ACKNOWLEDGMENT OF RECEIPT
OF THE UNIVERSITY OF MAINE
SCHOOL OF NURSING STUDENT HANDBOOK

I received an electronic copy of the University of Maine School of Nursing Student Handbook, Fall 2020 edition. I agree to familiarize myself with all policies and guidelines in this handbook. I understand that all information, policies and guidelines contained in this book will apply to me as long as I am enrolled in the nursing major.

Student Name(Print)__________________________________________________________

Student Signature____________________________________________________________

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

This handbook serves as an addendum to the University of Maine Student Handbook (http://www.umaine.edu). The University of Maine School of Nursing (SON) Student Handbook is intended to provide undergraduate nursing students with pertinent information about the policies and procedures that govern the School of Nursing. Contents in this document apply to undergraduate concentration of study.

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 policy, regulations and fees, as circumstances dictate, subsequent to publication.

Rev. 8/21/2017
Welcome to the UMaine School of Nursing, where our mission is to educate future nurses who provide high-quality, evidence-based, holistic care to individuals, families, communities, and society at large. 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 aimed at improving the health outcomes of populations across the globe. Faculty at UMaine care about students and are committed to scientific teaching strategies that engage learners in hands-on didactic, laboratory, and clinical experiences.

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 participate in creating new knowledge alongside faculty who represent a range of disciplines.

UMaine School of Nursing is situated in the center of Maine. We work collaboratively with health care 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 health care centers, and other community-based settings.

The State of Maine and nation face a growing shortage of nurses while the healthcare system faces many challenges. Healthcare and the nursing profession need professional, passionate nurses who will act as leaders who are committed to generating new ideas and applying evidence-based care. We are committed to educating the next generation of nurses who are prepared to face these challenges, and we hope you will join us.

Sincerely,

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

Kelley Strout, Ph.D., RN
Director, Associate Professor
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Office of Student Records

2020-2021 ACADEMIC YEAR CALENDAR

Fall Semester 2020

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Monday, August 31</td>
</tr>
<tr>
<td>Last day to add classes</td>
<td>Sunday, September 6</td>
</tr>
<tr>
<td>No Classes Labor Day</td>
<td>Monday, September 7</td>
</tr>
<tr>
<td>Last day to drop classes for refund**</td>
<td>Monday, September 14</td>
</tr>
<tr>
<td>Classes dropped on or before this date will not appear on transcript</td>
<td>Wednesday, September 30, 4:30 p.m.</td>
</tr>
<tr>
<td>Application for Graduation filing deadline (Dec.)</td>
<td>Thursday, October 1</td>
</tr>
<tr>
<td>No Classes Indigenous Peoples Day</td>
<td>Monday, October 12</td>
</tr>
<tr>
<td>Fall break begins</td>
<td>Monday, October 12</td>
</tr>
<tr>
<td>Classes resume</td>
<td>Wednesday, October 14</td>
</tr>
<tr>
<td>Enrollment for Spring 2021 (tentative)</td>
<td>October 26 – November 20</td>
</tr>
<tr>
<td>No Classes Veterans’ Day</td>
<td>Wednesday, November 1</td>
</tr>
<tr>
<td>Last day to withdraw from a class and receive ‘W’ grade</td>
<td>Friday, November 13, 4:30 p.m.</td>
</tr>
<tr>
<td>(Withdrawn classes after this date will receive failing grade.)</td>
<td></td>
</tr>
<tr>
<td>~in-person instruction ends for term and Thanksgiving break begins</td>
<td>Wednesday, November 25</td>
</tr>
<tr>
<td>~Remote/Online instruction resumes</td>
<td>Monday, November 30</td>
</tr>
<tr>
<td>Classes end</td>
<td>Friday, December 11</td>
</tr>
<tr>
<td>Final exams begin</td>
<td>Monday, December 14</td>
</tr>
<tr>
<td>Final exams end</td>
<td>Friday, December 18</td>
</tr>
<tr>
<td>Final grades due</td>
<td>Saturday, December 26</td>
</tr>
</tbody>
</table>

**Winter Session:** Monday, December 28, 2020 – Friday, January 15, 2021

Spring Semester 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Tuesday, January 19</td>
</tr>
<tr>
<td>Last day to add classes</td>
<td>Monday, January 25</td>
</tr>
<tr>
<td>Application for Graduation filing deadline (May)</td>
<td>Monday, February 1</td>
</tr>
<tr>
<td>Last day to drop classes for refund**</td>
<td>Monday, February 15</td>
</tr>
<tr>
<td>No Classes Presidents’ Day</td>
<td>Monday, February 1</td>
</tr>
<tr>
<td>Classes dropped on or before this date will not appear on transcript</td>
<td>Thursday, February 18, 4:30 p.m.</td>
</tr>
<tr>
<td>Spring recess begins</td>
<td>Monday, March 15</td>
</tr>
<tr>
<td>Classes resume</td>
<td>Monday, March 22</td>
</tr>
<tr>
<td>Enrollment for Fall 2021 (tentative)</td>
<td>March 29 – April 23</td>
</tr>
<tr>
<td>Last day to withdraw from a class and receive ‘W’ grade</td>
<td>Wednesday, April 7, 4:30 p.m.</td>
</tr>
<tr>
<td>(Withdrawn classes after this date will receive failing grade.)</td>
<td></td>
</tr>
<tr>
<td>*Maine Day</td>
<td>Wednesday, April 28</td>
</tr>
<tr>
<td>Classes end</td>
<td>Friday, April 30</td>
</tr>
<tr>
<td>Final exams begin</td>
<td>Monday, May 3</td>
</tr>
<tr>
<td>Final exams end</td>
<td>Friday, May 7</td>
</tr>
<tr>
<td>Commencement</td>
<td>Friday, May 7 - Graduate</td>
</tr>
<tr>
<td>Final grades due</td>
<td>Saturday, May 8 - Undergraduate</td>
</tr>
<tr>
<td></td>
<td>Friday, May 14</td>
</tr>
</tbody>
</table>

**Summer University:** Monday, May 10 – Friday, August 20, 2021 (tentative)

*Changes due to COVID-19 – no Fall Break.
*No classes except classes that meet once per week.
**Class information is based on fall semester classes.
Summer University classes have variable start and end dates.
MaineStreet provides information on non-standard dated classes.

July 8, 2020

Maine’s Land Grant and Sea Grant University
One of Maine’s public universities
INTRODUCTION OF FACULTY AND STAFF DIRECTOR

Kelley Strout, Ph.D., R.N., M.S.N., C.H.W.C.  
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

Nilda Cravens, R.N., M.S.  
Lecturer in Nursing  
Teaching Area: Community Health, Socio-cultural aspects of health & illness  
Areas of Interest: Public Health, Transcultural Nursing

Deborah Eremita, Ph.D., R.N., M.S.N Assistant Professor of Nursing  
Teaching Areas: Medical Surgical Nursing Clinical Simulation, Med Math  
Areas of Interest: Oncology, Maternity Care, Nursing Informatics

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, D.N.P., R.N., C.N.E.  
Assistant Professor of Nursing/FNP Track Coordinator  
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

Eileen Owen-Williams, PhD, DNP, FNP-BC, CNM, AFN-BC, FAANP  
Assistant Professor  
FNP Program
Patricia Poirier, Ph.D., R.N. A.O.C.N.
Professor of Nursing/Graduate Coordinator
  Teaching Areas: Medical-Surgical Nursing, Nursing Research, Nursing Education
  Areas of Interest: Oncology, Fatigue during cancer treatment and Health Care Policy

Kathryn Robinson, MHA/Ed., RN
Assistant Professor of Nursing
  Teaching Areas: Evidence-based Practice for Healthcare, Genetics/Genomics
  Areas of Interest: Genetics/Genomics in Nursing

Deborah Saber, Ph.D., R.N., CCRN-K
Assistant Professor of Nursing
*Joint appointment Northern Light Eastern Maine Medical Center
  Teaching Area: Pathophysiology, Evidence-Based Practice and Research
  Areas of Interest: Waste Management of Infectious Patients, Nursing Work Environment/Job Satisfaction

Susan A. Tardiff, BSN, 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

Mary Tedesco-Schneck, Ph.D., R.N., C.P.N.P.
Assistant Professor of Nursing
  Teaching Area: Pediatrics, Nursing Education
  Areas of Interest: Adverse Childhood Experiences & Resilience, Pediatric Dermatology, Feminist Pedagogy

Katherine Trepanier, R.N., M.S.N., C.C.N.S.
Lecturer in Nursing/Undergraduate Program Coordinator
  Teaching Area: Medical-Surgical Nursing
  Area of Interest: Acute Adult Care, Gerontology

Mary K. Walker, Ph.D., R.N., F.A.A.N.
Professor of Nursing

*Joint appointment is aimed at developing nursing research and evidence based practice.
PART TIME FACULTY

**Jordan Porter**, DNP, APRN, FNP-BC  
*Lecturer in Nursing*  
Teaching Area: FNP Program  
Area of Interest: Substance Use Disorder

**Eva Quirion**, Ph.D., APRN, FNP-BC  
*Lecturer in Nursing*  
Teaching Area: FNP Program  
Area of Interest: Substance Use Disorder

**Sean Sibley**, MSN, APRN, FNP-BC, NP-C  
*Lecturer in Nursing*  
Teaching Areas: Family Medicine, Health Assessment, Nursing Education  
Areas of Interest: Geriatrics and Simulation in Nurse Practitioner Education

PROFESSIONAL

**Amy Barnes**, BSN, RN  
*Learning Resource Center Manager*

**Kaitlin Robinson**, MSN, RN  
*Clinical Coordinator*

CLASSIFIED STAFF

**Pauline Wood**  
*Administrative Specialist CL2*

**Cindy Therrien**  
*Administrative Specialist CL2*

**Esther Jipson**  
*Administrative Specialist CL1*
EMERITUS FACULTY

Elizabeth H. Bicknell, M.S., Ed.Dc, R.N., N.E.A.-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, Ph.D., R.N., 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

Jean M. Symonds, M.S.N., Ed.D., R.N.
Associate Professor of Nursing
   Areas of Interest: Medical-Surgical Nursing, Nursing History, Women’s Studies,
                     and Ethical Issues

Jean MacLean
Emerita of Nursing

Catherine Berardelli, Ph.D., R.N.
Assistant Director of Nursing

Mary Regan Brakey, Ph.D., R.N.
Associate Professor of Nursing
   Teaching Area: Medical-Surgical Nursing
   Areas of Interest: Medical-Surgical Nursing, Oncology, Nursing Research

Nancy Fishwick, Ph.D., R.N., F.N.P.
Associate Professor of Nursing
   Teaching Areas: Master’s Program in Nursing, Interprofessional
                 Graduate Certificate Program in Gerontology
   Areas of Interest: Family Nurse Practitioner, Rural Primary
                     Health Care, Intimate Partner Violence, Family Violence

Mary Shea, Ph.D., F.N.P., P.N.P.
Assistant Professor of Nursing Graduate Program Coordinator
   Teaching Area: Pediatrics, Professional Issues Advanced Practice Nursing
   Area of Interest: Heath Disparities, Pediatric Health Promotion, and Lead Poisoning
EMERITUS PROFESSIONAL STAFF

Joan Brissette
Assistant to the Director and Coordinator Emerita of Records and Student Advising
A CODE FOR NURSING STUDENTS  
From The National Student Nurses’ Association

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all clients.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

16. Strive to achieve and maintain an optimal level of personal health.

17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.

