



SCHOOL OF NURSING

ADVISORY BOARD

Report to Communities of Interest

May 14, 2025

**University of New England
School of Nursing
Annual Report to Communities of Interest - 2025**

The Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accreditation Commission (NLNAC), requests we share the “Assessment Results” pertaining to the program outcomes with our graduates, employers and community. UNE’s School of Nursing uses the following standards of ACEN as a driver for programming and basis for program evaluation.

2023 Standards:

Standard 1: Administrative Capacity and Resources

The mission and/or philosophy of the nursing program reflects the governing organization’s mission, goals, and/or values. The governing organization and nursing program have administrative capacity and resources that support effective delivery of the program and facilitate the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Standard 2: Faculty

Faculty are educationally and experientially qualified for their assigned roles and responsibilities, maintain expertise, and are regularly evaluated to support the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

Standard 3: Students

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Standard 4: Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes for each nursing program type, and additionally for graduate programs, the role-specific nursing competencies; and is consistent with safe practice in contemporary healthcare environments.

Standard 5: Outcomes

Nursing program assessment demonstrates the extent of student learning at or near the end of the program as well as program outcome achievement using a systematic plan for evaluation (SPE). The faculty create and implement a written SPE for each nursing program type to determine the extent of the achievement of each end-of-program student learning outcome and program outcome, and additionally for graduate programs the role-specific nursing competencies, to inform program decision-making to maintain or improve student and program performance.

Measuring these standards requires a team effort in process improvement and refinement from the faculty and the institution. These standards are directly aligned to our End of Program Student Learning Outcomes and Role-Specific Student Learning Outcomes (Maine Nurse Core Competencies for Education and Practice, 2011).

| End of Program Student Learning Outcomes (EPSLO) | Role Specific Student Learning Outcomes Maine Nurse Core Competencies in Education and Practice |
|---|--|
| <ol style="list-style-type: none"> 1. Demonstrate the clinical judgment necessary for provision of safe, evidence-based nursing care that improves health outcomes for individuals, families, and communities. (Clinical Judgment/Evidence-based Practice) 2. Demonstrate use of information management and client care technology that supports the provision of safe, quality nursing care. (Informatics) 3. Demonstrate leadership principles that support effective health care delivery. (Leadership). 4. Demonstrate effective interprofessional communication and collaboration that contributes to safe, quality, team-based care. (Interprofessionalism) 5. Model professional values (ethical, moral, and legal tenets), including care of self, that are inherent in the practice of nursing. (Professionalism/Self Care) | <ol style="list-style-type: none"> 1. Professionalism 2. Leadership 3. Patient Centered Care 4. Evidence Based Practice 5. Teamwork and Collaboration 6. Communication 7. Systems Based Practice 8. Informatics and Technology 9. Safety 10. Quality Improvement 11. Geriatrics |

Recruitment, Admission, Enrollment and Graduation Data

Total Student Numbers

Traditional (4 yr BSN)

| Year | 22-23 | 23-24 | 24-25 | 25-26 *Anticipated and Prelim |
|--------------------|-------|---------------|--------------|----------------------------------|
| First-year student | 75 | 65 | 56 | 63* deposited |
| Sophomore | 62 | 63 | 65 | 50 |
| Junior | 62 | 56 | 53 | 57 |
| Senior | 70 | 54 | 56 | 45 |
| Total | 269 | 238 -11.5% | 230 -3.3% | 215 Anticipate same numbers |

*Based on 5/7/2025 data. Students have not all registered for Fall 2025 classes

ABSN Cohorts

| Winter/January entry | # | Summer/May entry | # | Fall/August Entry* | # |
|---|----|---|----|--------------------|-----|
| January 2020 | 30 | May 2020 | 32 | | |
| January 2021 | 33 | May 2021 | 32 | | |
| January 2022 | 28 | May 2022 | 29 | August 2022 | 7 |
| January 2023 (<i>last admitted 16 mos cohort</i>) | 18 | May 2023 (<i>last admitted 16 mos cohort</i>) | 12 | August 2023 | 3 |
| | | May 2024 (<i>revised 12 mos program</i>) | 14 | August 2024 | 0 |
| | | May 2025 | 16 | August 2025 | TBD |

*MaineHealth/UNE partnership

| Total (Both Programs) | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 | 25-26** |
|-----------------------|-------|-------|-------|-------|-------|---------|
| | 322 | 322 | 326 | 253 | 247 | 231 |

