



UNIVERSITY OF
NEW ENGLAND

Biddeford & Portland, Maine

**DEPARTMENT OF NURSING
STUDENT HANDBOOK
2012-2013**

Policies and guidelines for students in the Associate Degree Program and students admitted to the RN to BSN Program prior to January 1, 2010.

Foreword

This Handbook for Nursing Students offers you a quick reference of practical information to be used in conjunction with the University of New England Undergraduate Catalog and Student Handbook. We suggest that it be kept in a place where you can refer to it regularly during the time you are a student. You are responsible for adhering to the policies as stated in this handbook for Academic Year 2012-2013.

Separate pages will be distributed to you if changes or additions are made while you are a student in the Department of Nursing.

Electronic copies located:
I:/Nursing/Handbook-Nursing Students/Y2012-13/Handbook
and/or
S:/Nursing Student Handbook

This handbook is published by the Department of Nursing at the University of New England and is distributed to students enrolled in the undergraduate nursing programs.
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The University of New England offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.

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University of New England Nursing Philosophy

Nursing, a caring art and science, encompasses the diagnosis and treatment of human responses to health and illness. The faculty believes that nurses use the nursing process to guide people of many cultures toward identifying their own health care needs. Nurses also support people in the decisions they make about their health. Nurses assume many roles as they work collaboratively with clients, families and other interdisciplinary health care professionals in providing care. These multiple roles include being an advocate, a teacher, a caregiver, a counselor, a case manager, a leader, a change agent, and a researcher. As a health care resource, nurses are available to people assisting them to attain and maintain health in whatever setting they may be found. The society in which nurses function is rapidly changing and is technologically oriented. Nurses therefore use knowledge gained from theory, research, evidence and clinical experience to guide their practice. The faculty believes the practice of nursing must be in accordance with established standards of clinical practice and the ANA Code of Ethics. The outcomes of nursing practice include: the prevention of illness, the promotion, support and restoration of health, the provision of quality safe care and the preparation for a dignified death.

We believe that clients, as partners in their care, may be individuals, families, groups, or communities. As such, we value the uniqueness, worth and integrity of all people and believe that each human being is a dynamic holistic system. Holism is viewed as the integration of spiritual, physical, emotional, social, cultural and cognitive dimensions. As people grow and develop, they strive to meet the needs of these interconnected dimensions to achieve a sense of harmony and balance between self and environment. The environment is a dynamic set of interacting internal and external systems.

Faculty view health as a personally perceived state of wellbeing. Health is an ever-changing interplay among the spiritual, physical, social, cultural, and emotional dimensions of people. As a concept, health applies to individuals, families, groups, communities, and all of society.

The essence of professional nursing education lies in the academic experience, which provides the foundation for intellectual inquiry. The process of learning is a continuous one wherein the student develops a unique understanding of theories and concepts from the natural and behavioral sciences, as well as the liberal arts. The acquisition of this knowledge moves from novice to expert and is evidenced by the student's integration of theory into practice at all levels, including but not limited to, leadership and management. The faculty, committed to liberal education as fundamental for the development of critical thinking, decision making and communication skills, strives for a balance between arts, sciences, humanities and professional studies. Optimal learning occurs in a supportive, caring and interactive environment that takes into account the diversity of culture and experience that students bring to the learning situation. We believe that education is a partnership between student and teacher, where the teacher serves as a facilitator and guide. Teaching learning is a collaborative process whereby students and faculty learn from each other, clients, peers, mentors, preceptors, as well as other health care disciplines. Faculty is receptive to individual student needs, flexible to individual learning styles and committed to a continuum of nursing education, which begins with the associate degree and culminates with the doctoral degree.

Faculty believes that the availability of multiple entry and exit points in professional education is critical for students to meet varied career aspirations. The nursing program options of the University of New England provide the foundation for students to move from novice toward expert practice within the profession and allow students to explore expanded professional role opportunities.

Accepted by NFF November 3, 2006

Revised May 13, 2008 Revisions accepted by NFF May 15 2008

Mission Statement

The mission of the Department of Nursing is to educate future nurses to be effective clinicians and leaders who strive to improve the health of all people. At the associate level, the graduate is prepared as a nursing care provider, educator and contributing member of the health care team and the profession of nursing. The baccalaureate level builds upon prior learning to prepare the graduate as a provider of care, educator of groups and communities, consumer of research and leader in the profession of nursing.

Description of the Nursing Program

The Nursing Program at the University of New England is uniquely designed to facilitate student growth and entry into the profession of nursing. The program utilizes Patricia Benner's theoretical concepts of caring and the delivery of nursing care within the seven domains of nursing practice as the curricular framework. Utilization of this model provides for a strong relationship between nursing theory and practice. In addition, foundational courses within the program employ Maslow as a conceptual basis for care planning and problem solving.

The freshman and sophomore years (year 1 and year 2) provide a course of study which is heavily concentrated in the Nursing major. Extensive nursing classroom and clinical experiences define these first two years. Selected University Core Curriculum courses and electives are also incorporated during this time.