18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.
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 become nurses are expected not only to 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.


1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

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

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

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
Professionalism and Professional Values

The following excerpt from the *American Association of Colleges of Nursing Essentials for Baccalaureate Education for Professional Nursing Practice (2008)* clearly articulates the expectation for professionalism of University of Maine School of Nursing students and faculty.

Professional values and their associated behaviors are foundational to the practice of nursing. Professionalism is defined as the consistent demonstration of core values evidenced by nurses working with other professionals to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying principles of altruism, excellent, caring, ethics, respect, communication, and accountability. Professionalism also involves accountability for one’s self and nursing practice, including continuous professional engagement and lifelong learning. Inherent in accountability is responsibility for individual actions and behaviors, including civility.

The following professional values epitomize the caring, professional nurse. Nurses, guided by these values, demonstrate ethical behavior in patient care.

**Altruism** is a concern for the welfare and well-being of others. In professional practice, altruism is reflected by the nurse’s concern and advocacy for the welfare of patients, other nurses, and other healthcare providers.

**Autonomy** is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients’ rights to make decisions about their health care.

**Human dignity** is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all patients and colleagues.

**Integrity** is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.

**Social Justice** is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability or sexual orientation.
The following technical standards of general abilities must be able to be independently meet, with or without accommodations: (1) Observation; (2) Communication; (3) Motor; (4) Intellectual-conceptual, integrative and quantitative; (5) Behavioral and social attributes; and (6) Program specific requirements.

**OBSERVATION**

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

**COMMUNICATION**

A student must have effective communication skills, including sufficient hearing and intelligible speech and understanding non-verbal communication with fellow students, faculty, clients, family members, and healthcare professionals. 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.

**MOTOR**

A student must have motor skills to be able to perform skills, including client assessment, palpation, percussion and auscultation, as well as other techniques used during health assessments (e.g., reflex testing). A student must have gross and fine motor skills to carry out patient treatments, medication preparation and delivery, and all other routine and emergency skills that are within their scope of professional nursing. The student must have the physical ability and stamina to stand and walk for prolonged period of times, including climbing stairs, and have the physical ability to lift, transfer, and move patients.

**INTELLECTUAL-CONCEPTUAL, INTEGRATIVE AND QUANTITATIVE**

A student must have intellectual, conceptual and quantitative abilities to:
- Access, assess and interpret medical documentation
- Retain and recall information and create an in-depth rationale care
- Exhibit cognitive abilities in assessment, interpretation and incorporation of new information
• Comprehend the complexity of relationships, being able to 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

BEHAVIORAL AND SOCIAL ATTRIBUTES

A student must possess emotional health and maturity required for intellectual ability, and to exercise sound judgment. They must be able to 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. Student must possess the physical and emotional health to make sound judgments in an appropriate and prompt manner and be able to function in times of physical and mental stress effectively. These attributes are displayed through compassion, sensitivity, concern for others and professional integrity. The student must be able to adapt to a changing environment, display flexibility and be able to accept integrated construction criticism.

PROGRAM SPECIFIC REQUIREMENTS

The student must possess the ability to reason morally and practice nursing in an ethical manner.

In addition to the above-mentioned, students must also possess any abilities and skills deemed essential for the particular class/program. The student must meet the University of Maine attendance requirements in classroom and clinical settings. These skills and abilities are minimum attributes required of nursing students. The University of Maine School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential requirements of the nursing profession.

If there are concerns or questions related to meeting the above stated technical standards: the individual will be referred to the appropriate healthcare professional.
UNIVERSITY OF MAINE MISSION STATEMENT

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

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

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

Inspiring and dedicated teaching propels students into new fields of learning and promotes interdisciplinary understanding. Our educational goals is to help students develop their creative abilities, communication, and critical thinking skills, and understanding 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 issues of local, national, and international significance. 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 around the world, and promotes responsible stewardship of human, natural, and financial resources.

Approved by the University of Maine System Board of Trustees November, 2010
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 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
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 highly 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 and Master’s programs in nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). The BSN and MSN programs also are approved by the Maine State Board of Nursing.
SCHOOL OF NURSING ORGANIZATIONAL STRUCTURE
AND LINES OF COMMUNICATION:

There are three distinct reporting or communication lines in the School of Nursing: (1) The Organizational Chart outlines authority and reporting; (2) The Faculty Communication for Educational Concerns outlines the chain of communication that faculty should follow for academic concerns with students; (3) The Student Communication for Educational Concerns outlines the chain of communication that students should follow with academic concerns.

SCHOOL OF NURSING ORGANIZATIONAL CHART
University of Maine
School of Nursing

Crosswalk

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.

Vision

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

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

Student Outcomes

<table>
<thead>
<tr>
<th>Bac. Essentials</th>
<th>QSEN (Process Competencies)</th>
<th>Terminal Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Demonstrates effective communication with patients, families, and colleagues by fostering mutual respect and shared decision-making to enhance knowledge, experience and health outcomes.</td>
<td>Synthesizes knowledge from nursing and liberal education to provide rationale for professional nursing practice to provide patient centered care.</td>
</tr>
<tr>
<td><strong>Liberal education for baccalaureate generalist nursing practice</strong></td>
<td>Patient-centered Care Provides patient centered, holistic, compassionate, and respectful care of patient populations, families, and communities that are culturally appropriate.</td>
<td>Applies clinical reasoning and critical thinking to promote a culture of safety and prevent risk of harm to populations, families, colleagues, and the community.</td>
</tr>
<tr>
<td><strong>Clinical prevention and population health</strong></td>
<td>Safety Applies clinical reasoning and critical thinking to promote a culture of safety and prevent risk of harm to populations, families, colleagues, and the community.</td>
<td>Applies clinical reasoning and critical thinking to promote a culture of safety and prevent risk of harm to populations, families, colleagues, and the community.</td>
</tr>
<tr>
<td><strong>Scholarship for EBP</strong></td>
<td>Evidence-based Practice (EBP) Evaluates and integrates current evidence with clinical expertise and consideration of consumers' preferences, experience, and values to make practice decisions for quality outcomes.</td>
<td>Evaluates and integrates current evidence with clinical expertise and consideration of consumers' preferences, experience, and values to make practice decisions for quality outcomes.</td>
</tr>
<tr>
<td>Inter-professional communication and collaboration for improving patient health outcomes</td>
<td><strong>Teamwork and Collaboration</strong></td>
<td>Demonstrates active participation within nursing and inter-professional teams to achieve quality patient outcomes.</td>
</tr>
<tr>
<td>Systems-based Practice</td>
<td>Recognizes the changing healthcare system and demonstrates the ability to access resources in a safe, effective, and financially responsible manner to provide value-based care.</td>
<td></td>
</tr>
<tr>
<td>Basic organization and systems leadership for quality care and patient safety</td>
<td><strong>Quality Improvement</strong></td>
<td>Recognizes a commitment to quality improvement by understanding the value of data, design, implementation, and evaluation strategies to improve the quality and safety of healthcare systems.</td>
</tr>
<tr>
<td>Healthcare policy, finance and regulatory environments</td>
<td><strong>Professionalism</strong></td>
<td>Demonstrates professionalism through consistent application and self-reflection of moral, legal, altruistic, humanistic, regulatory principles and self-care.</td>
</tr>
<tr>
<td>Professionalism and profession values</td>
<td><strong>Leadership</strong></td>
<td>Demonstrates leadership through accountability, influence, and collaboration with others in a way that will facilitate the establishment and achievement of shared goals.</td>
</tr>
<tr>
<td>Information Management and Application of Patient Care Technology</td>
<td><strong>Informatics and Technology</strong></td>
<td>Demonstrates proficiency in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision-making for safe practice.</td>
</tr>
<tr>
<td><strong>Aging</strong></td>
<td>Value the unique psychosocial, physical, and cultural attributes of older adults, promotes healthy aging, and provide safe and effective care.</td>
<td></td>
</tr>
<tr>
<td>Baccalaureate Generalist Nursing Practice</td>
<td>Integrates and evaluates multidimensional patient center holistic compassionate respectful care of patient populations, families and communities that are age and culturally appropriate.</td>
<td></td>
</tr>
</tbody>
</table>
University of Maine School of Nursing Program Outcomes

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

Demonstrates effective **communication** with patients, families, and colleagues by fostering mutual respect and shared decision making to enhance knowledge, experience, and health outcomes.

Provides **patient-centered** holistic, compassionate, respectful care of patient populations, families, and communities that is age and culturally appropriate.

Applies clinical reasoning and critical thinking to promote a culture of **safety** and prevent risk of harm to populations, families, colleagues, and the community.

Evaluates and integrates current **evidence** with clinical expertise and consideration of consumers' preferences, experience, and values to make practice decisions for quality outcomes.

Demonstrates open communication, mutual respect, and shared decision-making with the healthcare consumer, family, and inter-professional **team(s)**.

Recognizes the changing healthcare **system** and demonstrates the ability to access resources in a **safe**, **effective**, and financially responsible manner to provide value based care.

Recognizes a commitment to quality improvement by understanding the value of data, design, implementation, and evaluation strategies to improve the **quality** and safety of healthcare systems.

Demonstrates **professionalism** through consistent application and self-reflection of moral, legal, altruistic, humanistic, legal, regulatory principles, and self-care.

Demonstrates **leadership** through accountability, influence, and collaboration with others in a way that will facilitate the establishment and achievement of shared goals.

Demonstrates proficiency in the use of **technology** and information systems to communicate, manage knowledge, mitigate error, and to support decision making for safe practice.

