523) must be taken in numerical sequence

**Total Credits 49-51**

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

**Key:**

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

#Fully on-line

^Partially on-line

On-campus courses may have distance option at instructor’s discretion
University of Maine School of Nursing
Master of Science in Nursing
Sample Full-time Program of Study
Nurse Educator Track

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*NUR 507, Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 693, Ethical Inquiry in Healthcare (year one or two)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>*NUR 508, Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>#NUR 512, Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective if Needed</td>
<td></td>
</tr>
</tbody>
</table>

|                | Spring                                    |         |
|                | #*NUR 504, Theory Development and/or       |         |
|                | #*NUR 505, Nursing Research               | 3       |

|                | Summer                                    |         |
|                | **NUR 504, Theory Development and/or       |         |
|                | **NUR 505, Nursing Research               | 3       |

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Fall</th>
<th>Credits</th>
<th>Field Experience Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>^NUR 503, Advanced Health Assessment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#NUR 515, Measurement and Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective if Needed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                | Spring                                    |         |                        |
|                | **NUR 694, Policy                         | 3       |                        |
|                | ^NUR 516, Field Experience                | 4       | 210                    |
|                | NUR 697-699 Scholarly Project or Thesis   | 4-6     |                        |

|                | Summer                                    |         |                        |
|                | NUR 504, Theory Development and/or        |         |                        |
|                | NUR 505, Nursing Research (if not taken  | 36-38   | 210                    |
|                | summer year one)                          |         |                        |

Education courses (NUR 512, 515, 516) must be taken in numerical sequence

**Total Credits 36-38**

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

**Key:**

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

#Fully on-line

^Partially on-line

On-campus courses may have distance option at instructor’s discretion
University of Maine School of Nursing
Individualized Master of Science in Nursing (I-MSN)

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

Each graduate student’s program of study must meet the requirements for a Master of Science in Nursing. Courses for the I-MSN student are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 504</td>
<td>Theory Development in Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td>NUR 505</td>
<td>Nursing Research</td>
<td>3 cr</td>
</tr>
<tr>
<td>NUR 693</td>
<td>Ethical Considerations in HealthCare</td>
<td>3 cr</td>
</tr>
<tr>
<td>NUR 694</td>
<td>Health Policy, Politics and Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td>NUR 697 or 699</td>
<td>Graduate Capstone or Thesis</td>
<td>4-6 cr</td>
</tr>
</tbody>
</table>

In addition to the above core of 16-18 credits, the I-MSN will complete additional 19-23 credits (total 35-39 credits). Those additional credits will be selected with the student’s career goals in mind, and may be in nursing, administration, or other disciplines as appropriate. The following courses within the graduate nursing curriculum are available:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 502</td>
<td>Family in Health and Illness</td>
<td>3 cr</td>
</tr>
<tr>
<td>NUR 503</td>
<td>Advanced Health Assessment</td>
<td>3 cr</td>
</tr>
<tr>
<td>NUR 507</td>
<td>Advanced Pathophysiology</td>
<td>3 cr</td>
</tr>
<tr>
<td>NUR 508</td>
<td>Advanced Pharmacology and Therapeutics</td>
<td>3 cr</td>
</tr>
<tr>
<td>NUR 512</td>
<td>Curriculum Development and Evaluation</td>
<td>3 cr</td>
</tr>
<tr>
<td>NUR 515</td>
<td>Measurement and Evaluation</td>
<td>3 cr</td>
</tr>
<tr>
<td>NUR 695</td>
<td>Special Topics in Nursing</td>
<td>1-3 cr</td>
</tr>
</tbody>
</table>

Applicants must have a BSN with a minimum GPA of 3.0, license to practice as a registered nurse, grade of B or better in undergraduate physical assessment, statistics and research.

The application process may be initiated by contacting the Graduate School at 581-3219 or visiting the website at https://umaine.edu/graduate/apply/
Definition of Grades:

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

- **A** =100-92
- **A-** =91-90
- **B+** =89-88
- **B** =87-82
- **B-** =81-80
- **C+** =79-78
- **C** =77-75
- **C-** =74-70

Students are responsible for following course requirements and notifying faculty and the Graduate School as soon as possible when events occur that prohibit course completion. Grade changes and corrections to your transcript are more difficult to accomplish after the course has been completed and the semester has ended.