Upon completion of the sophomore year, the student has fulfilled adequate study in the major to be awarded an Associate of Science Degree in Nursing (A.D.N.). This enables the student to declare eligibility for the Registered Nurse (R.N.) License application with the State Board of Nursing Examination.

Students who have successfully completed the first two years of study are prepared to participate in the health care delivery system in the role of provider of direct care, manager of patient care, teacher, client advocate and member within the discipline of nursing. In addition, this academic preparation enables the individual to delegate to, and assume responsibility for, the work of lesser prepared health care workers.

The RN to BSN Nursing Program is designed for registered nurses who embrace the opportunity to broaden and enhance current knowledge and skills, acquire knowledge in evidence-based nursing, further their career opportunities and provide the credentials necessary for graduate education. Delivered through both didactic and clinical components, the curriculum includes advanced courses leading to competencies in the areas of nursing theory, research, health assessment, critical thinking, clinical theory and practice, health care of populations, leadership, management, teaching and learning. Nursing course work is offered one or two days during the week depending on completion options. This allows the student to continue practicing as a registered nurse and encourages individuals to apply concepts presented in the classroom to actual clinical practice. The RN to BSN curriculum exposes students to different ways of knowing through interprofessional opportunities, exploration of social sciences, natural sciences and the humanities. Upon completion of the program, the student is awarded the Baccalaureate of Science in Nursing (B.S.N.) degree. Graduates of the program are prepared to participate in the health care delivery system in the role of direct care provider to populations, researcher, manager and leader, health teacher to aggregates, change agent and interprofessional collaborator or coordinator.

Throughout the program, the following concepts are consistent threads in all nursing courses:

- Holism
- Cultural Awareness
- Nursing Roles
- Caring
- Critical Thinking
- Teaching
- Learning
- Research

AD Program Outcomes

1. Apply critical thinking skills and problem solving techniques using Patricia Benner's novice-to-expert conceptual nursing model to apply the nursing program.
2. Participate as a member of the therapeutic interdisciplinary team.
3. Provide skilled nursing care at the advanced beginner level.
4. Use organizational and work-role competencies in the delivery of quality health care.
5. Integrate professional values that reflect understanding of the moral and legal implications, and the ethics of care and responsibility in nursing practice.
6. Demonstrate an awareness of organizational and work-role competencies in a health care system within a changing society.
7. Apply theories from the humanities, arts and sciences into holistic and integrated nursing practice.

BSN Program Outcomes

1. Demonstrate nursing leadership through reflection and critical thinking to expand nursing care to groups and communities.
2. Collaborate with other disciplines in a variety of health care settings to maximize client outcomes.
3. Operationalize professional nursing care at Benner's competent level of practice for families, aggregates, communities and organizations.
4. Participate in the leadership/management process with, but not limited to Benner's organizational work role domain of practice.
5. Model values that reflect understanding of the moral and legal implications, and the ethics of care and responsibility when engaged in professional nursing practice.
6. Integrate nursing theory and scholarly research into professional practice.
7. Integrate nursing, the physical and behavioral sciences, with the humanities to formulate holistic care to families, aggregates, communities and organizations.

Nursing Program Accreditation

The Nursing programs are accredited by the National League for Nursing Accreditation Commission. Further information can be obtained from NLN-AC at 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. 1-404-975-5000. Programs leading to RN licensure are approved by The Maine State Board of Nursing.

Graduation Requirements

Credits	ADN	BSN Completion
Nursing	37	36
General Ed	31	27
Transfer		60 (ADN or Diploma) plus full credit evaluation
Total	68	123

A minimum of one academic year of Nursing from UNE is required for graduation.
A 2.50 grade point average or above is required.

Licensure

Upon successful completion of the first two years, an Associate Degree in Applied Science is awarded and the student may be eligible to sit for the National Council Licensure Exam for RNs (NCLEX-RN). Eligibility for state licensure could be denied if certain criteria apply. Please refer to the following website (<http://janus.state.me.us/legis/statutes/5/title5sec5301.html>) to determine if any of the listed disqualifying circumstances may apply to you.

Criminal Background Check

Each student enrolled in the UNE Nursing Program who will be participating in clinical experiences and preceptorships will be required to undergo a criminal record background check through a provider designated by the program director. Each student is responsible for obtaining and paying for the background check. This process must be completed prior to the student's first day of class. The student understands and agrees that this information will be available to the University and its host clinical agencies. The University reserves the right to take such action as it deems appropriate based on the information obtained from the background check. In some circumstances, students may not be accepted at clinical agencies and, therefore, would not be able to meet program requirements. Although the Nursing Program will make reasonable efforts to place admitted students in clinical experiences, it will be up to the host facility to determine whether a student will be permitted to work at that facility.

Student Advisement

All students enrolled in the nursing program at UNE will be assigned an academic faculty advisor. It is suggested that students make an appointment once a month to meet with their advisor. Students have the option to request a change in advisor for any reason by making the request to his/her present advisor or the Department Chair. Those students who feel that they need more personal advice or support may arrange an appointment with a professional counselor through the services offered by the Counseling Center.