**Projected number – still open to student registration and MaineHealth students

Recruitment Data

| Year | 2022-2023 | | | | 2023-2024 | | | 2024-2025 | | | 2025-2026 | | |
|--------------|-----------|---------|---------|----------|-----------------|-----------------------------|----------------------|-----------------|-------------------|----------------------|-----------------|-------------------|----------------------|
| Cohort | BSN | ABS-N-J | ABS-N-M | MH/ABS-N | BSN Fa start | ABS-N Sp and Fa start | MH/ABS-N Fa start | BSN Fa start | ABS-N Su start | MH/ABS-N Fa start | BSN Fa start | ABS-N Su start | MH/ABS-N Fa start |
| Applications | 584 | 41 | 81 | 7 | 535 | 39 | 3 | 699 | 39 | 1 | 603 | 47 | 3 |
| Acceptances | 470 | 40 | 72 | 7 | 428 | 36 | 3 | 497 | 21 | 1 | 472 | 32 | 2 |
| Seats filled | 78 | 18 | 29 | 7 | 61 | 13 | 3 | 66 | 14 | 0 | 63 | 16 | TBD |

Number Who Graduated from the Program

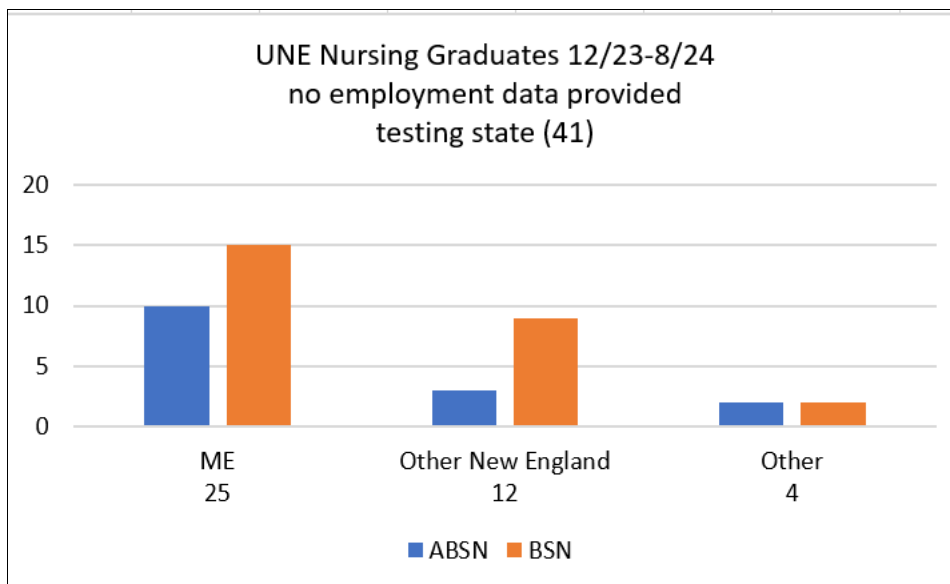
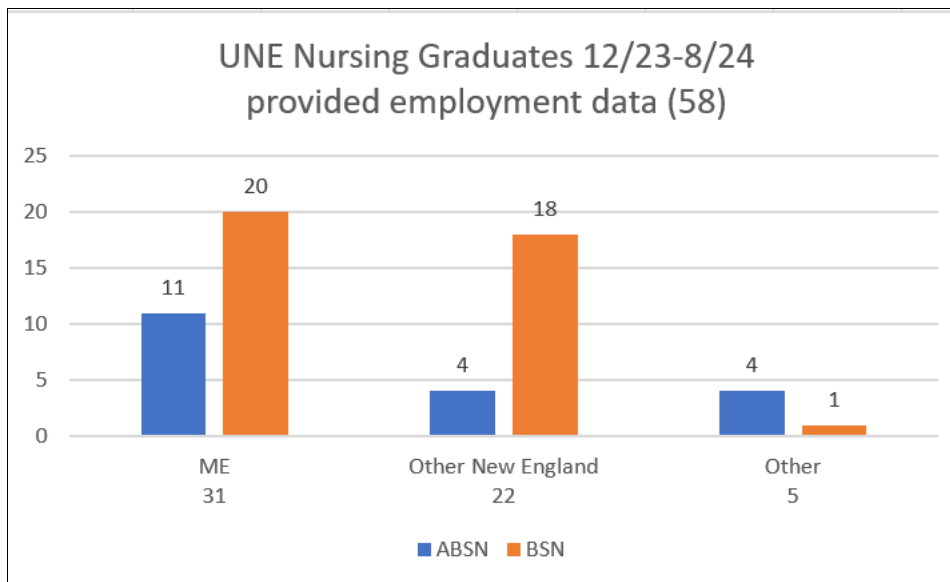
| Year | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|-----------------|---------------------|-----------|-----------|-----------|
| Total Grads | 116 | 121 | 115 | 81 |
| BSN Traditional | 55 | 64 | 62 | 62 |
| BSN Accelerated | 32 (May) + 29 (Aug) | 57 | 53 | 19 |