Values the unique psychosocial, physical, and cultural attributes of older adults, promotes healthy aging, and **provides safe and effective care**.
<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Freshman Level</th>
<th>Sophomore Level</th>
<th>Junior Level</th>
<th>Senior Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Demonstrates effective communication with patients, families, and colleagues by fostering mutual respect and shared decision-making to enhance knowledge, experience, and health outcomes.</td>
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</tr>
<tr>
<td></td>
<td>Communication Acknowledges effective communication skills that foster mutual respect.</td>
<td>Communication Recognize different styles of communication (auditory, visual, and tactile).</td>
<td>Communication Adapts communication styles and identifies barriers of communication based on the needs of the consumer.</td>
<td>Communication Demonstrates effective communication with patients, families, and colleagues by fostering mutual respect and shared decision-making to enhance knowledge, experience, and health outcomes.</td>
</tr>
<tr>
<td>Patient-centered Care</td>
<td>Provides patient centered, holistic, compassionate, respectful care of patient populations, families, and communities that age and culturally appropriate.</td>
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<tr>
<td></td>
<td>Patient-centered Care Describe holistic, compassionate, respectful care of patient populations, families, and communities that is age and culturally appropriate.</td>
<td>Patient-centered Care Acknowledges and supports holistic, compassionate, respectful care of patient populations, families, and communities that is age and culturally appropriate.</td>
<td>Patient-centered Care Applies holistic, compassionate, respectful care of patient populations, families, and communities through collaborative work that is age and culturally appropriate.</td>
<td>Patient-centered Care Integrates and evaluates multidimensional patient centered holistic, compassionate, respectful care of patient populations, families, and communities that age and culturally appropriate.</td>
</tr>
<tr>
<td>Safety</td>
<td>Applies clinical reasoning and critical thinking to promote a culture of safety and prevent risk of harm to populations, families, colleagues, and the community.</td>
<td>Safety Acknowledges human factors and basic safety design principles that affect safety.</td>
<td>Safety Describes evidence-based resources to promote a safe environment.</td>
<td>Safety Demonstrates clinical reasoning and critical thinking to reduce harm and provide safe care.</td>
</tr>
<tr>
<td><strong>Evidence-based Practice (EBP)</strong></td>
<td><strong>Evidence-based Practice (EBP)</strong></td>
<td><strong>Evidence-based Practice (EBP)</strong></td>
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<tr>
<td>Evaluates and integrates current evidence with clinical expertise and consideration of consumers' preferences, experience, and values to make practice decisions for quality outcomes.</td>
<td>Demonstrates knowledge of basic scientific methods and elements that comprise EBP.</td>
<td>Describes the concept of EBP, including the components of research evidence, clinical expertise, and consumer values.</td>
<td>Identifies and integrates current evidence, clinical expertise and consumers' preferences to make practice decisions for quality outcomes.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teamwork and Collaboration</strong></th>
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<th><strong>Teamwork and Collaboration</strong></th>
<th><strong>Teamwork and Collaboration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates active participation within nursing and inter-professional teams to achieve quality patient outcomes.</td>
<td>Describes and recognizes that the health care consumer, family and inter-professional team(s) collaborate to achieve quality patient outcomes.</td>
<td>Identifies and promotes collaboration with the health care consumer, family and inter-professional team(s) collaborate to achieve quality patient outcomes.</td>
<td>Demonstrates the ability to work as a team member with the health care consumer, family and inter-professional team(s) collaborate to achieve quality patient outcomes.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Systems-based Practice</strong></th>
<th><strong>Systems-based Practice</strong></th>
<th><strong>Systems-based Practice</strong></th>
<th><strong>Systems-based Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the changing healthcare system and demonstrates the ability to access resources in a safe, effective, and financially responsible manner to provide value-based care.</td>
<td>Describes resources as necessary components for responsible, effective care.</td>
<td>Describes and identifies the changing healthcare system and differentiates between resources to provide safe, effective, and financially responsible manner to provide value-based care.</td>
<td>Describes, recognizes, and is responsible to the global, complex healthcare system and seeks to access resources to provide safe, effective, and financially responsible manner to provide value-based care.</td>
</tr>
</tbody>
</table>

<p>| Seeks to access resources to provide safe, effective, and financially responsible manner to provide value-based care. | Seeks to access resources to provide safe, effective, and financially responsible manner to provide value-based care. | Seeks to access resources to provide safe, effective, and financially responsible manner to provide value-based care. | Seeks to access resources to provide safe, effective, and financially responsible manner to provide value-based care. |</p>
<table>
<thead>
<tr>
<th>Quality Improvement</th>
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<th>Quality Improvement</th>
<th>Quality Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes a commitment to quality improvement by understanding the value of data, design, implementation, and evaluation strategies to improve the quality and safety of healthcare systems.</td>
<td>Acknowledges nurses’ contribution to improving systems of</td>
<td>Recognizes that evidence-based nursing practice contributes to outcomes that improve the quality and safety of healthcare systems.</td>
<td>Demonstrate evidence-based nursing practice that contributes to outcomes that improve the quality and safety of healthcare systems.</td>
</tr>
<tr>
<td>Professionalism Demonstrates professionalism through consistent application and self-reflection of moral, legal, altruistic, humanistic, regulatory principles and self-care.</td>
<td>Professionalism Recognizes responsibilities inherent in being a member of the nursing profession in accordance with personal and professional behaviors that promote the profession of nursing.</td>
<td>Professionalism Describes the concept of accountability as a life-long learner for own nursing practice and the delivery of evidence-based nursing care.</td>
<td>Professionalism Commits to accountability as a life-long learner for the delivery of evidence-based nursing care consistent with ethical, moral, humanistic, legal, and regulatory principles.</td>
</tr>
<tr>
<td>Leadership Demonstrates leadership through accountability, influence, and collaboration with others in a way that will facilitate the establishment and achievement of shared goals.</td>
<td>Leadership Acknowledges accountability and collaboration as key components of leadership.</td>
<td>Leadership Recognizes the role of accountability and collaboration as essential to achieving a shared goal.</td>
<td>Leadership Practices accountability and collaboration and works towards a shared goal.</td>
</tr>
<tr>
<td>Informatics and Technology</td>
<td>Informatics and Technology</td>
<td>Informatics and Technology</td>
<td>Informatics and Technology</td>
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<tr>
<td>Demonstrates proficiency in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision-making for safe practice.</td>
<td>Identifies and uses technology and information systems to assess and monitor consumers’ conditions, manage knowledge, and support decision-making for safe practice.</td>
<td>Employs basic competence in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision-making for safe practice.</td>
<td>Demonstrate proficiency in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision-making for safe practice.</td>
</tr>
<tr>
<td><strong>Aging</strong></td>
<td><strong>Aging</strong></td>
<td><strong>Aging</strong></td>
<td><strong>Aging</strong></td>
</tr>
<tr>
<td>Values the unique psychosocial, physical, and cultural attributes of older adults, promotes healthy aging, and provide safe and effective care.</td>
<td>Defines the psychosocial and physical attributes of older adults necessary to provide safe and effective care.</td>
<td>Recognizes the unique psychosocial, physical, and cultural attributes to older adults. Recognizes healthy aging.</td>
<td>Design psychosocial, physical, and culturally appropriate care plans that promote healthy aging and safe and effective care.</td>
</tr>
<tr>
<td>Values the unique psychosocial, physical, and cultural attributes of older adults, promotes healthy aging, and provide safe and effective care.</td>
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</table>
Nursing General Electives
NUR 165 Intro to Care of the Older Adults - 1 credit
NUR 265 Human Genetics - 1 credit
NUR 365 Informatics - 1 credit
NUR 419 Intro to Global Health - Field Experience - 3 credits

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
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</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>BMB 207 Fundamentals of Chemistry</td>
<td>BMB 240 Microbiology</td>
</tr>
<tr>
<td>3 Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td>BMB 209 Fundamentals of Chemistry Lab</td>
<td>BMB 241 Microbiology Lab</td>
</tr>
<tr>
<td>1 Credit</td>
<td>2 Credits</td>
</tr>
<tr>
<td>BIO 100 Basic Biology</td>
<td>BIO 208 Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>4 Credits</td>
<td>4 Credits</td>
</tr>
<tr>
<td>FSN 101 Introduction to Nutrition</td>
<td>Math if needed or General Education</td>
</tr>
<tr>
<td>3 Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td>ENG 101 English Composition</td>
<td>NUR 102 Foundations of Nursing Practice I</td>
</tr>
<tr>
<td>3 Credits</td>
<td>1.5 Credits</td>
</tr>
<tr>
<td>NUR 101 Issues &amp; Opportunities in Nursing ( \text{(Hybrid)} )</td>
<td>NUR 106 Foundations of Nursing Practice I Lab</td>
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<tr>
<td>1 Credit</td>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>STS 232 Statistics</td>
<td>NUR 200 Care of Adults I</td>
</tr>
<tr>
<td>3 Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td>PSY 100 General Psychology</td>
<td>NUR 201 Care of Adults I Clinical</td>
</tr>
<tr>
<td>3 Credits</td>
<td>1.5 Credit</td>
</tr>
<tr>
<td>SOC 101 Introduction to Sociology</td>
<td>NUR 202 Application of Theory to Nursing Practice I</td>
</tr>
<tr>
<td>3 Credits</td>
<td>1.5 Credit</td>
</tr>
<tr>
<td>CHF 201 Introduction to Child Development</td>
<td>NUR 300 Health Assessment</td>
</tr>
<tr>
<td>3 Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NUR 103 Foundations of Nursing Practice II ( \text{(Online)} )</td>
<td>NUR 308 Health Assessment Lab</td>
</tr>
<tr>
<td>3 Credits</td>
<td>1 Credit</td>
</tr>
<tr>
<td>NUR 303 Pathophysiology ( \text{(Online)} )</td>
<td>NUR 310 Evidence-Based Practice in Healthcare (writing intensive)</td>
</tr>
<tr>
<td>3 Credits</td>
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SON approved 3/10/20
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<th></th>
<th>Fall Semester</th>
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<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>THIRD YEAR</strong></td>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>PHI</td>
<td>3 Credits</td>
<td>NUR 413 Nursing Care Management of</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NUR 301 Care of Adults II</td>
<td>3 Credits</td>
<td>Woman, Infants &amp; Families</td>
<td></td>
</tr>
<tr>
<td>NUR 306 Care of Adults II Clinical</td>
<td>2 Credit</td>
<td>NUR 414 Nursing Care Management of Woman, Infants &amp; Families Clinical</td>
<td></td>
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<tr>
<td>NUR 306: Application of Theory to Nursing Practice II</td>
<td>1.5 Credits</td>
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<tr>
<td>NUR 316 Pharmacology (Online)</td>
<td>3 Credits</td>
<td>NUR 340 Psych/Mental Health Nursing</td>
<td>1 Credit</td>
</tr>
<tr>
<td>General Elective (Writing or Arts)</td>
<td>3 Credits</td>
<td>NUR 341 Psych/Mental Health Nursing Clinical</td>
<td>3 Credits</td>
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<td>Total 15.5 Credits</td>
<td>NUR 415 Sociocultural Issues (Online)</td>
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<tr>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>NUR 334 Care of Adults III</td>
<td>3 Credits</td>
<td>NUR 456 Professional Nursing Practice Through the Lifespan</td>
<td>3 Credits</td>
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<tr>
<td>NUR 335 Care of Adults III Clinical</td>
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<tr>
<td>NUR 416 Nursing Care Management of Children &amp; Families</td>
<td>3 Credits</td>
<td>NUR 457 Professional Nursing Practice Through the Lifespan (Lab)</td>
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<tr>
<td>NUR 417 Nursing Care Management of Children &amp; Families Clinical</td>
<td>1 Credit</td>
<td>NUR 455 Senior Clinical Practicum</td>
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<tr>
<td>NUR 455: Community &amp; Population Health</td>
<td>3 Credits</td>
<td>NUR 447 Clinical Reflections Seminar</td>
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<tr>
<td>NUR 456: Community &amp; Population Health Clinical</td>
<td>1 Credit</td>
<td>NUR 444 Management &amp; Leadership (Online)</td>
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<tr>
<td>NUR 435: End of Life Care (Online)</td>
<td>1 Credit</td>
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<td><strong>Spring Semester</strong></td>
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</table>