Fees

In addition to the fees described in the college catalog, the student will be responsible for the following:

1. Malpractice insurance (this fee will be added to the student bill during semesters when a clinical course is taken)
2. Transportation costs
3. Uniforms as required by the program
4. Clinical practice equipment
5. Laboratory fees
6. Make-up fees for excess clinical absences.
7. CPR certification
8. Membership in the Student Nurses' Association of Maine (SNAM)
9. Required immunizations and lab tests
10. Cost of criminal background check

Attendance

Students are expected to attend all scheduled classroom, laboratory and clinical nursing experiences. Schedules and calendars for class, clinical and lab days and times will be provided for each nursing course. Business or personal appointments are not to be made during these times. Faculty may modify use of scheduled time to meet the needs of a course. Make up for time missed is at the discretion of the faculty. A written warning may be sent for three or more absences. Absence from class may result in a grade reduction. Excessive absences may require withdrawal from the course. Attendance problems will be handled on an individual basis at the discretion of the faculty taking into consideration, circumstances leading to absences. See individual syllabi for course attendance policies.

It is expected that the instructor or administrative assistant will be called in advance if a class, clinical or lab is to be missed for any reason. Notification of the clinical instructor or preceptor is mandatory prior to a clinical absence. It is each student's responsibility to assure reliable transportation to class and clinical sites. Carpooling may not be possible in many situations and lack of transportation is not an acceptable reason for an absence.

A student who has missed clinical in excess of the scheduled make up may be assessed a fee for the additional required make-up days.

Students who arrive at a clinical site unprepared for their assignment may be asked to leave and will be required to make up the missed clinical time. Weather conditions may necessitate cancellation of a clinical lab or class. Procedures for student notification will be established by course faculty. Make-up for time missed due to inclement weather is at the discretion of the faculty and/or clinical agency. University wide cancellation policies are further described in the UNE Student Handbook.

Students are required to be in satisfactory physical and mental condition to perform in the clinical agency, lab or classroom. Please refer to the UNE Student Handbook Alcohol and Drug Policy Statement.

Grading Policies

At the beginning of all courses, the course objectives and methods used to determine grades will be published in the syllabus for that course. The following grading system is in effect for required pre-licensure & non-elective nursing courses only :

A	94-100	
A-	90-93	
B+	87-89	
B	84-86	
B-	80-83	
C+	78-79	
C	74-77	Unsatisfactory*
C-	70-74	Unsatisfactory
D+	67-69	Unsatisfactory
D	64-66	Unsatisfactory
F	<64	Unsatisfactory

Academic Progression

In order to progress in the nursing program students must meet the following requirements:

1. Maintain a minimum grade point average (GPA) of 2.50.
2. Comply with requirements for attendance and professionalism.
3. Comply with policies stated in UNE and Nursing Student Handbooks.
4. Obtain a final examination average of 78% in all 100 and 200 level nursing courses.*
5. Satisfactory completion of the clinical component of each nursing course. An unsatisfactory grade (*U*) in clinical, regardless of the grade in the theoretical component of the course, will result in a course grade no higher than C. In addition, a student cannot progress to the next clinical nursing course.
6. Perform in the clinical area in a manner that is deemed safe by the faculty.
7. Obtain a C or better in all required science and mathematics courses.
8. Obtain a C+ or better in all required nursing courses.*

**The progression standard for students admitted into the nursing program prior to 2008 will be 75% (C). This includes both the cumulative test average and the final grade.*

If student's exam average is 78% or greater, his/her final grade will be determined by the calculation as stated in the syllabus for the course. If student's exam average is less than 78%, the final grade will be determined by the calculation as stated in the syllabus for the course, but not to exceed a C regardless of the earned average.

Failure to obtain a minimum grade of C+ in any 100 or 200 level nursing course, or a C in a 300 or 400 level nursing course as described above, would necessitate that the student repeat the course to improve his/her grade. A student may enroll in a nursing course twice. To promote retention of previous learning, and to maximize the likelihood of success in the course to be repeated, students who must repeat a nursing course are strongly encouraged to register to audit the nursing course immediately preceding the course to be retaken.

Failure to obtain a minimum grade of C in any science course as described above would necessitate that the student repeat that course until a C is obtained as a final grade.

WCHP Course & Instructor Evaluation Policy

Course and instructor evaluations are one of the most important tools that we have for evaluating the quality of your education, and for providing meaningful feedback to course instructors on their teaching. In order to assure that the feedback is both comprehensive and precise, we need to receive it from everyone, so course evaluations are a required element of every course.

Students who complete all their evaluations on time will have access to their grades as soon as they are available. For those students who do not complete their evaluations, grades will be masked for approximately two weeks.

Advanced Placement and CLEP

The Nursing Department follows the Advanced Placement and CLEP Policy described in the University of New England's undergraduate catalog.

Incomplete Policy

An incomplete (*I*) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The *I* grade must be changed within the time limit determined by the instructor and student and may not extend beyond six weeks following the end of the semester or thirty days following the end of an eight week session. The "*I*" grade defers computation of credits and grade points. Failure to complete the work before the limitation date or within the time imposed by the instructor, results in the assignment of an administrative *F* grade for the course.