Licensure Pass Rates:

NCLEX-RN Results

| Program/Type | 2020 | 2021 | 2022 | 2023 | 2024 |
|----------------|--------|--------|--------|--------|--------|
| National - All | 86.57% | 82.48% | 79.90% | 88.63% | 82.21% |
| Maine - All | 89.07% | 88.07% | 83.54% | 91.46% | 91.98% |
| UNE | 92.45% | 95.16% | 94.12% | 98.29% | 98% |

Employment Data Class of 2024



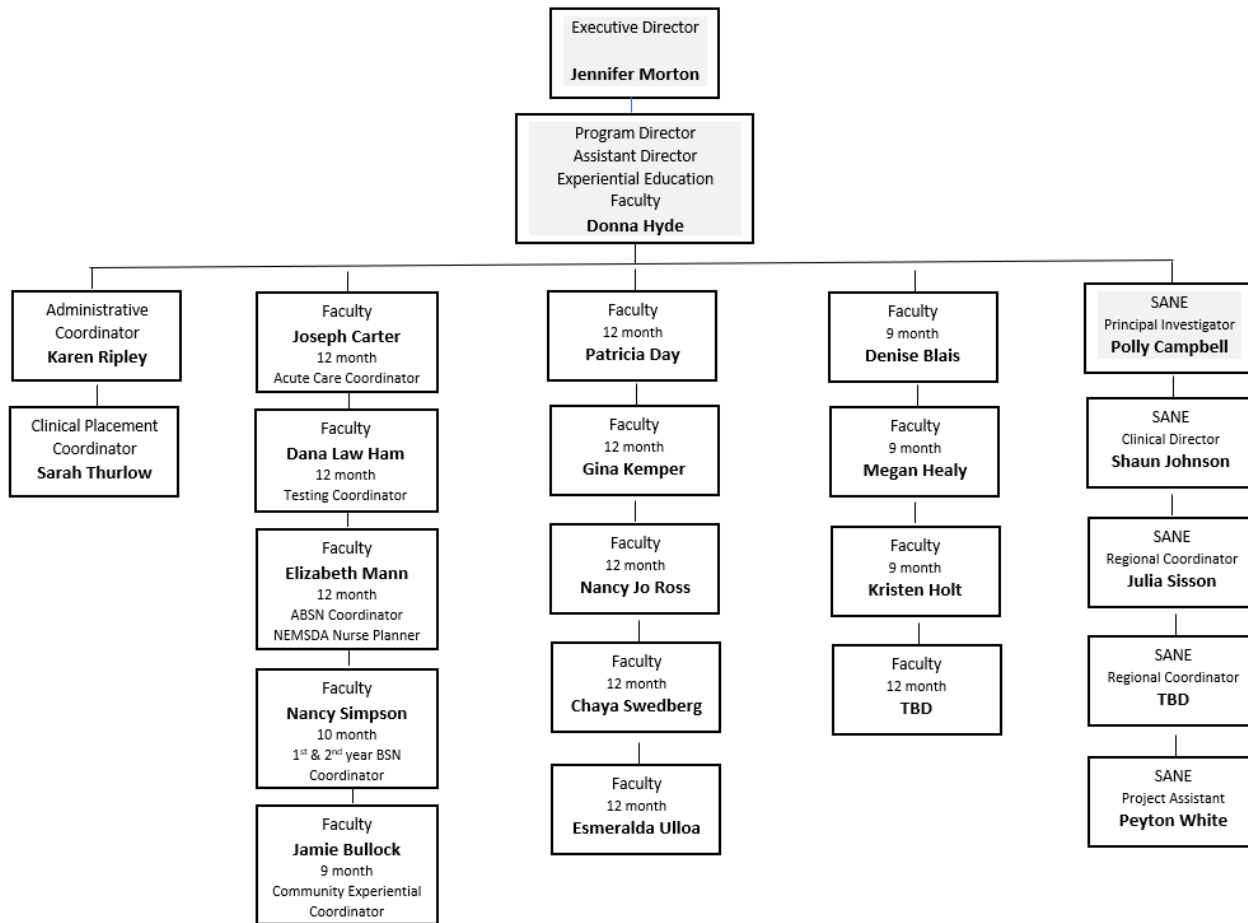
Faculty and Staff

| Year | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|--|--------------|--------------|--------------|--------------|--------------|
| Full-time | 16 | 16 | 16 | 15 | 14 |
| Part-time | 0 | 0 | 0 | 0 | 0 |
| Adjunct | 58 | 52 | 51 | 49 | 38 |
| Credentials | | | | | |
| Doctorate | 5 | 5 | 5 | 3 | 5* |
| MSN | 16 | 16 | 16 | 20 | 14 |
| Other (MS, MBA, etc.) | 4 | 4 | 2 | 0 | 1 |
| BSN | 16 | 16 | 16 | 41 | 33** |
| Certified Nurse Educator | 5 | 5 | 5 | 4 | 4 |
| Certified Healthcare Simulation Educator | 0 | 1 | 0 | 0 | 0 |
| Staff | | | | | |
| Administrative Coordinator | 1 | 1 | 1 | 1 | 1 |
| Clinical Office Coordinator | 1 | 1 | 1 | 1 | 1 |
| SANE Grant | 5 | 5 | 5 | 4 | 4 |

***1 faculty member with Doctorate outside of Nursing. Currently 3 additional FT faculty enrolled in doctoral programs**

****Adjunct faculty (clinical instructors) – 5 MSN, 33 BSN included in numbers)**

Organizational Chart



University of New England
School of Nursing
Looking Towards the Future of Nursing Education

The School of Nursing at the University of New England remains committed to the integrity and delivery of the baccalaureate-level of nursing education. The landscape of higher education has changed significantly with an overall decrease in the number of available students due to the identified demographic cliff which has less students available entering colleges and universities. It is anticipated there will be an additional 15% drop from current rates by 2039 (Levitz as cited by Marcus, 2025). Enrollment in baccalaureate education was **up 0.3% in 2023-2024** according to the most recent study by AACN (2023). The job growth for BSN RN positions is 6% (AACN, 2023). The School of Nursing maintains a strong commitment to nursing education including the provision of an exemplary program for our students, development and continued collaborative partnerships with our community healthcare partners, excellence in teaching pedagogy by nurse educators within the department, university-wide support, and ongoing evaluation of outcomes with curricular review assessing for needed action planning. We remain committed to the health and well-being of our students and focus resources to support all aspects of holistic, comprehensive educational and psychosocial needs.