Total Credits = 121

SON approved 3/10/20
The following Courses will become NURSING GEs:
NUR 165 Intro. to Care of the Older Adult
NUR 265 Human Genetics
NUR 365 Informatics

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
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<tr>
<td>HON 111 Civilization I</td>
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<td>HON 112 Civilization II</td>
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<td>3 Credits</td>
<td>NUR 308 Health Assessment Lab</td>
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<tr>
<td>HON 211 Civilization III</td>
<td>4 Credits</td>
<td>NUR 303 Pathophysiology (Online)</td>
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<tr>
<td>(Machias students: NUR 102 in the Fall Semester. Didactic is Online. Lab component will be completed at Orono over Winter Break.)</td>
<td><strong>Total</strong></td>
<td>NUR 310 Health Related Research (writing intensive)</td>
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<td>HON 212 Civilization IV</td>
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<td>3 Credits</td>
</tr>
<tr>
<td>HON 170 Currents and Contexts</td>
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<td>HON 180 A Cultural Odyssey</td>
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<td>HON 3XX Honors Tutorial</td>
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<tr>
<td>Fall Semester</td>
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<td>Spring Semester</td>
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<tr>
<td>NUR 334 Care of Adults III</td>
<td>3 Credits</td>
<td>NUR 456 Professional Nursing Practice Through the Lifespan</td>
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<tr>
<td>NUR 335 Care of Adults III Clinical</td>
<td>2 Credit</td>
<td>NUR 457 Professional Nursing Practice Through the Lifespan (Lab)</td>
<td>1 Credit</td>
</tr>
<tr>
<td>NUR 416 Nursing Care Management of Children &amp; Families</td>
<td>3 Credits</td>
<td>NUR 455 Senior Clinical Practicum</td>
<td>5 Credits</td>
</tr>
<tr>
<td>NUR 417 Nursing Care Management of Children &amp; Families Clinical</td>
<td>1 Credit</td>
<td>NUR 447 Clinical Reflections Seminar</td>
<td>1 Credit</td>
</tr>
<tr>
<td>NUR 452 Community &amp; Population Health</td>
<td>3 Credits</td>
<td>NUR 444 Management &amp; Leadership</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NUR 453 Community &amp; Population Health Clinical</td>
<td>1 Credit</td>
<td>General Education</td>
<td>3 credits</td>
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<tr>
<td>NUR 435 End of Life Care (Online)</td>
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<td>HON 499 Honors Thesis</td>
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<td>HON 498 Honors Directed Study</td>
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Total Credits = 121

SON approved 3/10/20
# UNIVERSITY OF MAINE
## SCHOOL OF NURSING ACADEMIC PROGRESSION

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<th>Semester 5</th>
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<td>BMB 207</td>
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<td>STS 232</td>
<td>NUR 200</td>
<td>NUR 301</td>
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<td>NUR 202</td>
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<tr>
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<td>CHF 201 3 credits</td>
<td>NUR 300 3 credits</td>
<td>NUR 316* 3 credits</td>
<td>NUR 341 2 credits</td>
<td>NUR 452 3 credits</td>
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<td>3 credits</td>
<td>NUR 102</td>
<td>NUR 103*</td>
<td>NUR 308</td>
<td>PHI (GEWC)</td>
<td>NUR 415* 3 credits</td>
<td>NUR 453 1 credits</td>
<td>NUR 447 1 credits</td>
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<tr>
<td>NUR 101</td>
<td>NUR 106</td>
<td>NUR 303**</td>
<td>Gen Ed ART or WRT 3 credits</td>
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<td>NUR 435* 1 credit</td>
<td>Gen Ed 3 credits</td>
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<td>1 credit</td>
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<td>3 credits</td>
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General Education

Every University of Maine academic program is based upon a strong foundation in the liberal arts and sciences. The university's goal is to ensure that all of its graduates, regardless of the academic major they pursue, are broadly educated persons who can appreciate the achievements of civilization, understand the tensions within it, and contribute to resolving them. This component of every program is called general education, and it amounts to about one third of every program. The design of general education at the University of Maine is meant to be flexible within the broad goals it seeks to achieve. It affords each student many ways of meeting its requirements, which fall under the six broad categories outlined below.

Science:
Each program must include two courses in the physical or biological sciences. This may be accomplished in two ways:
1. By completing two courses with laboratories in the basic or applied sciences
2. By completing one course in the applications of scientific knowledge, plus one course with a laboratory in the basic or applied sciences.

Human Values and Social Context:
Each program must include 18 credits in this broad area, selected from lists of approved courses to satisfy each of five sub-categories. (Courses that satisfy requirements in more than one sub-category may be counted in each appropriate sub-category, but credits may be counted only once.)
1. Western cultural tradition
2. Social context and institutions
3. Cultural diversity and international perspectives
4. Population and the environment
5. Artistic and creative expression

Mathematics:
Each program must include at least six credit hours in mathematics, including statistics and certain courses in computer science. No more than three of the six credit hours may be in computer science.

Writing Competency:
The ability to write well is one of the most important attributes of an educated person. To help ensure this outcome the University requires its students to write throughout their academic careers, focusing both on general-purpose writing and professional writing within their majors. Each program must include:
1. ENG 101 College Composition. All students must complete this course with a grade of C or better, or be excused from this course on the basis of preceding satisfactory completion of HON 111 and HON 112 with a grade of C or better in each.
2. At least two courses designated as writing-intensive, at least one of which must be within the academic major.

Ethics:
Each program must include at least one approved course or series of courses placing substantial emphasis on the discussion of ethical issues.

Capstone Experience:
Every program must include an approved capstone experience. The goal is to draw together the various threads of the undergraduate program that bear directly upon the academic major in an experience that typifies the work of professionals within the discipline. Normally, the Capstone would conclude at the end of the student's senior year. Students should consult closely with their academic advisor to explore the range of options available for meeting this requirement.

Course descriptions reflect specific general education categories. You may also go to http://studentrecords.uma.edu/ for currently offered courses. Click on Schedule of Classes. Enter a term and a General Education Category. A complete list of courses meeting the specified General Education category will be displayed.

A student (completing more than one academic major or baccalaureate degree) need complete only one set of UMaine General Education Requirements. For example, a student completing a double major need complete the "writing intensive course in the major" and the capstone experience only for the designated primary major. Exception: some departments may specifically require their writing intensive and capstone courses as part of the major, aside from their role in general education. In this case the double-major student must complete them, not because of general education policy, but because the major program requires them.

Students who have previously earned a baccalaureate degree from a regionally accredited institution do not have to meet General Education requirements to earn a degree from UMaine. A student must meet the requirements of the major (assuming sufficient credits are accepted by transfer to total 120 credits or more, depending on the major, with at least 30 credits of 300/400-level courses from UMaine).

Note: Courses must be taken for letter grade only to satisfy a general education requirement.
# GENERAL EDUCATION REQUIREMENTS WORKSHEET

<table>
<thead>
<tr>
<th>Name</th>
<th>ID#</th>
</tr>
</thead>
</table>

**ETHICS** (1 course or a series of courses placing substantial emphasis on ethical issues; effective for students who entered UM Fall 1996 or after)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
</table>

COMPLETED: 

**HUMAN VALUES AND SOCIAL CONTEXT** (18 credits required, including at least 3 credits from each of the five sub-categories. A 3 credit course that satisfies two sub-categories will constitute completion of both; however, credits may be counted only once)

<table>
<thead>
<tr>
<th>Sub-Category</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Cultural Tradition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Context &amp; Institutions</td>
<td></td>
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<tr>
<td>Cultural Diversity &amp; International Per.</td>
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<tr>
<td>Population &amp; Environment</td>
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<tr>
<td>Artistic &amp; Creative Express.</td>
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<tr>
<td>(18th Credit)</td>
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</table>

COMPLETED: 

**MATHEMATICS** (6 credits required, only 3 credits may be in computer science)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Math/Stat)</td>
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<tr>
<td>(Math/Stat or Comp. Sci.)</td>
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COMPLETED: 

**SCIENCES** (2 course required)

<table>
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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>(Lab-Basic)</td>
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<tr>
<td>(Lab-Basic/or Applications)</td>
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COMPLETED: 

**WRITING COMPETENCY**

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<th>Course</th>
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<tr>
<td>ENG 101 (Composition)</td>
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<tr>
<td>Writing Intensive:</td>
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<tr>
<td>WI in the major:</td>
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<tr>
<td>Minimum grade = C (not C-)</td>
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COMPLETED: 

**CAPSTONE EXPERIENCE**

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<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Credits</th>
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</table>

COMPLETED: 

*This is a summary of progress toward completion of General Education Requirements only. Requirements for the major must be checked with the major department.*
# School of Nursing Progression Summary

**NAME ___________________________**  
**PS: ___________________________**

## I. Human Values/Social Context (18 Credits)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Semester</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wshn Cult Trad Sub Category I (PHI)</td>
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<td></td>
<td></td>
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<tr>
<td>Soc Contot &amp; Int Sub Category II (PSY100)</td>
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<tr>
<td>Cul Div &amp; Int Per Sub Category III (NUR 415)</td>
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<tr>
<td>Popul &amp; Environ Sub Category IV (NUR452)</td>
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</tr>
<tr>
<td>Arts &amp; Creat Exp Sub Category V</td>
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<tr>
<td>General Elective any category required</td>
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<tr>
<td>Writing Intensive Outside Minor</td>
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## II. School of Nursing Requirements (45 Credits)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Semester</th>
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<tbody>
<tr>
<td>BIO100 W/Lab Basic Bio</td>
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<tr>
<td>BIO208 W/Lab Anatomy &amp; Phys</td>
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<tr>
<td>BMB207 Bio Chem</td>
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<tr>
<td>BMB209 Bio Chem</td>
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<td></td>
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</tr>
<tr>
<td>BMB240 Microbiology</td>
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<td></td>
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<tr>
<td>BMB241 Micro Lab</td>
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<tr>
<td>FSN101 Intro to Nutrition</td>
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<tr>
<td>Statistics</td>
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<tr>
<td>Math Notation R/T Math Placement</td>
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<td>PSY100 General Psychology</td>
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<tr>
<td>*SOC101 Intro to Sociology</td>
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<td>Growth &amp; Development</td>
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<tr>
<td>Philosophy</td>
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**Progression to 200 Level Requires 47 Credits**