Professionalism, Conduct and Safe Practice

While enrolled in the Nursing Program at the University of New England, students are expected to integrate, and to demonstrate at all times, professional values that reflect understanding of the moral, legal, and ethical implications of nursing practice. This expectation includes adherence to the guidelines for ethical conduct that are outlined in the National Student Nurses' Association Code of Academic and Clinical Conduct (see Appendix A), and the American Nurses Association Code for Nurses (see Appendix B).

It is important to remember that expectations for students' professional conduct are not limited to clinical settings. Students show accountability and responsibility when they are on time for assignments, meetings and appointments, manage their time well, and follow through with commitments. Integrity and honesty are demonstrated by being consistent in one's performance and truthful in reports and self-evaluations. All interactions while in the professional role with peers, co-workers, faculty, clients or others, should be characterized by respect for differing beliefs and values. Confidentiality of client information must be maintained at all times. In addition, students should demonstrate collegiality with peers, work toward recognizing their own biases and personal limitations, and overcome negative behaviors, such as procrastination, that interfere with collaboration and teamwork.

Demonstration of professional behavior in all classroom and clinical activities is a requirement in each nursing course. Satisfactory accomplishment of this group of skills is evaluated using the leveled Clinical Evaluation Tool. In order to achieve a "Satisfactory" clinical grade, students must consistently demonstrate patterns of professional behavior and safe practice which follow the legal and ethical codes of nursing, promote the actual or potential well being of clients, health care workers and self. A student who fails to demonstrate mastery of professional conduct or safe practice at the level expected for a particular course may be placed on clinical

probation, or may receive a clinical grade of “Unsatisfactory” for that course. A student whose pattern of behavior is found to be unsafe will be terminated from a clinical practicum at any time during the semester and receive a non-passing grade for the course.

Examples of unacceptable or unsafe conduct while a student in the Nursing Program that may result in termination from a nursing course at any time during the semester include but are not limited to:

A. Fraudulent Conduct:

1. Plagiarism
2. Cheating
3. Violating the Nursing Code of Ethics
4. Inaccurate recording, falsifying, or altering a client or health care provider record.
5. False representation/identification of self as a nursing student in an inappropriate setting.
6. Impersonation of another student, faculty member, or licensed practitioner

B. Conduct that disregards the welfare, health, or safety of clients, the college community or clinical facility, which includes, but is not limited to:

1. Profanity
2. Insubordination
3. Assault (verbal and/or physical), harassment or intimidation
4. False reports of fire or other dangerous conditions
5. Disturbance resulting in substantial disruption of authorized activities in the classroom or clinical area.
6. Attendance in class or clinical in an impaired state secondary to use of alcohol or drugs.
7. Intentional placement of person(s) in reasonable fear of physical harm.
8. Lewd or indecent behavior
9. Intentional or negligent cause of physical harm or emotional injury to a client
10. Failure to safeguard the client’s dignity and right to privacy in providing services.
11. Failure to maintain confidentiality of information or knowledge concerning a client.
12. Abandonment or neglect of a patient requiring nursing care (Abandonment of a patient is the termination of the student nurse-patient relationship without the patient’s consent or without first making arrangements for continuation of required nursing care by others.)
13. Engaging in behavior that exceeds professional boundaries, including, but not limiting to sexual misconduct.
14. Performing any technique or procedure, including medication administration, for which the nursing student is unprepared by nursing education or experience, and/or without faculty approval.
15. Lack of physical coordination necessary for carrying out safe procedures.
16. Data from patient records may not be photocopied, printed or otherwise electronically reproduced for use outside clinical agency.

Students engaging in unsafe or unprofessional behavior will be directed to cease the behavior immediately. The student may be required to leave the clinical area as a result of the behavior. The student whose pattern of behavior endangers a client, peer, staff member or instructor as described in the policies and examples stated above will be given a written and verbal warning by their instructor within two working days. At the discretion of the instructor, that instructor may request a Department of Nursing hearing or a meeting with the Department Chair. Following the hearing, or upon a decision by the Chair that the student’s conduct was unsatisfactory, the student will be notified of any sanctions. The nature and severity of the behavior will determine the sanction. The student may receive a written warning, be placed on probation, fail the course or be terminated from the program. A student terminated from the program for reasons of safety or unprofessional conduct may file a grievance according to the procedure outlined in the UNE Student Handbook.

Clinical Warnings and Probation

A student may receive a clinical warning at any time during a clinical rotation if the instructor determines that the student's performance is ineffective or unsatisfactory at the level expected for the particular course. The written warning may include a formative evaluation using the course's clinical evaluation tool and will outline what the student must do to meet the clinical requirements. If the requirements are not met as outlined by the clinical instructor, a student will be placed on clinical probation. Behavior must be corrected by the date specified in the written warning for the student to be successful in clinical.

The student placed on clinical probation in any clinical rotation is formally notified that he/she is in danger of clinical failure, and a remedial plan will be agreed upon by the student and the nursing instructor. Students who have been placed on clinical probation will be formally re-evaluated using the leveled clinical evaluation tool at the faculty's discretion.