Marcus, J. (2025, January 8). *A looming 'demographic cliff': Fewer college students and ultimately fewer graduates*. NPR.
<https://www.npr.org/2025/01/08/nx-s1-5246200/demographic-cliff-fewer-college-students-mean-fewer-graduates>

Review of data from the 2024 graduating class identifies approximately 53% of graduates remained in Maine to practice, 38% in other New England states, and 9% outside of New England. We are proud to have most of our graduates remain in Maine aiding in the workforce shortage and providing our healthcare partners with a pipeline to prospective employee candidates. Discussions with students have revealed pre-graduation job placements and offers in many medical-surgical areas along with specialty units and community healthcare placements.

Data assessed from non-responders of the survey demonstrated approximately 61% took their NCLEX exam in Maine, 29% in New England, and 10% elsewhere. This may suggest a higher likelihood of these students working in Maine and New England too, although it cannot be verified with certainty.

Our 2025 graduating class will include students significantly impacted by the COVID-19 pandemic during their junior year (approximately) of high school (traditional 4-year students). Students have overcome educational deficits experienced from the pandemic including deficits in learning, social setbacks related to increased isolation, and the mental health impacts for some identified as increased anxiety and depression. The School of Nursing is committed to support all students at a university-wide level through Student Affairs, Student Academic Success, Student Access, Counseling Services and programmatic course content focusing on resiliency,

needs of the adult student learner, trauma-informed care as well as other areas. Students throughout the nursing program are mentored and guided in a scaffolded approach to incorporate clinical judgment and reasoning along with critical thinking. This is embedded into didactic and experiential education at all levels of the program.

Teaching Pedagogy

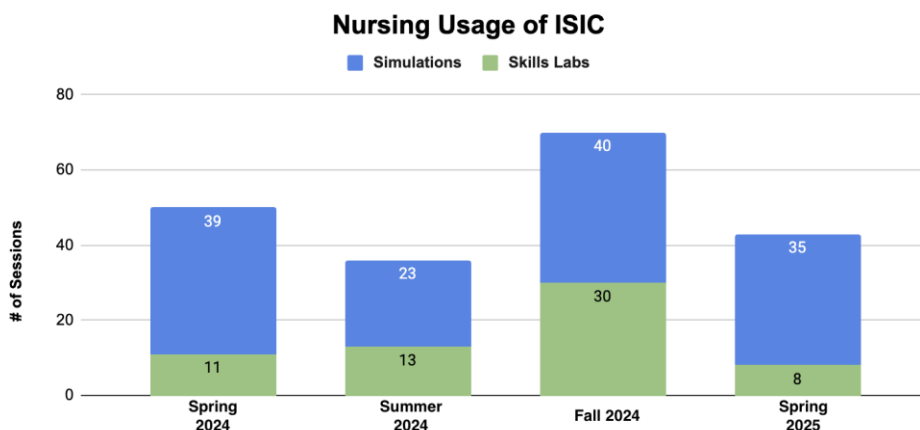
Didactic (classroom)