Academic Progression:

Students must achieve a mean score of 80% on written exams in order to pass the course. Regardless of other grades achieved for written work assignments, an 80% average is required on exams. If the exam average is <80%, then the student will be awarded a grade no higher than “C” and will not be considered passing.

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

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

Academic Advisement:

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

A student who wishes to appeal School of Nursing programmatic academic action (for example: dismissal from the program) must adhere to the following School of Nursing procedure:

Communicate with their academic advisor and/or graduate program coordinator as soon as possible for guidance regarding the academic appeal process and timeframe.

Submit a formal letter of appeal to the Director of the School of Nursing.

The letter should include the extenuating circumstances that precluded the student from meeting the School progression standard AND a plan for remediation of the problem. The Director and the School’s Policy Advisory Committee will review the appeal letter and the student’s academic record; the committee will make the decision about the appeal. The student will be notified of the Committee’s decision in writing as soon as possible.

The letter of appeal should be submitted within 2 weeks of final exam week.

If the situation is not resolved to the student’s satisfaction, the student should follow the grievance policy per the Graduate School.

Change in Program of Study:

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

Withdrawing from a Graduate Nursing Course:

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

Non-Degree Status:

If you do not intend to pursue a graduate degree, but want to take graduate level courses for personal or professional development or to apply for degree status at a later date, you may seek admission as a non-degree graduate student. To apply for non-degree graduate status, contact http://gradcatalog.umaine.edu/content.php?catoid=34&navoid=639

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

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

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

1. Thesis (NUR 699-6 credits)

If you are interested in doing a master’s thesis, please consult with your academic advisor as early in your program of study as possible. See the Graduate School website for thesis guidelines:

https://umaine.edu/graduate/wp-content/uploads/sites/22/2019/03/Thesisguidelines.pdf

2. Expert Paper (NUR 697-4 credits)

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

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

3. Scholarly Project (NUR 697-4 credits)

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

If you are interested in this option, please consult with your academic advisor as early in your program of study as possible. Specific guidelines will be negotiated between the student and advisor.
4. Elective Course and Synthesis Paper (3 credit elective + NUR 997-1 credit)

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

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

The synthesis paper should include at a minimum:

- Introduction/overview of the issue
  - What exactly is the issue/problem that you are exploring?
  - Why is this of concern to your specialty track?
  - What is the scope of the problem (include national and state epidemiological date where appropriate)?
  - How does this relate to the concepts covered in your elective course?

- Critical review of the literature
  - Minimum of 10-12 peer-reviewed research articles plus other resources as appropriate Your capstone advisor will guide you in addressing any gaps in your paper that may need additional literature support

- Implications for advanced nursing practice
  - How will the FNP, educator, or master’s prepared nurse use this information?
  - What changes in practice would you recommend based on knowledge of theory, ethics, and evidence-based practice/research gained throughout your program of study?
  - What additional research might be indicated related to this topic?

- Summary and/or conclusion

There is no minimum length for this paper. Most papers range from 12-15 pages depending on the complexity of your topic. Your capstone advisor may want additional areas covered. Final decision on format and content is between you and your capstone advisor/1st reader. You will submit your synthesis paper to your capstone advisor with sufficient time to be read and revised for your anticipated graduation date. You also will choose a 2nd reader approved by your capstone advisor.
In order to stay on track and keep moving forward, you should submit an outline of your paper to your capstone advisor no later than the second month of the semester before your anticipated graduation date (October for May graduation). Remaining deadlines for submission will be negotiated with your capstone advisor. This is not like a class assignment where you submit the paper and it is graded and done. This is a scholarly paper which is revised until it is deemed acceptable by your capstone advisor. Your capstone advisor will determine when the paper should be submitted to your 2nd reader.

This paper must adhere to the editorial style of the Publication Manual of the American Psychological Association (6th ed.). At least one bound copy must be submitted at the conclusion of the scholarly work; your advisors may ask for a personal copy.

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

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

Once both readers have approved the final paper and poster, your capstone advisor will submit a grade.

**Timeline for Capstone:**

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

For May Graduates:

Previous spring:

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

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

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

Spring of graduation:

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

Failure to follow this timeline may result in a delay in graduation
UNIVERSITY OF MAINE GENERAL POLICIES AND REGULATIONS

Non-Discrimination Notice:

The University of Maine System 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 veterans status in employment, education, and all other programs and activities. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

The University will regard freedom from discrimination and discriminatory harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Retaliation against anyone who makes a complaint of discrimination or harassment or who is involved in a complaint process will not be tolerated.