Students who do not successfully remediate probation according to the above guidelines by the end of the semester will not pass clinical. Clinical probation will be removed if student is able to successfully meet the objectives of the course by end of semester.

Dismissal from Nursing Program

A student may be dismissed from the nursing program for any of the following reasons:

1. Violations of the academic honesty policies. (See below)
2. Violation of the American Nurses Association "Code for Nurses" guidelines for ethical practice, or the National Student Nurses' Association "Code of Academic and Clinical Conduct."
3. Failure to maintain a grade point average (GPA) of 2.50.
4. Failure to achieve a grade of C+ or higher in a 100 or 200 level nursing course after a prior failure to achieve a satisfactory grade in the same course.
5. A documented pattern of unprofessional behavior.
6. Unsafe practice in the clinical area, as defined by the leveled clinical evaluation tools included in each course syllabus.

Students dismissed from the nursing program related to academic deficiencies (low GPA or second failure of a nursing course) may petition the nursing faculty for readmission if they wish to reenter the program. Matters of personal concern to the student will be considered at this time. Faculty will make a recommendation to the Chair of the Nursing Department regarding readmission to the nursing program.

Resolution of Differences

Students are encouraged to meet with faculty members about any concerns they have regarding course work, grades or conflicts. Differences will be resolved by seeking help through the appropriate channels of communication. Students should try to resolve differences following, in order of sequence, the avenues listed below:

1. Meet with the faculty member involved and/or the course lead instructor.
2. Talk with faculty advisor.
3. Meet with the Program Coordinator.
4. Meet with the Associate Chair.
5. Meet with the Department Chair.
6. Follow additional steps outlined in UNE student handbook.

Procedure for Academic and Disciplinary Appeals

Students wishing to appeal an issue should refer to the UNE Student Handbook “Academic and Disciplinary Appeals Policy”.

Academic Honesty

The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable.

Charges of academic dishonesty against nursing students will be handled through the Office of the Dean of the Westbrook College of Health Professions and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Actions that destroy or alter the work of another student.
4. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one’s own.
6. Unauthorized possession of course material.

Penalties for breaches in the Academic Honesty Policies may include:

1. A grade of zero (0) on the paper or exam.
2. A grade of D or F in the course.
3. Being placed on Academic Probation.
4. Dismissal from the Nursing Program.
5. Dismissal from the University.

Plagiarism Policy

Plagiarism means using another writer's ideas or written material without giving proper credit. This is literary theft, a serious issue of academic dishonesty, and a violation of the UNE code of conduct. **Quotation marks must be used around another author's words and they must be cited properly.** Changing a few words or merely rearranging them from a source and claiming them as your own is also plagiarism.

It makes no difference whether or not the material has been published. A student who uses material from another student's term paper is as guilty of plagiarism as a student who copies from a book or periodical.

In addition, bibliographies, tables, graphs, posters, research, and even original ideas are the property of their author. If the student chooses to adapt them, proper credit must be given to the original author. Failure to do so will be judged as plagiarism. The student must be prepared to hand in, upon request, any source that has been used.

Harbrace College Handbook (12th Edition) p. 412 states:

Students must acknowledge all material quoted, paraphrased, or summarized from any published or unpublished work. Failing to cite a source deliberately or accidentally is plagiarism. Students may not present as their own work the ideas of another.

As the MLA Handbook p. 22-23 states:

The most blatant form of plagiarism is to repeat as your own someone else's sentences, more or less verbatim. Other forms of plagiarism include repeating someone else's exact phrase without appropriate acknowledgment, paraphrasing another's personal argument as your own and presenting another's line of thinking as though it were your own.

Uniforms

In certain clinical settings, students enrolled in the ADN program may be required to wear an approved uniform during clinical practice. Students will be required to wear name pins. In addition, bandage scissors, a watch indicating seconds, lab jacket, and a stethoscope may be required.

- Students must wear their identification badges at all times when on duty to enable security to readily identify them on clinical facility premises. UNE patches must be worn on the upper left sleeve of the lab jacket and uniform top.
- All students must wear stockings and white shoes that are clean, in good repair, and meet the safety and noise abatement needs of the work environment. For the student's safety, open-toed shoes, sandals and any shoe without a back are not permitted in non-office areas.
- Clothing should fit properly, be neat, clean and not revealing. Lab coat and uniform worn for clinical experiences must be of the style approved by the nursing faculty.
- Scented colognes, perfumes or after-shave lotions are not to be worn in the clinical site.
- Fingernails should be clean and neatly trimmed for infection control and safety. Artificial nails or fingernail polish (clear or colored) are not to be worn since they present an infection hazard.
- Hair should be neat and clean. Hair must not fall into the face or into workspace.
- For safety reasons, no dangling earrings or excessive jewelry should be worn around patients or in hazardous work areas.
- Students will be asked to remove jewelry from body piercing if such is felt by faculty to impact one's professional image.
- Body art must be covered during all time spent in clinical facilities.

A student deviating from accepted professional attire will be counseled by faculty, and may be sent home from clinical for violations.