The School of Nursing continues to develop and apply the framework of Next Generation NCLEX questions throughout courses to prepare students for the expectations and format of the national licensure exam. These questions also promote clinical reasoning and judgement of the nursing student. Clinical coursework follows a clinical judgement model to assess student learning in the experiential setting. The School of Nursing implements the use of standardized testing and resources (currently ATI) for nationally normed testing and program content along with continued education for faculty including webinars, conferences, virtual and online programming, and access to UNE's Center for Excellence in Teaching and Learning (CETL). Analyses of exams and program outcomes are reviewed through programmatic evaluation and assessed through a shared-governance approach with all faculty.

Experiential (clinical, community, skills, simulation)

Experiential education consists of approximately 500+ hours of clinical (including preceptorship) with approximately 10-15% of allocation for Simulation and Skills Lab. Nursing remains a consistent, heavy user of simulation and we are constantly striving to incorporate best practice, including development and delivery of interprofessional simulation.

The below chart represents the total number of nursing Interprofessional Simulation and Innovation Center (ISIC) sessions used.



Programmatic Updates

The School of Nursing has received the official date for ACEN accreditation for continuing accreditation status for **March 3-5, 2026**. Communities of interest may be required to meet with accreditors regarding the program.

Incoming first year BSN students will be entering the Fall 2025 academic year of the program to a revised core curriculum. This will provide a streamlined approach to course selection, offer more options with increased potential for minors and honors distinctions. Students from the Westbrook College of Health Professions will be taking classes with students from other colleges including College of Business and College of Arts and Sciences, increasing the interprofessional exposure on campus.

We will graduate our inaugural cohort of ABSN students who began the 12-month program in May of 2024. Our numbers have increased for the second offering beginning this May and we continue with focused outreach in recruitment efforts for these remarkable, driven adult learners. Students enter as second-degree candidates, transferring in initial undergraduate core courses with an additional requirement of pre-requisites for the nursing program.

Our clinical and community experiential placements continue to expand and offer diverse locations based on student-led interests in the fields of nursing, i.e. public health nursing, acute care research, Centers for Disease Control, along with the traditional acute care and specialty interests.

Administrative Reports

Joseph Carter - Acute Care Clinical Placements – See **Appendix A**

Jamie Bullock - Community Placements – See **Appendix B**

Polly Campbell (unable to be here) SANE Year in Review – See **Appendix C**

Future Programming Vision

Increase interprofessional education (IPE) within Simulation and other opportunities with the addition of the College of Osteopathic Medicine (COM) transitioning to the Portland campus in the summer of 2025. The Portland campus will now house all healthcare professions on the Portland campus, providing an incredible opportunity for programs to work together as healthcare team with a focus on team-based approaches aimed to improve patient safety and outcomes.

Continued expansion of university-wide program committee aimed at establishing potential IPE in the clinical settings with current focus of where this would work best and which disciplines could work together based on mutual unit placements (in the works).

Attract and recruit diverse student populations, including international students, second degree students and students with transferrable credits.

Reassess curriculum, assuring strong alignment of accreditation standards, while incorporating contemporary topics and content gaps identified by programmatic outcomes and input from communities of interest. This may reallocate credit assignments which could provide opportunities for alternative programming.

Explore possible opportunities for customizable course content, student driven, i.e., specialty tracks for critical care, mental health, community health, interprofessional education, where students could earn badges or certificates with immersion into focus areas of interest. This could improve preparedness in the clinical setting upon entering the workforce.

Consider introduction of hybrid CNA program for first- or second-year nursing students to allow didactic content to be asynchronous and offer clinical requirements earlier in nursing program. This would enable additional healthcare workers starting earlier in the program and increase the connections made in clinical moving forward into the program.

Continue to work with community colleges to expand articulation agreements transitioning into a BSN program from pre-nursing or other allied health profession degrees, i.e., Medical Assistant.

Review course delivery models for expansion of all levels of programming through use of hybrid or online coursework.