## III. Nursing Courses

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<tr>
<td>NUR101 Iss &amp; Opp in Nursing</td>
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<tr>
<td>NUR102 Foundation of Nursing Practice I</td>
<td></td>
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<td>NUR106 Foundation of Nursing Practice I Lab</td>
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<td>NUR103 Foundation of Nursing Practice II</td>
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<td>NUR200 Care of Adults I</td>
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<td>NUR202 App Theory of Nursing Practice I</td>
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<td>NUR201 Care of Adults I Clinical</td>
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<td>NUR308 Health Assess Lab</td>
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<td>NUR303 Pathophysiology</td>
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<td>NUR310 Health Related Research</td>
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<td>NUR301 Care of Adults II</td>
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<td>NUR302 App Theory of Nursing Practice II</td>
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<td>NUR306 Care of Adults II Clinical</td>
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<td>NUR316 Pharmacology</td>
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<td>NUR413 Family Centered Care OB</td>
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<td>NUR414 OB Clinical</td>
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*Applies to GE Requirement*
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<td>NUR340 Psych/Mental Health</td>
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<td>NUR341 Psych/Mental Health Clinical</td>
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<td>NUR415 Sociocultural ISM</td>
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<td>NUR334 Care of Adults III</td>
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<td>NUR335 Care of Adults III Clinical</td>
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<td>NUR416 Family Centered Peds</td>
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<td>NUR417 Peds Clinicals</td>
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<td>NUR452 Comm &amp; Pop Health</td>
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<td>NUR453 Clinical Care of Communities</td>
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<td>NUR435 End-of-Life Care</td>
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<td>NUR444 Management &amp; Lead in Nursing</td>
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<td>NUR447 Clinical Reflections Seminar</td>
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<td>NUR455 Sr Clinical Practicum</td>
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<td>NUR456 Prof Nursing Practice Through Lifespan</td>
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<tr>
<td>NUR457 Prof Nursing Practice Through Lifespan Lab</td>
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**Nursing Electives**

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<td>NUR265 Genetics/Genomics</td>
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<td>NUR365 Health Care Informatics</td>
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<tr>
<td>NUR165 Care of Older Adults</td>
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TOTAL 121 CREDITS REQUIRED

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<td>CUM GPA</td>
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<tr>
<td>CURRENT CREDITS</td>
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<td><strong>MATH PLACE 122/126 REQUIRED</strong></td>
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</tbody>
</table>

**MATH:** If MAT score 122/126 then NUR 102, 201, 302 applies. If MAT score below, then MAT101

5/11/2020 ST
CLINICAL REQUIREMENTS

HEALTH
Each student is required to submit a health history and undergo a physical examination prior to entering the first clinical course in the program, NUR 201. Health examination forms are available in the School of Nursing Office. The purpose of this examination, by a health care practitioner (physician, nurse-practitioner, physician’s assistant), is to verify the student is in a state of mental and physical health compatible with the responsibilities of nursing practice. It is preferred that you coordinate this with your primary care provider. Documentation must be submitted ‘two weeks prior the start to the first clinical semester for NUR 201” and annually thereafter. Failure to provide documentation will result in potential delay in progression.

DEPARTMENT OF STUDENT ACCESSIBILITY SERVICES
The physical exam will also serve to verify student needs for a reasonable accommodation for disability. Any student with disability is encouraged to make early contact with Student Accessibility Services (https://umaine.edu/student accessibility), to discuss the possibilities for reasonable accommodation.

IMMUNIZATION REQUIREMENTS
Each student must comply with the State of Maine Immunization Law for Post-Secondary students and the University requirements for immunizations in order to first be admitted to the University of Maine. In addition, the School of Nursing requires evidence of immunity to meet the following requirements:

• Measles, Mumps and Rubella: 2 MMR’s or evidence of immunity through documented titers for each, measles, mumps, and rubella.
• 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 must be initiated, if not complete, prior to NUR 201. Series must be complete prior to entering NUR 306.
• Tuberculosis: Students must complete baseline screening for Mycobacterium tuberculosis infection through one of the following:
  1. A two-step tuberculin skin test (PPD)
  2. 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
  3. Documentation of previous positive testing for Mycobacterium tuberculosis.
Influenza: 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. Declination form is available upon request.

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

Annual Follow-up Testing
Students are required to repeat the PPD or BAMT annually. Students who have a positive follow-up screening must be evaluated by a healthcare provider.

Positive Tests:
Any student who has a positive (current or previous) PPD or BAMT must complete a Tuberculosis symptom screening form and be evaluated by a healthcare provider to rule out active tuberculosis disease. This may result in a blood test, and/or chest XRay. After an evaluation of a positive screening test, documentation about TB status needs to be submitted in writing by the healthcare provider.

Students with previous positive tests must complete a Tuberculosis symptom screening form every year. Students with symptoms consistent with Mycobacterium tuberculosis must be evaluated by a healthcare provider and provide documentation clearing them for clinical participation.

AMERICAN DATABANK – COMPLIO
All students must register with American Databank for immunization tracking through [www.umorono.complio.com](http://www.umorono.complio.com). There is a one-time fee of $25.00 for this service. Students are responsible for uploading all immunization and physical examination records to Complio as well as submit a hard copy to Pauline Wood (Dunn Hall, RM 204). Records are kept at the School of Nursing, and a copy of the records are submitted to the health agency when students are assigned for their clinical rotation. Immunization documentation must be submitted two weeks prior to the start of the first clinical semester for NUR 201.

AMERICAN DATABANK – STUDENT BACKGROUND CHECK
Prior to starting a clinical rotation with a contracted/affiliated hospital or healthcare facility, students are required to undergo a criminal background check (CBC) to enhance patient safety. This is in compliance with a recent mandate from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) that healthcare students who are in the clinical setting for an educational experience must complete the same background check as hospital employees.

The student is responsible for initiating the CBC procedure at the time of finger printing in NUR 101 and again prior to NUR 453. 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 ($33.00 as of September, 2016).
The UMaine School of Nursing has contracted with an independent company, American DataBank, which is approved by the American Association of Colleges of Nursing, for this purpose (www.americandatabank.org). American DataBank background checks include a search of records from the Federal Bureau of Investigation (FBI), the Nationwide Sex Offender database, and State court records. The results of the background check are sent to the School of Nursing. If a student is found to have a criminal record, the School of Nursing instructs American DataBank to forward the results to the health care agency where the student was to be placed for 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 Other related crimes
- Crimes involving theft
- Crimes involving drugs
- Misdemeanors that could compromise the care and safety of patients.

CARDIO-PULMONARY RESUSCITATION (CPR) CERTIFICATION
All students must be certified in cardiopulmonary resuscitation (CPR) prior to enrolling in NUR 201 and must maintain certification throughout the BSN program. Certification typically expires every two years. Certification must be at the health care provider level and must provide hands-on training related to adult, child and infant CPR. Online training programs without a hands-on demonstration and examination of correct technique 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 must be on file in the School of Nursing Office two weeks prior to beginning NUR 201.

All students must demonstrate proficiency and understanding of universal infection control procedures and blood borne pathogen policies prior to clinical placement in a health care setting. This training is provided by the School of Nursing.
Clinical Placements

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

In the semester before the NUR 455 Senior Clinical Practicum, students will be asked to state their preferred clinical site and/or nursing specialty for this 210 hour learning experience. Clinical Coordinator will make every effort to accommodate your preferences but we cannot guarantee that your specific preferences can be fulfilled. The availability of a specific setting and the availability of a qualified clinical nurse partner are determined by the clinical agencies. Please be aware that some clinical agencies require a personal interview with the prospective senior nursing student before making their decision about NUR 455 placement. Students may be required to drive up to 1 hour for clinical rotations.

Students are responsible for providing their own transportation to and from all assigned clinical sites. Students are not allowed to transport patients/clients in personal vehicles under any circumstance.

Army ROTC Nurse Cadet NUR 455 Senior Clinical Practicum (Partnership)

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

Criteria:

- The UM BSN student/U.S. Army ROTC Nurse Cadet must complete a (3-4 week) summer training for Nurse Cadets in the semester prior to their senior year.
- The student-cadet must achieve a final summative rating of Proficient or higher by their Military nurse preceptor.
- The student must provide a copy of the final clinical evaluation by their military nurse preceptor which includes a checklist of specific accomplishments and also indicates their overall rating of Proficient, Excellent or Outstanding performance.
- The student will give the copy of the above evaluation to their academic advisor for placement in their student file. The academic advisor will inform the NUR 455 faculty that the student nurse Cadet has met criteria for reduction in clinical hour requirement.

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

Approved by School of Nursing faculty 11.16.15
CLINICAL & LABORATORY POLICIES FOR NURSING COURSES

Attendance
Attendance is required for all scheduled clinical and laboratory experiences. Absences will be individually addressed for each missed clinical and laboratory experience. Excused absences will be granted in extraordinary circumstances and do not automatically release the student from the experience and requirements. Students who must miss a clinical and/or laboratory experience are expected to notify the instructor and clinical agency prior to the clinical/laboratory time. Missing a clinical or laboratory experience may result in failure to meet the course objectives and failure in the course. Any decision to cancel clinical experience due to inclement weather will be determined by University guidelines and announced by University administration. Call 581-SNOW for updates.

Preparation
Students are expected to be prepared for their clinical experience. Students who present as unprepared and/or demonstrate unsafe behavior will not be allowed to remain on the unit. 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 must be professional at all times. Students must wear lab coats with name tag and school emblem when researching their patient assignment prior to the clinical day/evening. Jeans, sweat pants, shorts, bare feet, sandals, or sneakers are not acceptable attire. Students will be asked to leave the unit by health personnel on duty if not dressed professionally.

RN LICENSING APPLICATION

After verification of successful completion of all requirements and the granting of 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. Accurate completion of the NCLEX applications by designated dates is 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 Maine State Board of Nursing may refuse to grant a license on the basis of violation of academic or professional integrity or on the basis of criminal history record information relating to convictions denominated in Title 5, Chapter 341, Subsection 5301 of the Maine Revised Statutes Annotated. Other state boards of nursing are likely to have a similar rule. It is the responsibility of the student to declare criminal history information on the application for licensure.
BSN PROGRAM POLICIES

Academic and Progression Policies

1. Upon matriculation to the University of Maine BSN program, students are expected to take all course work at the University of Maine. The BSN curriculum is designed to meet the expected learning outcomes at each level of the program sequence as well as 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 must work closely with their academic advisor to ensure course equivalency and transferability of credits prior to taking the course.

“Prerequisite courses” in the above policy refers to the prerequisite sciences and liberal arts courses. It does not apply to any NUR courses.