Cardiopulmonary Resuscitation Certification (CPR)

Students are required to present a copy of current CPR certification upon entry into the nursing programs. Certification must be at the Health Provider level and include content on the resuscitation of infants, adults and children, and two-person CPR. Maintenance of current CPR certification is **mandatory** during the academic experience.

Health Requirements

The University requires all entering undergraduate students to have a physical examination. The necessary form will be sent to all candidates following acceptance and receipt of the reservation fee. **The form must be completed by a physician or nurse practitioner and returned to the Student Health Center prior to July 1st.**

Nursing students are required to carry health insurance, whether through the college plan or a personal plan.

Students must submit complete documentation of immunizations and titers to the Student Health Center by July 1st. Failure to provide this documentation will prohibit you from participating in any clinical experiences.

Transportation

Students are responsible for transportation to and from the assigned clinical agencies. Carpooling may not be relied upon because there are clinical experiences which necessitate individual transportation. Agency-specific policies for student parking must be adhered to by students while obtaining assignments or attending clinical rotations.

Occupational Health and Safety Act (OSHA) Education

The student will be taught nursing procedures needed to prevent personal injury from blood or body fluids as well as current information about human immunodeficiency virus (HIV) and hepatitis. Each student is required to have begun the process of Hepatitis B immunization at the time of entry into the nursing program.

Under the supervision of faculty, students in the nursing program will provide care for assigned patients. It is expected that students will take all precautions needed to prevent personal injury in the process of delivering nursing care. It is the responsibility of any female student to inform the faculty if she is pregnant, or suspects she might be pregnant, in the event there is a need to modify a clinical assignment.

During orientation to each facility, students will be informed about the current protocols regarding blood and or body fluid exposure. The student and faculty will follow the OSHA guidelines for management of exposure as outlined by the policies of the clinical facility to which they have been assigned.

If blood or body fluid exposure has occurred to a nursing student, this student should notify his/her instructor/preceptor. An exposed individual must inform the health care agency where the exposure occurred and follow agency protocol. The Director of the Department of Nursing will be notified of the exposure. For a serious exposure, an individual may designate a testing site of choice, and follow-up testing is advised but not mandatory. Counseling is recommended throughout the process.

Confidentiality

One of the responsibilities entrusted to nursing students is the protection of client privacy and personal dignity. All information concerning clients must be held in strict confidence, and must not be discussed with persons not involved in direct care of the client. Violation of this trust will result in appropriate disciplinary action that may include termination from the nursing program. Clients must remain unidentifiable in any written assignments produced by students.

Student Compliance with the Health Insurance Portability and Accountability Act (HIPAA)

According to the regulations of HIPAA, nursing students are permitted to have access to Protected Health Information (PHI) when observing and performing direct patient/client care as part of their learning activities. As such, they must follow approved HIPAA policies on the usage of PHI. Students must comply with requirements and expectations for appropriate storage and transmission of patient information. No PHI can leave a covered entity site unless it is de-identified.

To de-identify information HIPAA requires the removal of all of the following identifiers:

- Names or initials
- Geographic subdivisions smaller than a state, e.g., county, city, Indian Reservation. In certain circumstances, the first 3 digits of a zip code can be used.
- All elements of dates (except year) for dates directly related to an individual
- All ages or dates indicating an age over 89 (they can be lumped into one category of 90 or older)
- Telephone numbers
- Fax numbers
- Social security number
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identifiers and serial numbers
- Web universal resource locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic or code

Documented completion of a Westbrook College of Health Professions approved HIPAA training program at the "CHP Student" level is required of all nursing students prior to attending the first clinical experience. Information about how to complete this training will be made available, however, it is each student's responsibility to assure that this activity has been accomplished and adequately documented. Students who fail to do so will not be permitted to attend clinical. Any breach in confidentiality of verbal, written or electronic information relating to a client must be reported to the University HIPAA Compliance Committee, and may result in disciplinary action up to, and including, possible dismissal from the course, program or University.

Student Feedback

Input from students is desired and expected by the faculty and administration. Student evaluation of the course, faculty, and clinical facilities will be requested at the completion of each nursing course. These evaluations by the student provide valued information for maintaining quality programs.

Students from each class will be chosen to represent their classmates at selected department meetings.

Availability of Nursing Faculty

Faculty will be available to students during their posted office hours and at other times by appointment. Please avail yourselves of faculty input. Faculty are most willing to help students.

Academic Facilities: Nursing

Nursing courses may include a clinical and/or lab component. In many courses, these experiences are specified as requirements for satisfactory completion of that particular course. Students will be evaluated for competency in nursing skills taught in the Skills Lab. The nursing skills lab, the health assessment lab, and Clinical Simulation Lab are located in Blewett Hall.

Students must meet lab requirements to receive a satisfactory (*S*) grade in clinical.

Multimedia resources such as computers, videotapes, small group meeting space and demonstration/practice stations are available. The lab may be used when a faculty member or work-study student is available to locate materials and demonstrate how to use the resources. The hours during which the lab is staffed will be clearly posted and will be explained during orientation.

Use of the Skills Lab must be arranged through the nursing faculty.