Expand technology use throughout nursing education to include virtual reality, gaming, and the positive opportunities of artificial intelligence to promote critical thinking and clinical judgement.

Grant Work Involvement

The Sexual Assault Nurse Examiner (SANE) programming will continue threading concepts within the curriculum, beginning with our first-year students. A Dept. Of Justice grant provides training for the Wabanaki tribes of Maine related to sexual assault prevention and care. UNE has partnered with Wabanaki Public Health and Wellness and Wabanaki Women's Coalition. The School of Nursing is a supporting collaborator of two grants including:

The UNE Northern Border Workforce RCORP (UNE-RCORP) - submitted - *pending*
Focus on expanding 9 Medication Assisted Treatment (MAT), Medication for Opioid Use Disorder (MOUD), and Medication Assisted Recovery (MAR) training for health professions students providing training to health profession students.

Geriatric Workforce Enhancement Program (GWEP)— active – building on current HRSA funding Aging Maine Transformation program. AgingME2 will address these issues in new ways, with initiatives designed to increase the numbers and geriatrics competencies of a more inclusive workforce. Training and education will include physicians, medical and nursing students and their faculty and preceptors, Certified Nurse Assistants (CNAs), Community Health Workers (CHWs), Lifelong Fellows, Caregivers and Allied Health Professionals.

School of Nursing Graduate Level News

Beginning in Fall of 2025! Master's program for Psychiatric Mental Health Nurse Practitioner (PMHNP). **UNE has received two-million-dollars** from the Glickman Lauder Foundation to promote the State of Maine's mental healthcare workforce. *Inaugural class to begin in the Fall of 2025.*

Dr. Peter O'Donnell has been hired as the Program Director of the program.
Welcome Dr. O'Donnell!

<https://www.une.edu/catalog/2025-2026/graduate/master-science-nursing-psychiatric-nurse-practitioner>

UNE will also offer a PMHNP Post master's certificate (PMC) which is a twenty-eight (28) credit certificate to help advanced practice nurses currently licensed as nurse practitioners in another specialty area to become dual certified.

<https://www.une.edu/catalog/2025-2026/graduate/post-masters-certificate-Psychiatric-mental-health-nurse-practitioner>

School of Nurse Anesthesia

DNP Program for Nurse Anesthesia – this is the only DNP NA program in Maine and all Northern New England. The program continues with strong, consistent growth. This is a 36-month full time program. The final MSNA class graduated in 2023 with transition to the DNP program. The first DNP cohort will graduate in August of 2025.

Dr. Cheryl Nimmo will be retiring at the end of this semester.

Dr. Kerianne Flavin will take on the role as new Program Director. Welcome Dr. Flavin!

<https://www.une.edu/wchp/nursing/dnp-program>

Student Life

All students in the School of Nursing are provided with the opportunity to become involved in the Student Nurses Association (SNA). The SNA also provides a pathway of representation for student issues or concerns to the nursing program. Students are encouraged to work with the nursing faculty, at any level, to bring forth issues at any time.

The School of Nursing works diligently to provide the opportunity for our student athletes to compete all four years in a varsity sport without disruption in progression. Our program has many student athletes who are also scholar athletes, and we believe this creates a well-rounded student engaged in extra-curricular interests along with a strong dedication to academics.

Our program is unique from many other programs by allowing our nursing students to travel abroad to Tangier, Morocco. Students have the option as part of their tuition to study abroad during the fall semester of their sophomore year. They may study abroad, returning in the spring semester, to resume regular on-campus classes without a delay in coursework. Nursing students have consistently been taking part in this opportunity for many years with strong enrollment from nursing major students.

Nursing students must maintain high academic standards throughout the program. Based on GPA, students are then eligible for induction into the Sigma Theta Tau (STT) International Honor Society of Nursing.

For the 2024/2025 academic year, 31 senior students were inducted into STT.

Faculty/Program News and Accomplishments 2024/2025

Students

Second year nursing student at UNE has received a \$5000 Gilman Scholarship administered by the U.S. Dept of State, to attend UNE's campus in Tangier, Morocco, Fall of 2024

The Student Nurses Association, led by faculty member, Prof. Gina Kemper, won the **Student Club of the Year** at the annual spring awards ceremony for 2025

The Student Nurses Association received **Publicity of the Year, Program of the Year** and nominated for Community Service Organization Award (May 2024).

Faculty/Program

Sexual Assault Nurse Examiner (SANE) HRSA grant was renewed in May of 2024. This will allow continued programming for our students in important contemporary content areas and assure nurses, as student and as graduates, will be better equipped to identify victims of various situations.