The Clery Act:

A federal law, the Clery Act, requires universities to disclose to prospective students our three-year statistics regarding campus crime, including public property within, or immediately adjacent to and accessible from the campus. This report includes our policies for campus security, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by accessing the following web site, 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.

Academic honesty (plagiarism, etc.):

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

Students with Disabilities:

Students with disabilities who may need services or accommodations to fully participate in this class should contact Student Accessibility Services in 121 East Annex, 581-2319, as early as possible in the semester. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.
Religious Obligations:

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

Sexual Discrimination Reporting:

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

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

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Partners for Peace: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/
Roles and Responsibilities Students, Faculty and Preceptors

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

Clinical Preceptor
A clinical preceptor for a nurse practitioner student provides guidance to help students develop appropriate skills and clinical judgment in assessment, diagnostic reasoning, and treatment of patients in clinical settings during a designated time frame. A preceptor is also responsible for evaluating the performance of the student's ability to fulfill predetermined clinical objectives.

The clinical preceptor displays the following characteristics:

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

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

Prior to First Clinical Day
- Student to complete agency clearance paperwork and required training.
- Review the agency dress code and how to access the facility including where to park.
- Discuss clinical schedule built around preceptor needs.
- Exchange emergency contact information.
- Review student’s resume if provided.
- Review the Student Clinical Evaluation Form noting the major learning objectives.

First Day of Clinical
- Offer a tour of the facility, workspace if available, and place for personal belongings.
- Orient to the clinical spaces and equipment.
- Introduce student to staff as able.

Subsequent Clinical Days
- Students should only see patients under your direction. You should know about every patient they see, and they should ask and follow your directions about how you see this working best in your practice.
- You may decide after the student has been with you for some time to have the students see the patients first and then present to you, discuss the assessment, plan and treatment, and then see them together.
- Students learn by example as they observe how you handle clinical situations, decision-making, and patient/family/peer relations. As you get to know your student’s abilities, you can allow more responsibility under your observation to maintain the quality of the encounter and add perspectives/questions/input when needed.
- This is an active learning situation. You are not there to "pour" knowledge into the student. Gently challenge the student to grow, not just regurgitate back information. Help the student make "connections" and understand how bits of information integrate to "paint the picture" of the patient and guide management.
- To avoid any misunderstandings or surprises, develop a continual and consistent feedback loop among the student, you, and the faculty.
- Address student learning challenges early to help facilitate student success. Remember that the goal is to help shape the quality of our developing nurse practitioners and help people succeed. You should see steady progress as the student spends more time with you. If you have concerns about the student’s progress, discuss it with the student and contact the faculty member promptly.
- Give feedback in a professional manner without demeaning or criticizing the student, especially in front of the patient or staff.
- Have your students write down questions during the day and you can address them in a batch over lunch or at the end of the day.
- It’s OK to teach in small bits. Be realistic about the amount you attempt to teach in a day. Also keep your daily feedback short and directed.
End of the Rotation

- Complete the Student Clinical Evaluation Form and return in the provided envelope.
- Retain the initial letter from faculty for proof of precepting which includes the total number of hours. This can be used for credit from some certifying bodies.

(Adapted from NONPF)

NUR 503 Specific Considerations

This is the first clinical rotation for the student. Although the student is an experienced Registered Nurse, thinking and acting in the role of an advanced practice provider is only starting with this clinical rotation. In a nutshell: the student is getting their feet wet with primary care medicine.

The main goal is strengthening health history and physical examination skills with some thought to diagnostic thinking and development of differential diagnosis. It is not expected that students at this level are capable of developing a treatment plan.

Here are some tips for making this specific rotation successful:

- Allow observation at the start of the experience so the student can understand your technique and approach to the provider role.

- As the semester progresses and certain body systems are covered in the didactic competent of the course, allow the student to perform those examinations. For example, once the student has covered HEENT, they could illicit a health history and perform a focused exam with a chief complaint of sore throat.

- For the first half of the experience the student will likely go in the room with you and participate as directed. As the student gains confidence, perhaps they could interview the patient with you present.

- If you assess the student as being ready for independent interviewing and examination, let them take the lead.