STUDY ABROAD STATEMENT
Study Abroad can be experienced in the nursing program. The School of Nursing has arranged curriculum so that a student that wishes to study abroad 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: https://umaine.edu/international/outgoing-students

2. Nursing students must meet or exceed the following academic requirements in order to progress to nursing (NUR) courses.
   • To progress to NUR 102, NUR 106, and NUR 103:
     - 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 Science GPA of 3.0
     - Earn no less than a grade of “C” in any required coursework.
     - Successful completion of 47 credit hours which include all sciences, 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 in from other colleges and universities.

The science GPA is calculated by the course grade received in BMB 207/209, BIO 100, BMB 240/241, and BIO 208
3. Students that wish to study abroad during their academic studies must have achieved a 3.0 GPA.

4. Academic Contracts: Students who are unable to achieve a 2.5 GPA after the first semester of prerequisite course work (with no transfer credit) are placed on a 3.0 contract for the following semester. Students who are unable to meet this contract are placed on a 3.25 contract for the following semester. Any student who fails to meet a 3.25 contract will be dismissed from the major. Any student who transfers to the nursing major with 12 or more credits must achieve a 3.0 GPA for all semesters thereafter. Failure to meet this contract will result in dismissal from the nursing major. Any nursing student who dropped below a 3.0 GPA throughout his or her tenure in the nursing program will be placed on an academic contract.

5. 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. General appeal rights for students are outlined in the University of Maine Student Handbook.

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

7. 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.

8. 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 first attempt in another nursing course will be dismissed from the nursing major.

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

10. Students, who withdraw from classes during the withdrawal period with co-requisites courses such as lab/clinical, must withdraw from all listed co-requisite courses. Example: NUR 200 lecture with NUR 201 clinical and NUR 202 lab.
11. Students who withdraw from NUR or other prerequisite courses will experience a delay in progression through the nursing curriculum.

12. 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 must 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.

13. 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”

14. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 92</td>
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<tr>
<td>A-</td>
<td>91 - 90</td>
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<tr>
<td>B+</td>
<td>89 - 88</td>
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<td>B</td>
<td>87 - 82</td>
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<td>C+</td>
<td>79 - 78</td>
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<tr>
<td>C</td>
<td>77</td>
</tr>
<tr>
<td>C-</td>
<td>76 - 70</td>
</tr>
</tbody>
</table>

15. Students who need course adaptations or accommodations because of a disability are directed to Student Accessibility Services, # 581-2319, for guidance.

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

Appealing assignment and/or course grades: A student who wishes to appeal a course grade, an assignment grade, or other course outcome must follow The University of Maine procedures as described in the UMaine Student Handbook section on “Appealing Grades and Assignments” http://www.umaine.edu/handbook/ Acad/Academic_guidelines_and_informat.htm
17. Appealing School of Nursing Academic Policies: A student who wishes to appeal School of Nursing programmatic academic action (for example: dismissal from the program, delay in progression due to low grade point average) must adhere to the following School of Nursing procedure:

- Communicate with their academic advisor as soon as possible for guidance regarding the academic appeal process and time frame.
- Submit a formal letter of appeal to the Director of the School of Nursing. The letter should include the extenuating circumstances that precluded the violation in School of Nursing Academic Policy **AND** a plan for remediation of the problem. The Director and the faculty members of 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 must be submitted by the date determined by the PAC.

18. A student who has been **suspended** from the University but wishes to return to the School of Nursing must file an application for re-admission. Students who have been suspended from the University are guaranteed re-admission to the University; however, an interview with a nursing faculty advisor is required prior to re-admission to the Nursing major.

19. A student who has been **dismissed** from the University and/or the School of Nursing but who wishes to return to the School of Nursing must send a letter of appeal for re-admission 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 for a decision on re-entry. A student who has been dismissed from the University is **not** guaranteed readmission.
Policy for 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/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.

Policy for Video/Audio-Recording of NUR Classes:
Students may use video and/or audio-recording devices during nursing courses only with the expressed permission of the instructor. In the case of guest lecturers, students must obtain permission from the guest. Students may not record interactions with faculty without the expressed permission of instructors. Circulating recordings or other materials without written permission may result in suspension or dismissal from the School of Nursing.

Cell phones are to be turned off or muted during class, laboratory, and clinical sessions.

Academic Integrity Policy:
The School of Nursing adheres to The University of Maine policy on Academic Integrity (http://umaine.edu/handbook/academics/academic-integrity). Violations of academic integrity such as cheating or plagiarism may result in a failing grade for an assignment or an entire course, and may be subject to action under The University of Maine System Student Conduct Code (http://www.maine.edu/system/policy_manual/policy_section501.php).

Types of Academic Dishonesty

- **Cheating**—Cheating is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered.
- **Academic Misconduct**—Academic misconduct is the intentional violation of University policies by tampering with grades or involvement in obtaining or distributing any part of an unadministered test.
- **Fabrication**—Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive.
- **Plagiarism**—Plagiarism is the presentation of someone else’s words, ideas, or data as one’s own work. Proper citation and/or acknowledgment must be given to other’s work. *This information comes from the pamphlet, “Academic Honesty and Dishonesty,” a publication of Student Affairs Office.*

UMaine faculty are welcome to use Safe Assign in courses which use BrightSpace for course materials. Safe Assign is a program for detection of plagiarism in any written assignment.
Academic Advising
Students accepted into the School of Nursing are advised by the Director of Advisement and Academic Progression for the first three semesters and transition their advisement to the Undergraduate Program Coordinator in the fourth semester of the program.

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.

A. The student who anticipates the need to be absent to accommodate his other religious practice must notify faculty in advance of such anticipated absence. This notice should be provided at least one week in advance.
B. Exams and assignments must be completed prior to the class/clinical/lab date. Clinical and lab make up shall be in compliance with the expectations as stated in each Clinical and Lab syllabi.
C. No adverse or prejudicial effect shall result to any student who avails him/herself of the above policy.
D. If a faculty member has any questions about the request to be absent for a religious accommodation, questions may be directed to the University’s Office of Equal Opportunity at 581-1226.
PROFESSIONAL CONDUCT POLICIES

Students are expected to adhere to standards of professional conduct in all School of Nursing settings. Below are listed specific expectations for such conduct, derived in part from the American Nurses Association Code for Nurses, the National Student Nursing Association student conduct code, the International Council of Nurses Code for Nurses, and the Law Regulating the Practice of Nursing for the State of Maine.

The nursing student:

1. Provides services with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes or the nature of health problems.

2. Safeguards the client’s right to privacy, assumes responsibility and accountability for individual nursing judgments and actions.

3. Demonstrates competence and acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical or illegal practices of any person.

4. Exercises informed judgment based on the level of education and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities and delegating nursing activities to others.

5. Demonstrates caring and concern for patients/clients.

6. Participates in the profession’s efforts to educate the client about self-care and the public about the role of nursing.

7. Interacts with others in a respectful manner.

8. Collaborates with members of the health professions and other citizens in promoting efforts to meet the health needs of the public.

9. Demonstrates honesty and integrity in all aspects of conduct.
Unprofessional conduct shall include failure to adhere to the applicable standard of nursing care and a pattern of practice or other behaviors which demonstrate incapacity or incompetence to practice as a nursing student. This policy will apply in relation to conduct demonstrated at any point within the course of study as a University of Maine nursing major. Such conduct includes but is not limited to the following:

1. Performing acts beyond the authorized scope or level of nursing education.
2. Assuming responsibilities without adequate preparation.
3. Failing to take appropriate action or failure to follow policies and procedures of clinical agencies and the School of Nursing.
4. Inaccurately recording, falsifying or altering a client’s or agency’s record.
5. Physical or verbal abuse, harassment or threatening behavior.
6. Violation of confidentiality.
7. Diversion of drugs, supplies or property of clients or agencies.
8. Commission of a felony, past or present, which could reasonably prevent placement in clinical agencies used for learning experiences.
9. Substance abuse that has resulted, or is likely to result, in the student performing services in a manner that endangers the health or safety of clients.
10. Inability to communicate effectively and establish appropriate professional relationships with clients, professionals, other employees of health care agencies, peers and School of Nursing faculty/staff.
11. Violation of the School of Nursing or agency policies or professional standards.
12. Leaving a clinical site without authorization.
13. Failure to demonstrate capacity to engage in professional nursing roles.
14. Exhibiting a pattern of inability to complete work in a timely manner.
15. Cheating, plagiarism or any form of dishonesty.
The procedure that will be followed for students who have not been demonstrating professionalism will be as follows:

1. Student problem behaviors may be identified by any University of Maine faculty/staff member, agency personnel, clients or peers. If action is taken, this will be based on facts and/or surmise from evidence and not simply hearsay.

2. If the behavior is limited to one course, the student will be asked to meet with a School of Nursing faculty member associated with the course in which the behavior took place. If the behavior took place in more than one course, the policy advisory committee will review the case. The Director may choose to include the individual(s) bringing the complaint at this meeting. A faculty member may also be invited to serve as a witness.

3. A written statement describing the problem behavior and, if appropriate, a plan of action for improvement (contract) will be given to the student, with a copy of all written materials placed in the student's permanent file. If the behavior is not remediated within the stated time frame, there are several possible outcomes. These include a lowered clinical/course grade, failure in a course, conditional status (requires specific contract), suspension and/or dismissal.

4. There are times when a clinical agency requests that a student be removed from a clinical experience. If the faculty member concurs that the behavior warrants such action, no attempt will be made to secure another clinical placement. This will result in a failing grade for the clinical experience.

5. In cases where the behavior poses risk of harm to others, the student may be removed from a clinical placement, the classroom, suspended or dismissed from the major without the opportunity for counseling and improvement plan. This decision will be made by the Policy Advisory Committee. Examples of behaviors which may lead to immediate removal are dishonesty, aggression, serious violation of the professional code of conduct including professional boundaries, and the commission of felonies including the diversion of drugs. The Director of the School of Nursing will notify the student in writing if such a decision is made.

6. The student has the right to utilize the formal appeal processes of the University of Maine if he/she disagrees with the decision made. The School of Nursing reserves the right to remove from clinical any student who, according to the judgment of faculty, poses risk of harm to clients or others until the matter is formally resolved.
Professional Demeanor Policy:
The student is a representative of UMaine School of Nursing and should realize that their behavior may positively and negatively affect the judgments of others about UMaine School of Nursing.

UMaine School of Nursing students are expected to be thoughtful and professional when interacting with faculty, patients and their families, nurses, attending physicians, preceptors, affiliated institutional staff, other students, the public and other members of the health care team.

This professional behavior is to be maintained in any and all situations where the student has identified themselves as a UMaine School of Nursing student. This includes situations off-campus, when the student has identified themselves as a UMaine School of Nursing student, as well as in “virtual” sites, such as on-line social networking sites.

Professional demeanor is required of students in Cyberspace in the same manner it is required in all other settings. Student must keep in mind that behavior that is illegal or a violation of university policy on campus will be illegal or violate university policy if it appears online. If a student has identified themselves as a UMaine School of Nursing student in an online forum, the UMaine School of Nursing will hold them to the highest standards of professional demeanor.