Jamie Bullock, Associate Clinical Professor, Graduated with D.N.P. and Post Masters Nursing Education Certificate from Johns Hopkins University (May 2024).

Nancy Simpson, Associate Clinical Professor renewed ANCC Certification for 6 years in Gerontology (July 2024)

Invited Presentations

Joseph Carter, Associate Clinical Professor

White, V., Sepples, S., **Carter, J.**, Nozdrovicky, M., Nock, S. (2024) "*A Practical and Accessible Evidence-Based Preceptor Education Model.*" *National Forum of State Nursing Workforce Centers*", Accelerating Nursing Workforce Solutions: Innovative Programs and Data to Transform Policy, 2024 Annual Conference. Poster Presentation, San Diego, CA, June 2024

Carter, J., Nozdrovicky, M. (2024). Sharpening Your Teaching Skills to Create Learning at Every Stage of Development. Lunder-Dineen Health Education Alliance. Workshop Presentation, Virtual, October 2024.

Awards or Honors

Nancy Jo Ross, Associate Clinical Professor, was nominated for the Debra J. Summers Memorial Award for Teaching Excellence (Spring 2024)

Chaya Swedberg, Assistant Clinical Professor received her OB/GYN certification in Inpatient Obstetric (RNC-OB) nursing.

Kristen Holt, Associate Clinical Professor and **Denise Blais**, Associate Clinical Professor, both received recertification as Certified Nurse Educator (CNE).

In summary

Faculty continue to deliver outstanding nursing education to our students using evidence-based teaching pedagogy, relevancy in current clinical practice requirements, and continuing education for ongoing implementation of curricular updates. Our program's outstanding NCLEX pass rates are a testimony of the hard work and effort put in place by our students and faculty. The ever-changing trends in higher education along with the dire need for nurses and allied health professionals in the workplace strengthen our commitment to preparing students for practice-ready employment. Today's student requires updated approaches to support and mentorship, and we are proactively meeting the challenges which support the student in a comprehensive, holistic approach.

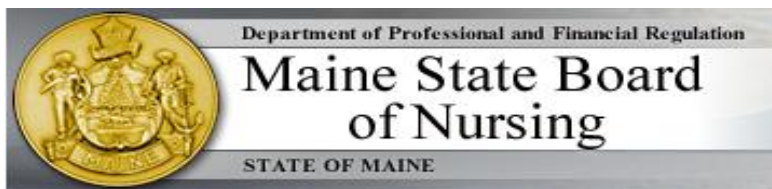
We are thankful for the strong partnerships we maintain in both the clinical and community settings. We value and appreciate the support of the entire university in supporting our programming and strengthening the experiences of students, faculty and staff. We would not be able to do what we do without our partners' collaborative support. We welcome feedback and ideas from both a programmatic and student preparedness point of reference and all are encouraged to reach out at any time for additional collaboration.

Donna L. Hyde, MSN/Ed, RN, MGSF
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Regulatory Bodies



The purpose of the Accreditation Commission for Education in Nursing is to oversee the specialized accreditation of nursing education programs, both postsecondary and higher degree, which offer either a certificate, a diploma, or a recognized professional degree (clinical doctorate, master's/post-master's certificate, baccalaureate, associate, diploma, and practical). The Commission has authority and accountability inherent in the application of standards and criteria, accreditation processes, and the affairs, management, policy-making, and general administration of the ACEN



The Maine State Board of Nursing (MSBON) also requires ongoing reporting to ensure that Colleges, Schools and Departments of Nursing are meeting their regulatory requirements. UNE's last site visit from MSBON was in 2010. The School of Nursing received a waiver for the last scheduled site visit in 2015.

Appendix A

Acute Care/Community Clinical Report AY 0224-2025 Advisory Board Meeting Report Spring 2025

In-patient Clinical Experiences (Groups)

Summer 2024

Total Placements: 15 Groups
Total Student Placements: 91
Total Student Hours: 3,942
Maine Medical Center, Biddeford – 2 placements (13%)
 Medical Surgical Units
Maine Medical Center, Portland – 10 placements (67%)
 Behavioral Health
 Medical Surgical Units
 Family Birth Center
 Barbara Bush Children's Hospital
Maine Medical Center, Sanford – 2 placements (13%)
 Behavioral Health
Spring Harbor Hospital – 1 placement (7%)
 Behavioral Health

Fall 2024

Total Placements: 35 Groups
Total Student Placements: 211
Total Student Hour: 11,114
Maine Medical Center, Biddeford – 1 placement (3%)
 Medical Surgical Unit
Maine Medical Center, Portland – 17 placements (49%)
 Medical Surgical Units
 Family Birth Center
 Barbara Bush Children's Hospital
Mercy Hospital – 7 placements (20%)
 Medical Surgical Units
 Birth Place
New England Rehabilitation Hospital of Portland – 10 placements (28%)
 Medical Surgical Units