- Have the staff rooming the patient ask if they are comfortable with a student participating in the encounter prior to walking in.
References


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

<table>
<thead>
<tr>
<th>The Essentials of Master’s Education in Nursing</th>
<th>Nurse Practitioner Core Competencies</th>
<th>MS-FNP Terminal Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Background for Practice from Sciences and Humanities</td>
<td>1. Scientific Foundation</td>
<td>1. Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically-based patient-centered care.</td>
</tr>
<tr>
<td>II. Organizational and Systems Leadership</td>
<td>2. Leadership</td>
<td>2. Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role.</td>
</tr>
<tr>
<td>III. Quality Improvement and Safety</td>
<td>3. Quality</td>
<td>3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced practice nurse</td>
</tr>
<tr>
<td>IV. Translating and Integrating Scholarship into Practice</td>
<td>4. Practice Inquiry</td>
<td>4. Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes</td>
</tr>
<tr>
<td>V. Informatics and Healthcare Technologies</td>
<td>5. Technology and Information Literacy</td>
<td>5. Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the health care team, mitigate error, establish differential diagnosis and support decision making for advanced practice.</td>
</tr>
<tr>
<td>VI. Health Policy and Advocacy</td>
<td>6. Policy Competencies</td>
<td>6. Incorporate ethical principles, legal and regulatory mandates and professional standards in the advanced professional nursing role. 7. Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.</td>
</tr>
<tr>
<td></td>
<td>8. Ethics</td>
<td></td>
</tr>
<tr>
<td>VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
<td>7. Health Delivery</td>
<td>3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.</td>
</tr>
<tr>
<td>VIII. Clinical Prevention and Population Health for Improving Health</td>
<td>7. Health Delivery</td>
<td>3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.</td>
</tr>
</tbody>
</table>
| IX. Master's-Level Nursing Practice | 9. Independent Practice | 8. The MS-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.  
9. The CAS-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings. |

Curricular Crosswalk for MS-FNP Advanced Practice Role

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<th>Courses</th>
<th>Learning Activities (examples)</th>
<th>Evaluation Methods</th>
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<th>NONPF Core Competencies</th>
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<tr>
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<td>Discussion Family Assessment Paper Topic papers</td>
<td>Discussion Rubric Family Assessment Rubric Topic Paper Rubric</td>
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<td>1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Assignments/Activities</td>
<td>Sample Assignments</td>
<td>Expected Outcomes</td>
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<tr>
<td>NUR 503</td>
<td>Advanced Health Appraisal and Physical Assessment</td>
<td>Written History Assignment, Synchronous session participation, Shadow Health Virtual Simulation Exams, Lab practice, Clinical experience</td>
<td>1, 3, 4, 5, 6, 8, 9</td>
<td>I, III, IV, V, VI, IX</td>
<td></td>
</tr>
<tr>
<td>NUR 504</td>
<td>Theory Development in Nursing</td>
<td>Discussion, Personal Philosophy Paper, Concept Analysis Paper, Theory Video Presentation</td>
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<td>I, II, III, IV, V, VI, VII, VIII</td>
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<tr>
<td>NUR 505</td>
<td>Nursing Research</td>
<td>Discussion Research/EBP Proposal, Critique of CPGs, Protection of Human Subjects Training</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>I, II, III, IV, V, VI</td>
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</tr>
<tr>
<td>NUR 506</td>
<td>Professional Issues in Advanced Practice Nursing</td>
<td>Interview and reaction Paper, Resume and Cover Letter, Team Presentation, Grading rubric Seminar Participation</td>
<td>1, 2, 3, 4, 6, 7</td>
<td>II, III, IV, VI, VII</td>
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<tr>
<td>NUR 507</td>
<td>Advanced Pathophysiology</td>
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<tr>
<td>NUR 508</td>
<td>Advanced Pharmacology and Therapeutics</td>
<td>Exams, Quizzes</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>II, III, IV, V, VI, VII, VIII</td>
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</tr>
<tr>
<td>NUR 520</td>
<td>FNP: Neonate to Adolescent</td>
<td>Discussion Quizzes, Final exam, Case studies, Clinical experience</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>II, III, IV, V, VI, VII, VIII, IX</td>
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</tr>
</tbody>
</table>