Inappropriate behavior includes, but is not limited to, the use of offensive language, gestures, or remarks as well as sharing of personal information of faculty other students, patients and their families, nurses or other members of the health care team when the parties involved have not given explicit consent.

Professional Boundaries Policy:
Therapeutic relationships are an essential part of nursing practice. Students must use caution in not engaging in behavior that violates professional boundaries. Students are expected to respect professional boundaries at all times with patients and families. The following link to the National Council of State Boards of Nursing provides information on maintaining professional boundaries.
https://www.ncsbn.org/464htm
**Liability Insurance**
The University of Maine carries liability insurance of $1,000,000.00 per occurrence for incidents involving nursing students in clinical settings.

**School of Nursing Pinning Ceremony**
The School of Nursing hosts a Pinning Ceremony for graduating seniors each May and December. A faculty member/staff will provide guidance 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.

**Borrowing of University equipment**
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.
Academic/Clinical Incident Report

Student Name:  

Faculty Member:  

Course:  

Date:

This form is intended to track problematic incidents and behaviors of students enrolled in the University of Maine School of Nursing baccalaureate nursing program. When an incident occurs, a copy of this form is placed in the student’s academic file. When there is a pattern emerging due to repeated incidents, the student may be asked to meet with his or her academic advisor or the Director of the School of Nursing. Further action may also be indicated (i.e. Academic Action, Judicial Affairs).

Faculty: Please check the appropriate box and provide an explanation in the designated section below.

<table>
<thead>
<tr>
<th>Clinical Incidents</th>
<th>Classroom Incidents</th>
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</thead>
<tbody>
<tr>
<td>No-show for clinical</td>
<td>Lack of attendance</td>
</tr>
<tr>
<td>No call for absence</td>
<td>Pattern of late arrival to class</td>
</tr>
<tr>
<td>Gross lack of preparation for clinical assignment</td>
<td>Rude interaction toward faculty or other students</td>
</tr>
<tr>
<td>Interpersonal communication incident</td>
<td>Pattern of handing in late work</td>
</tr>
<tr>
<td>Unprofessional appearance or behavior on the clinical</td>
<td>Failing grade on written assignments</td>
</tr>
<tr>
<td>day</td>
<td></td>
</tr>
<tr>
<td>Unprofessional appearance or behavior on the clinical</td>
<td>Suspected plagiarism</td>
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<tr>
<td>unit at another time</td>
<td></td>
</tr>
<tr>
<td>Pattern of late arrival to clinical site</td>
<td>Suspected cheating</td>
</tr>
<tr>
<td>Other see explanation below</td>
<td>Pattern of special requests for deadline extensions, taking exams late etc.</td>
</tr>
</tbody>
</table>

Explanation Notes - Attach separate page if necessary

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Faculty Signature:  

Date:

Student Signature:  

Date:

Student Commentary/Student’s Plan for Actions:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Users/Nursing Forms
University of Maine School of Nursing Substance Abuse Policy and Procedure For Students and Faculty

1. Program Philosophy
The University of Maine Substance Abuse Services has specific policies to guide the conduct of their students. The school of nursing upholds these policies and has additional policies and procedures that are reflective of the professional code of conduct and nursing. Nursing is a caring profession that places many demands on its members. Before nurses can care for others, they must learn to care for themselves. Nursing students encounter many stressors in their education or personal lives; however, it is necessary for students to maintain professional behaviors and safe practice at all times. Early detection of possible substance abuse will allow the faculty to refer the student to the appropriate resources or to the Office of the Dean of Students, Student Advocate Service.

2. Statement of Purpose
The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of nursing students in a health care setting poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies. Early detection of substance use/abuse among students will allow us to help them receive the treatment they need in order to safeguard patient care. The intent of the Substance Abuse Policy and Procedure is to identify students who are chemically impaired and help them to return to a competent and safe level of practice.

3. Statement of Student Responsibility
Nursing students have the obligation to uphold the trust which society has placed in the profession. The practice of nursing demands mental alertness, psycho motor skill, and interpersonal sensitivity. There is no place for impairment due to substances within nursing practice.

4. Definitions
Substances: Substance-related disorders are listed in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition, (DSM-IV). Substances of abuse are grouped into eleven classes: alcohol, amphetamines or similarly acting sympathomimetics, caffeine, cocaine, cannabis, hallucinogens, inhalants, nicotine, opioids, phencycline (PCP) or similarly acting aryloclohexylamines and sedatives, hypnotics, or anxiolytics.

Impaired means that a person's mental or physical capabilities are reduced below their normal levels. An impaired student manifests deterioration in the level of function as compared to that previously observed.

Substance abuse means the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug and or the consumption, possession, or distribution of alcohol by any nursing student while on University of Maine campus or an affiliated clinical site. Abuse includes a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course or clinical educational activities at any clinical site, is impaired.
5. **Procedure (refer to Algorithm A & B)**

(A) **Actual or Potential Impairment**

Impairment is identified through the recognition of signs of deteriorating performance. Examples of physical and behavioral indicators of substance abuse are as follows:

1. Odor of alcohol.
2. Unsteady gait.
3. Rapid or slurred speech.
5. Fine motor tremors.
6. Dilated or pinpoint pupils.
7. Difficulty with calculations.
8. Inability to follow directions.
9. Nausea, vomiting or sweating without known cause.
10. Persistent rhinorrhea.
11.Flushed face.
12. Sleepiness or dozes off.

Some of the above may be due to or explained by another cause. If this is found to be true, the physical or behavioral changes should still be documented in a memorandum of record and observed overtime.

(B) **Physical and Behavioral Patterns of Concern**

Look for a pattern and document clearly, accurately and objectively. The following all indicate possible substance abuse and should be addressed if not related to a known cause and a pattern of these exist:

1. Shuns interaction, long lunches alone.
2. Avoids eye contact.
3. Errors in judgment in patient care.
4. Frequent disappearance from clinical site without explanation.
5. Tardiness, leaves early, short-term absences.
6. Odor of mouth wash or breath mints.
7. Lapses in memory, incongruent responses, and difficulty in recalling instructions.
8. Improbable, elaborate excuses and apologies for behavior.
9. Reports of one family crisis or another.
10. Prefers to work alone, seeks less supervision or avoids / withdraws from other students.
11. Inconsistent performance, sudden changes in usual behavior.
12. Direct blame onto others.
13. Defensive and irritable.
15. Decreased clinical and academic productivity.
16. Fluctuating clinical and academic performance.
17. Change in dress or appearance.
18. Dishonesty.
19. Observed or reported interpersonal conflict.
20. Peers and others appear to compensate for the imbalance of care and learning by over looking impaired performance, lateness, and absenteeism.

(C) Self Identification and Report

If a student independently identifies and acknowledges a problem with alcohol or other drug abuse to any member of the faculty, staff, or student body, every effort will be made to support the student’s recovery on reentry by affording them the opportunity to continue their education. The process to be followed includes:

1. Conference will be arranged with the Director of the School of Nursing to decide the appropriate actions to include possible restrictions on attendance in program of study, progress reports and plan for relapse prevention (student responsibility).
2. The student will be referred for professional evaluation and treatment if this is not in process.

(D) Student Impairment in Class, Lab or Clinical

1. Faculty observe, assess and document performance and objective data.
2. Student faculty conference is held at which time student is informed of the reasons she/he must leave clinical (symptoms of illness, impairment and lack of required safe, professional behaviors).
3. Arrange for someone to drive home and setup appointment to discuss the incident. Be sure student leaves the academic or clinical setting.
4. Inform the undergraduate curriculum coordinator and Director of the School of Nursing.

5. Any student who is impaired in class, lab or clinical will be required to have an evaluation by an appropriate clinician prior to being allowed to return to their program of study. All recommendations from the clinician must be followed and reports sent to the Director at least on a quarterly basis.
Appendix A
Nursing Students Suspected of Substance Abuse

- Early intervention/prevention information for School of Nursing Faculty and students regarding alcohol and drug use/impairment.
- Identification of possible abuse of alcohol and other drugs (5A)
- Seek consultation with Director of School of Nursing
- Assessment of performance suggestive of substance abuse (5B)
- Determination of likely substance abuse or other problems

If data support alcohol/drug abuse:
- Dismiss from lab/class/clinical with follow-up appointment with faculty. Faculty documents incident.
- Agrees to evaluation

If insufficient data:
- Document and continue data collection

Refuses evaluation. Faculty documents incident
- Initiate disciplinary proceedings.

Evaluation is positive (need treatment):
- Treatment complete
  - Return to school with contract.
- Treatment refused
  - Consider disciplinary proceedings

Evaluation is negative for substance abuse but positive for other health problems:
- Meets with Director, School of Nursing.

Evaluation is negative (no need for treatment):
- Student returns to school

u/shared/committee/substance_abuse/Appendix_A
Updated 9/14/04
In order to graduate from the School of Nursing, students must be in good academic standing. In addition, the following must 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:

1. Completion of a minimum of 121 degree hours, with the required grade point average of 3.0 in the major and overall.

2. Satisfactory completion of University and School of Nursing requirements.

University of Maine Academic Standing, Academic Recognition and Degree/Graduation Requirements

Please refer to the University of Maine Undergraduate Student Handbook online for information regarding calculation of academic standing (GPA) and academic recognition (Dean's List) (http://catalog.umaine.edu/content.php?catoid=62&navoid=1806)

Refer to the section on Degree/Graduation Requirements for details about graduation requirements (http://catalog.umaine.edu/preview_program.php?catoid=62&poid=7622)
Mission of the Learning Resource Center
The mission of the Learning Resource 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, and clinical judgment. In addition, the LRC provides a learning environment that is safe, supportive, and conducive to the socialization of students into the clinical practice of nursing.

Hours
The exact hours of operation of the LRC will vary each semester. In general, the LRC staff will be available M, T, TH, F, 8-2. With additional hours on Wednesdays, afternoons, and evenings based on the availability of student employees and schedule of laboratory courses. These additional hours will be published each semester and made available to faculty and students. Lab space will be made available to all students on Friday mornings, 8-12, for the purpose of Open Lab to practice clinical skills. Students will be notified in advance should the lab unavailable due to other campus events.
Staff

**Director of the Learning Resource Center**

Amanda Henderson, MSN, RNC-MNN, IBCLC, CCE  
232 Dunn Hall  
581-2588

**Manager of the Learning Resource Center**

Amy Barnes, BSN, RN  
129 Dunn Hall  
581-3484

**Lab Technician**

**Nursing Student**

Assists with lab access, equipment, and maintenance  
134J Dunn Hall

Location/Space

The physical space that is regarded as the LRC is located on the first floor of Dunn Hall and is easily visible by signage.

Dress Code

Students are expected to dress professionally for all lab experiences, as they would for any clinical experience. White lab coats are to be worn over professional attire if nursing uniform is not worn. Navy School of Nursing jacket is to be worn over nursing uniform if required.