About Kaplan Integrated Testing Program

The Department of Nursing has contracted with Kaplan Nursing to provide each of our students with access to Kaplan Integrated Testing and NCLEX-RN Review as an additional resource to aid in his or her academic progress, and to foster success within the nursing program. This will be facilitated through the use of standardized and practice testing on the web and here in our computer labs. Kaplan Integrated Testing Program will also help students prepare for success on the Nurse Licensing Exam (NCLEX-RN). A portion of your course laboratory fees support the Kaplan Nursing testing program. At the conclusion of the ADN Program, Kaplan will provide a live NCLEX-RN Review Course at no additional charge. Students will also have access to Kaplan's on-line study center and the NCLEX-RN Qbank question review bank with comprehensive rationales.

Each student in the Associate Degree Program is enrolled in the Kaplan Integrated Testing Program and will be given instructions during the first semester of the nursing program on how to access the system and set up their individual account. Students will be held accountable for completing Kaplan assignments and tests, which are scheduled throughout the four semesters and are specified in each course syllabus. Completion of these tests and assignments is a requirement for successful completion of each nursing course.

Students must achieve a specified score on selected Kaplan assessment exams for designated nursing courses. Students who achieve less than the identified score on these assessment exams must meet with their advisor to design a study plan. The student must show evidence of remediation and then retake a designated assessment.

Failure to complete the Kaplan Integrated Testing assignments as specified in each course syllabus will result in a grade of Incomplete (I) for that course.

UNE Facilities

Students are referred to the UNE Catalog and Student Handbook for detailed information regarding other resources available at UNE.

- Proctor Center and Learning Assistance Center
- Food Service
- Financial Aid
- Counseling Service
- Athletics
- Computer Services
- Library
- Health Center
- Residential Living
- Campus Center
- Student Accounts

Learning Assistance Center

The University stresses its responsibility to help students acquire and develop the arts of learning, reading, studying, writing, reasoning, problem solving, and calculating.

Use of these skills is incorporated into all nursing courses. Learning Assistance Services (LAS) is charged with teaching specific learning arts, both in its own courses and through its support of courses taught by other undergraduate faculty. The goal of this service is to maximize students' academic performance by helping them become confident, independent learners with a solid foundation of basic skills.

Learning Assistance Services, housed in the Proctor Center on the Portland Campus and in Decary Hall on the Biddeford Campus, offers four types of programs:

- formal courses in mathematics, writing, and other learning arts
- individual academic counseling
- skills workshops
- tutoring services

Learning Strategies Workshops

Each semester, faculty of Learning Assistance Services offers a series of workshops designed to improve academic performance and, for freshmen, to aid adjustment to new academic demands. Topics of the workshops may include:

- Time Management
- Reading Textbooks
- Taking Lecture Notes
- Memorizing and Applying Information
- Managing Stress
- Working with Small Groups
- Understanding your Learning Style
- Giving Oral Reports
- Taking Tests

Individual Academic Counseling

Occasionally, college students experience the need for individual counseling concerning learning habits. Perhaps they encounter a low grade, or feel their effort is not yielding a sufficiently high performance, or perhaps they simply would like to complete assignments more quickly. Learning Assistance faculty reserve time to advise students, frequently on a drop-in basis. Both new students and upperclassmen are encouraged to utilize this service. Sometimes Department Chairs and other faculty will request that a student seek academic counseling.

Other counseling services available to students are listed in the UNE Student Handbook.

Tutoring Services

The Proctor Center on the Portland Campus provides a staff of professional and peer tutors to support lower division courses, especially those in science and mathematics. Tutors are also available for selected upper-division courses. The tutors, who keep regular office hours, are supervised by the Learning Assistance Chairperson and trained by the LAS staff. LAS tutorial services are offered free of charge to all UNE students.

Writing Support

Any UNE student can bring preliminary drafts of essays and reports to LAS, where a writing instructor will offer a critique and suggest points for revision.

Disability Services

The University of New England will make reasonable accommodations for students with documented disabilities. Students need to register with Disability Services and inform their instructors of any academic accommodations. Timely accommodations are dependent on early registration with Disability Services. If you have a disability, which may impact your work in any class offered by the Nursing Department and for which you require accommodations, please speak with the professor as soon as possible.

Students who are eligible for these services are encouraged to make contact with Disability Services as soon as possible. Disability Services is located in lower Ginn Hall on the Portland Campus and 131 Stella Maris Hall on the Biddeford Campus. All discussions will remain confidential.

Appendix A

National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct are based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation, and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

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.
2. Maintain client confidentiality.
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 the proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substance in the academic and clinical setting that impair judgement.
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.

Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ

Appendix B

American Nurses Association Code for Ethics

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 healthcare 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.

From the American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, Washington, D.C.: American Nurses Publishing, 2001.

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthics.aspx>

Appendix C

University of New England

Technical Standards – Department of Nursing

Introduction

Technical standards are all of the nonacademic functional abilities essential for the delivery of safe, effective nursing care. These basic abilities make up the core components of nursing practice, and there is a high probability that untoward consequences may result for clients cared for by nurses who fail to demonstrate these abilities. In compliance with state and federal laws, nursing education programs must attend to these essential functional abilities in the teaching and evaluation of students preparing for the practice of nursing.