*Sample Assignments and Expected Outcomes are hypothetical and for demonstration purposes.*
<table>
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<tr>
<th>Course</th>
<th>Evaluation Details</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td><strong>NUR 521: FNP: Gynecologic and Reproductive Health Care</strong></td>
<td>Class Participation, Case Studies, Exam, Quizzes, Case Presentation, Clinical experience</td>
<td>I, II, III, IV, V, VI, VII, VIII, IX</td>
</tr>
<tr>
<td></td>
<td>Exam and quiz grading, Class participation, Assignment Grading, Clinical preceptor and faculty evaluation</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td><strong>NUR 522</strong></td>
<td>Written case study, Class presentation, Quiz and final exam, Clinical write-ups, Reading level analysis, Clinical experience</td>
<td>I, II, III, IV, V, VI, VII, VIII, IX</td>
</tr>
<tr>
<td></td>
<td>Exam and quiz grading, Paper grading per guideline +/- for clinical write-ups, Self-study evaluation of reading level, Clinical preceptor and faculty evaluation</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td><strong>NUR 523</strong></td>
<td>Mid-semester and final exams, Clinical notes with self-critique, Peer review of colleague’s note, Case study presentation, HER module, Pre-class case studies</td>
<td>I, II, III, IV, V, VI, VII, VIII, IX</td>
</tr>
<tr>
<td></td>
<td>Exam and quiz grading, Class presentation grading per guideline +/- for clinical write-ups, Completion of her module</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td><strong>NUR 694 Health Policy, Politics and Nursing Practice</strong></td>
<td>Discussion, Debate, Legislative Visit, Health Care Policy in Action Project</td>
<td>I, II, III, V, VI, VII</td>
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<tr>
<td></td>
<td>Discussion rubric, Peer evaluation of debate, Policy Project rubric</td>
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</table>
# Master of Science-Nurse Educator Program Outcomes, Master’s Essentials and National League for Nurse Core Competencies for Educators

<table>
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<th>The Essentials of Master’s Education in Nursing</th>
<th>NLN Nurse Educator Core Competencies</th>
<th>MS-FNP Terminal Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Background for Practice from Sciences and Humanities</td>
<td>I. Facilitate Learning</td>
<td>1. Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically-based patient-centered care.</td>
</tr>
<tr>
<td>II. Organizational and Systems Leadership</td>
<td>II. Facilitate learner development and socialization VI-Pursue continuous quality improvement in the nurse educator role</td>
<td>2. Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role.</td>
</tr>
<tr>
<td>III. Quality Improvement and Safety</td>
<td>III. Use assessment and evaluation strategies IV. Participate in curriculum design and evaluation of program outcomes VI-Pursue continuous quality improvement in the nurse educator role</td>
<td>3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced practice nurse</td>
</tr>
<tr>
<td>IV. Translating and Integrating Scholarship into Practice</td>
<td>VII-Engage in scholarship</td>
<td>4. Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes</td>
</tr>
<tr>
<td>V. Informatics and Healthcare Technologies</td>
<td>III. Use assessment and evaluation strategies VI-Pursue continuous quality improvement in the nurse educator role</td>
<td>5. Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the health care team, mitigate error, establish differential diagnosis and support decision making for advanced practice.</td>
</tr>
<tr>
<td>VI. Health Policy and Advocacy</td>
<td>V. Function as a Change Agent</td>
<td>6. Incorporate ethical principles, legal and regulatory mandates and professional standards in the advanced professional nursing role.</td>
</tr>
</tbody>
</table>
7. Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.

VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

VIII. Clinical Prevention and Population Health for Improving Health

IX. Master's-Level Nursing Practice

VIII-Function within the educational environment

3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.

3. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.

10. The MS-Nurse Educator graduate will be able to synthesize knowledge from nursing science and teaching/learning theories to design, implement, and evaluate educational programs/processes in academic and healthcare settings.