Specific course expectations will be described in each course syllabus.

Code of Conduct

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

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 lab sessions.
Safety

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 immediately, an incident report completed and submitted to the LRC manager.

Please report any suspicious or concerning activity, odors, or alerts to LRC Staff.

In the event of an emergency, there is a phone in the skills lab (rm 140).

Fire exit pathways are posted throughout the LRC for reference in the event of an emergency.

No food is allowed in the clinical areas of the lab. All drink containers 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 of the equipment and lab space can be made available to students, with the exception of the med administration machines.

Any requests for use of the lab, equipment, and space outside of Open Lab, or 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 or report any details regarding broken or faulty equipment to LRC staff.

Clean hands and pencils, no pens, are required when working with any of the LRC manikins.

All equipment and supplies are expected be left where and how it was setup.

All trash and personal effects should be managed accordingly.

*Any breach of these expectations may result in student being asked to leave the LRC.*
Confidential Information

Any information regarding a client is confidential and will be confined to clinical and classroom discussions. Faculty and students uphold the ANA’s Code for Nurses which states “the nurse safeguards the client’s right to privacy by judiciously protecting information of a confidential nature”. In addition, the National Student Nurses’ Association states that students “must maintain client confidentiality and actively promote the highest level of moral and ethical principles.” Students will be oriented to the American Health Insurance Portability and Accountability Act (HIPAA) guidelines and are expected to adhere to these guidelines at all times.
PROFESSIONAL APPEARANCE AND CONDUCT

University of Maine nursing students are expected to adhere to the highest standard of professional behavior and professional appearance when they are attending University functions as well as in clinical and other professional settings. UMaine nursing students must be mindful that they represent the University of Maine and the nursing profession in all interactions in public arenas.

Professional Appearance

In all clinical settings, UMaine nursing students must attend to their hygiene, grooming, and attire to convey a professional appearance. In addition, students must be easily identifiable as University of Maine nursing students by wearing proper name tags, and, when required, by wearing the School of Nursing uniform and/or lab jacket with UM emblem on the Left shoulder (sleeve)

1. **Required items include:**
   - White Shoes
   - Watch
   - 3/4 or full length lab coat
   - Name Pin
   - School Emblem
   - Ceil Blue top and Ceil Blue scrub pants
   - Navy school jacket
   - Khaki pants
   - White or navy shirt

2. **Name Tags:**
   - Student name tags, identifying them as a University of Maine student, will be worn at all times and in all clinical settings. Name tags will include:
     - First & Last Name
     - Nursing Student
     - University of Maine School of Nursing
3. **Professional Attire:**

Professional attire or the School uniform is to be worn in clinical settings and the student must be identifiable as a UMaine nursing student. Khaki pants with white or navy shirt. School of Nursing navy blue jacket and they must wear a name tag. Hair pulled back; a student with long hair, who wishes to wear a headband, needs a navy blue headband. When the student is in the clinical setting for direct-patient care learning experiences, they must wear the School uniform and name tag unless not appropriate for the setting (see detailed list for specific clinical settings below). UMaine approved School of Nursing jacket may be worn over uniform in cold clinical areas.

Under no circumstances are the following types of attire allowed in the Lab & Clinical areas or at University functions:

- Revealing clothing such as clothing that reveals cleavage in women or reveals the abdomen or back when the arms are raised.
- Jeans, athletic or jean shorts.
- Hats, caps, bandannas, hoods or head scarves (unless this is considered to be required by one's religion or culture).
- Sweatpants, sweatshirts, pajamas, leggings, spandex or exercise attire.
- T-shirts: tank, mesh, halter, or tube tops; spaghetti straps; tops that reveal cleavage or the midriff.
- Shirts with inappropriate or offensive lettering or messages.

Attire that is required for specific clinical settings:

A. **Community Health Nursing**
Khaki pants with white or navy shirt which has the School emblem on the sleeve or School of Nursing navy blue jacket and they must wear a name tag. Hair pulled back; a student with long hair, who wishes to wear a headband, needs a navy blue headband. Shoes must be closed toe (clogs must have a strap in the back). Students are to follow the clinical agency’s policy as well as the School of Nursing policies. UMaine approved School of Nursing jacket may be worn over uniform in cold clinical areas.

B. **Mental Health Nursing**
Khaki pants with white or navy shirt which has the School emblem on the sleeve or School of Nursing navy blue jacket and they must wear a name tag. Hair pulled back; a student with long hair, who wishes to wear a headband, needs a navy blue headband. Shoes must be closed toe (clogs must have a strap in the back). A hospital ID badge must be worn at all times. UMaine name tag may not be appropriate in the mental health setting; check with your instructor. Students are to follow the hospital policy as well as the School of Nursing policies. UMaine approved School of Nursing jacket may be worn over uniform in cold clinical areas.
C. **Adult Health Clinical Nursing Courses**
   Students must wear clean and pressed nurse's uniform (ceil top and ceil blue bottoms),
   socks or hose with clean white shoes to hospitals and community agencies. The photo ID
   must be worn above the waist and at all times. Scrubs, when required, such as the Or and
   PACU, are available at individual hospitals. Students are to follow the clinical agencies
   policy as well as the School of Nursing policies.

D. **Maternal-Newborn Nursing**
   Students must wear clean and pressed nurse's uniform (ceil top and ceil blue bottoms),
   socks or hose with clean white shoes to hospitals and community agencies. The photo ID must be
   worn above the waist and at all times. Khaki pants with white or navy shirt. School of
   Nursing navy blue jacket and they must wear a name tag. Hair pulled back; a student with
   long hair, who wishes to wear a headband, needs a navy blue headband. UMaine approved
   School of Nursing jacket may be worn over uniform in cold clinical areas.

E. **Pediatric Nursing**
   Students must wear clean and pressed nurse’s uniform (ceil top and ceil blue bottoms),
   socks or hose with clean white shoes to hospitals and community agencies. The photo ID must be
   worn above the waist and at all times. Khaki pants with white or navy shirt. School of
   Nursing navy blue jacket and they must wear a name tag. Hair pulled back; a student with
   long hair, who wishes to wear a headband, needs a navy blue headband. UMaine approved
   School of Nursing jacket may be worn over uniform in cold clinical areas.

F. **Senior Partnerships Attire**
   A ceil scrub top with ceil blue bottoms uniform (dress, skirt and top or pants and top) will be
   worn for selected experience. Dress may differ for the specialty units at individual hospitals.
   Students must still wear their University patch on the left shoulder and name tag. Scrubs,
   when required, 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 hospital policy as well as the School of Nursing policies.
**Tattoos:**
4. Body art depicting alcohol, illicit drugs, tobacco, nudity profanity or violence must be covered.

**Hair:**
5. Hair must be neat. If it is long, it must be arranged off the face and collar, so as not to interfere with patient care. In some settings, beards or hair must be covered and/or removed as indicated in infection control policies. If a student wishes to wear a headband it must be a University approved navy blue headband.

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

**Jewelry:**
7. Students may only wear minimal jewelry for reasons of personal safety and infection control. For example, a wedding band is allowed, but rings with stones and numerous settings create areas of contamination. Visible body piercing must be non-distracting and such jewelry may only be worn on the ears or in the form of a single nose stud no larger than one millimeter. Gauged ears will be plugged to appear flesh-toned. Other body piercing that may be detectable must be removed while working. Bracelets, necklaces, and pins are not permitted unless for religious or medical reasons. A wristwatch with a second hand is required.

**Hygiene, Scented Products and Cosmetics:**
8. Perfume, colognes and scented products are prohibited because the scents may cause respiratory distress and other allergic reactions in people who are sensitive to the fumes. Nursing students must take personal hygiene measures to avoid giving off odors of cigarette smoke, halitosis (bad breath), or body odor.

**Other:**
9. Students must refrain from chewing gum while at the clinical site.
Professional Conduct

The University of Maine School of Nursing faculty endorse recent policies by the National Council of State Boards of Nursing and the National Student Nurses’ Association regarding professional conduct. Two important areas of concern for nursing students and nurses are the concepts of: (a) professional boundaries in the nurse-patient therapeutic relationship, and (b) potential harm (privacy and confidentiality violations) that can result from use-misuse of social media and other electronic communications. UMaine nursing students are expected to be aware of these important concepts and to conduct themselves in ways that reduce the risk of violating professional boundaries and the risk of violating patient and/or clinical agency confidentiality through inappropriate electronic communications.

Professional Boundaries

The following is an excerpt from the National Council of State Boards of Nursing:
See full document: https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf

Year after year, nursing tops national polls of the most widely respected and trusted professions. The results of these polls reflect the special relationship and bond between nurses and those under their care. Patients can expect a nurse to act in their best interests and to respect their dignity. This means that a nurse abstains from attaining personal gain at the patient’s expense and refrains from jeopardizing the therapeutic nurse–patient relationship. In order to maintain that trust and practice in a manner consistent with professional standards, nurses should be knowledgeable regarding professional boundaries and work to establish and maintain those boundaries.

A therapeutic relationship is one that allows nurses to apply their professional knowledge, skills, abilities and experiences towards meeting the health needs of the patient. This relationship is dynamic, goal-oriented and patient-centered because it is designed to meet the needs of the patient. Regardless of the context or length of interaction, the therapeutic nurse–patient relationship protects the patient’s dignity, autonomy and privacy and allows for the development of trust and respect.

Professional boundaries are the spaces between the nurse’s power and the patient’s vulnerability. The power of the nurse comes from the nurse’s professional position and access to sensitive personal information. The difference in personal information the nurse knows about the patient versus personal information the patient knows about the nurse creates an imbalance in the nurse–patient relationship. Nurses should make every effort to respect the power imbalance and ensure a patient-centered relationship.
**Boundary crossings** are brief excursions across professional lines of behavior that may be inadvertent, thoughtless or even purposeful, while attempting to meet a special therapeutic need of the patient. Boundary crossings can result in a return to established boundaries, but should be evaluated by the nurse for potential adverse patient consequences and implications. Repeated boundary crossings should be avoided.

**Boundary violations** can result when there is confusion between the needs of the nurse and those of the patient. Such violations are characterized by excessive personal disclosure by the nurse, secrecy or even a reversal of roles. Boundary violations can cause distress for the patient, which may not be recognized or felt by the patient until harmful consequences occur.

**A nurse’s use of social media** is another way that nurses can unintentionally blur the lines between their professional and personal lives. Making a comment via social media, even if done on a nurse’s own time and in their own home, regarding an incident or person in the scope of their employment, may be a breach of patient confidentiality or privacy, as well as a boundary violation.

**Professional sexual misconduct** is an extreme form of boundary violation and includes any behavior that is seductive, sexually demeaning, harassing or reasonably interpreted as sexual by the patient. Professional sexual misconduct is an extremely serious, and criminal, violation.
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, 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 REPRESENTATIVES 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 recent change in 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.

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