This statement of technical standards identifies the functional abilities deemed by the Nursing Faculty at the University of New England to be essential to the practice of nursing, and as such are reflected in satisfactory progression through the nursing program and in the performance-based outcomes which are the basis for teaching and evaluating all nursing students.

Students with disabilities who believe they may require accommodation in meeting the technical standards of the Nursing Program should contact Disability Services (DS) as soon as possible to determine if the student is legally disabled and to discuss the process of identifying to what extent reasonable accommodations may or may not exist. It is recommended that students seek DS advisement as soon as possible after admission to the Nursing Program to facilitate the timely development of a plan for accommodation, which would ideally be in place at the beginning of the Program. Applicants seeking admission into the Nursing Program who may have questions about the technical standards and appropriate reasonable accommodations are invited to discuss their questions with Disability Services. Reasonable accommodation will be directed toward providing an equal educational opportunity for students with disabilities while adhering to the standards of nursing practice for all students. As stated in the syllabus of each nursing course, any student eligible for and needing academic adjustments or accommodations is requested to speak with the professor within the first two weeks of class. Registration with DS is required before any accommodation requests can be granted. Under no circumstances will the Department of Nursing and Health Management waive any essential course requirements or technical standards for any student, with or without a disability.

Technical Standards

The practice of Nursing requires the following functional abilities with or without reasonable accommodations:

Visual acuity must be adequate to assess patients and their environments, as well as to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect changes in skin color or condition
- Collect data from recording equipment and measurement devices used in patient care
- Detect a fire in a patient area and initiate emergency action
- Draw up the correct quantity of medication into a syringe

Hearing ability must be of sufficient acuity to assess patients and their environments and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect sounds related to bodily functions using a stethoscope
- Detect audible signals generated by mechanical systems that monitor bodily functions
- Communicate clearly in telephone conversations
- Communicate effectively with patients and with other members of the healthcare team

Olfactory ability must be adequate to assess patients and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect foul odors of bodily fluids or spoiled foods
- Detect smoke from burning materials
- Detect ketones on a client's breath

Tactile ability must be sufficient to assess patients and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect changes in skin temperature
- Detect unsafe temperature levels in heat-producing devices used in patient care
- Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluid
- Perform techniques such as the insertion of urinary catheters

Strength and mobility must be sufficient to perform patient care activities and emergency procedures. Examples of relevant activities (nonexclusive):

- Safely transfer patients in and out of bed and assist them with ambulation using appropriate assistive devices
- Safely control the fall of a patient, by slowly lowering the patient
- Turn and position patients as needed to prevent complications due to bed rest
- Hang intravenous bags at the appropriate level
- Accurately read the volumes in body fluid collection devices hung below bed level
- Perform cardiopulmonary resuscitation

Fine motor skills must be sufficient to perform psychomotor skills integral to patient care. Examples of relevant activities (nonexclusive):

- Safely dispose of needles in sharps containers
- Accurately place and maintain position of stethoscope for detecting sounds of bodily functions
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications

Physical endurance sufficient to complete assigned periods of clinical practice and to function effectively under stress in acute health care situations.

Ability to speak, comprehend, read, and write English at a level that meets the need for accurate, clear, and effective communication.

Emotional stability to function effectively under stress, to work as a part of a team and to respond appropriately to supervision; to adapt to changing situations, to respond appropriately to patients and families under stress, and to follow through on assigned patient care responsibilities.

Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.

Other Abilities sufficient to demonstrate competencies such as the ability to arrive to a clinic on a timely basis; to meet the demands for timely performance of duties; to meet the organizational requirements to perform these duties in a professional and competent manner.

Acknowledgement of Understanding and Agreement

I attest that I have read the Technical Standards for the University of New England Nursing Program, and I have had the opportunity to ask questions about these requirements. I affirm that I am capable of performing the technical standards expected of a student in the University of New England Nursing Program as outlined above with or without reasonable accommodations.

Student Signature

Date

**University of New England
Department of Nursing
Handbook Acknowledgement**

Instructions: After reading the handbook and clarifying any concerns, print this page, complete the requested information and signatures and return to the Nursing Office.

Student Handbook Acknowledgement

I have read the *UNE Nursing Program Student Handbook*, understand the elements included in it, and agree to abide by them.

Signature: _____
Print Name clearly: _____
Date: _____
Graduating Class of: _____

Technical Standards Department of Nursing & HSM Acknowledgement

I have read the *UNE Technical Standards – Department of Nursing*. I attest that I am capable of performing the technical requirements expected of a student in the University of New England Nursing Program with or without reasonable accommodation.

Signature: _____
Print Name clearly: _____
Date: _____
Graduating Class of: _____

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Permission for Release of Information

I, _____, give permission for the faculty in the Department of Nursing at the University of New England to provide reference information upon my request. I understand that the nature and scope of reference documentation may include information sought by potential employers, scholarship and award committees and any future colleges/universities where I may seek application.

Signature: _____
Print Name clearly: _____
Date: _____
Graduating Class of: _____