Curricular Crosswalk for MS-Nurse Educator

<table>
<thead>
<tr>
<th>Course</th>
<th>Learning Activities (examples)</th>
<th>Assessment Methods</th>
<th>Program Outcomes</th>
<th>Master’s Essentials</th>
<th>NLN Nurse Educator Core Competency</th>
</tr>
</thead>
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<tr>
<td>NUR 503 Advanced Health Appraisal and Physical Assessment</td>
<td>Written History Assignment, Synchronous session participation, Shadow Health Virtual Simulation Exams Lab practice</td>
<td>Synchronous session participation, Exam grading, Completion of Shadow Health assignments, Comprehensive History and Physical</td>
<td>1, 3, 4, 5, 6, 10</td>
<td>I, III, IV, V, VI, IX</td>
<td></td>
</tr>
<tr>
<td>NUR 504 Theory Development in Nursing</td>
<td>Discussion Personal Philosophy Paper</td>
<td>Discussion Rubric Philosophy Rubric</td>
<td>1, 2, 4, 6, 7</td>
<td>I, II, III, IV, V, VI, VII, VIII</td>
<td>II- Facilitate learner development and socialization</td>
</tr>
<tr>
<td>Course</td>
<td>Topics</td>
<td>Grading Criteria</td>
<td>Assessment Criteria</td>
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<td>VII-Engage in Scholarship</td>
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<td><strong>NUR 508 Advanced Pharmacology and Therapeutics</strong></td>
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<td>I, II, III, IV, V, VI, VII, VIII</td>
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<tr>
<td><strong>NUR 512</strong></td>
<td>Discussion Development of curriculum plan Evaluation of teaching strategies Identification of educational scholarly project</td>
<td>1, 2, 4, 5, 10</td>
<td>IV-Participate in curriculum design and evaluation of program outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUR 515</strong></td>
<td>Discussion Test item writing and analysis exercises Implementation of educational scholarly project</td>
<td>1, 2, 4, 5, 10</td>
<td>III-Use assessment and evaluation strategies</td>
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</tr>
<tr>
<td><strong>NUR 516</strong></td>
<td>Discussion Field experience to include clinical project Dissemination of educational scholarly project at UMaine Student Symposium</td>
<td>1, 2, 4, 5, 10</td>
<td>I- Facilitate learning II-Facilitate learner development and socialization V-Function as a change agent VI-Pursue continuous quality improvement</td>
<td></td>
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</tr>
<tr>
<td>Course</td>
<td>Discussion</td>
<td>Rubric</td>
<td>Peer Evaluation</td>
<td>Function</td>
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<tr>
<td>NUR 693 Ethical Inquiry of Health Care Issues</td>
<td>Evolving Case Study</td>
<td>Scholarly Paper</td>
<td>Scholarly Paper Rubric</td>
<td>Peer Evaluation of Case Study</td>
<td>1, 2, 3, 4, 5, 6, 8</td>
</tr>
<tr>
<td>NUR 694 Health Policy, Politics and Nursing Practice</td>
<td>Debate</td>
<td>Legislative Visit Health Care Policy in Action Project</td>
<td>Peer evaluation of debate Policy Project</td>
<td>V-Function as a change agent</td>
<td>I, II, III, V, VI, VII</td>
</tr>
</tbody>
</table>
Student Evaluation of Clinical Experience

Course: NUR 520 Family Nurse Practitioner: Care of Neonate through Adolescent

Student's Name _________________________________________________________

Clinical Agency _________________________________________________________

Clinical Preceptor ______________________________________________________

Total hours spent with preceptor _________________________________________

Directions: Please circle "A" if you agree with a statement. Circle "D" if you disagree with a statement. If you disagree, please state specific reasons for disagreeing.

During this clinical experience, the clinical preceptor:

A  D  Demonstrated a satisfactory level of interpersonal skill with the student by offering positive feedback, constructive criticism, and inviting student's questions and concerns.

Comments:

A  D  Responded to requests for student consultation in a timely manner.

Comments:

A  D  Demonstrated a high level of clinical knowledge and skillful care of clients.

Comments:

A  D  Provided opportunities for the student's learning needs as much as feasible in the clinical setting.

Comments:

A  D  Demonstrated flexibility in accommodating the student's pace and style of learning as much as feasible in the clinical setting.

Comments:
A  D  Demonstrated various aspects of rural primary health care practice, such as: collaboration and/or consultation with other health care providers, referral to other health care providers, client and/or community education, outreach efforts.

Comments:

Please provide a brief completion of the following statements:

Overall, this clinical experience provided an opportunity for me to:

Particular gaps in the learning opportunities with this clinical agency/clinical preceptor that I would like to accomplish with future clinical experience include:

Particular impediments to learning that were present in this clinical experience included:

____________________________________________________________________

Student's signature (optional)  

Date

------- Thank you for your evaluation -------