Spring 2025

Total Placements: 38 Groups
Total Student Placements: 241
Total Student Hours: 13,319
Maine Medical Center, Biddeford – 1 placement (3%)
 Medical Surgical Unit

Maine Medical Center, Portland – 22 placements (58%)

Medical Surgical Units

Family Birth Center

Barbara Bush Children's Hospital

Maine Medical Center, Sanford – 2 placements (5%)

Behavioral Health

Mercy Hospital – 5 placements (13%)

Medical Surgical Units

Birth Place

Mid Coast Hospital – 5 placements (13%)

Behavioral Health

Maternity

Spring Harbor Hospital – 3 placements (8%)

Behavioral Health

AY24/25 Totals

Total Placements: 88 Groups

Total Student Placements: 543

Total Student Hours: 28,375

Maine Medical Center, Biddeford – 4 placements (5%)

Medical Surgical Unit

Maine Medical Center, Portland – 49 placements (55%)

Behavioral Health

Medical Surgical Units

Family Birth Center

Barbara Bush Children's Hospital

Maine Medical Center, Sanford – 4 placements (5%)

Behavioral Health

Mercy Hospital – 12 placements (13%)

Medical Surgical Units

Birth Place

Mid Coast Hospital – 5 placements (6%)

Behavioral Health

Maternity

New England Rehabilitation Hospital of Portland – 10 placements (11%)

Medical Surgical Units

Spring Harbor Hospital – 4 placements (5%)

Behavioral Health

Preceptorship Experiences

Summer 2024

Total Accepted Requests: 7

Total Student Hours: 945

Concord Hospital (NH) – 1 placement (14%)

Medical Surgical Unit

Maine Medical Center, Biddeford – 1 placement (14%)

Women Infant Services (WIS)
Maine Medical Center, Portland – 5 placements (72%)
Medical Surgical Unit
Perioperative Services
SCU/ICU
Family Birth Center
Barbara Bush Children's Hospital

Fall 2024

Total Accepted Requests: 45
Total Student Hours: 5,940
Eastern Maine Medical Center – 1 placement (2%)
SCU/ICU
Maine General Medical Center – 1 placement (2%)
Emergency Department
Maine Medical Center, Biddeford – 11 placements (25%)
Emergency Department
Medical Surgical Units
Perioperative Services
SCU/ICU
Maine Medical Center, Portland – 25 placements (57%)
Behavioral Health
Float Pool
Medical Surgical Units
Perioperative Services
SCU/ICU
Urgent Care
Maine Medical Center, Sanford – 1 placement (2%)
Behavior Health
Mercy Hospital – 1 placement (2%)
Emergency Department
Mid Coast Hospital – 1 placement (2%)
Perioperative Services (PACU)
Spring Harbor Hospital – 1 placement (2%)
Behavioral Health
York Hospital – 1 placement (2%)
SCU/ICU
Other – 2 placements (4%)
Martin's Point Healthcare System
Intermed, Family Practice setting

Spring 2025

Total Accepted Requests: 17
Total Student Hours: 2,295
Exeter Hospital – 1 placement (6%)
Medical Surgical Unit

Maine Center for Disease Control and Prevention – 1 placement (6%)
Maine Medical Center, Biddeford – 4 placements (23%)
 Emergency Department
 SCU/ICU
Maine Medical Center, Portland – 9 placements (53%)
 Barbara Bush Children’s Hospital
 Family Birth Center
 Float Pool
 Medical Surgical Units
 Research
Mercy Hospital – 1 placement (6%)
 Emergency Department
Mid Coast Hospital – 1 placement (6%)
 Maternity

AY24/25 Totals

Total Accepted Requests: 69
Total Student Hours: 9,180
Concord Hospital – 1 placement (1%)
Exeter Hospital – 1 placement (1%)
Eastern Maine Medical Center – 1 placement (1%)
Intermed Practices – 1 placement (1%)
Maine Center for Disease Control and Prevention - 1 placement (1%)
Maine General Medical Center – 1 placement (1%)
Maine Medical Center, Biddeford – 16 placements (25%)
Maine Medical Center, Portland – 39 placements (57%)
Maine Medical Center, Sanford – 1 placement (1%)
Martin’s Point Healthcare System – 1 placement (1%)
Mid Coast Hospital – 2 placements (4%)
Mercy Hospital – 2 placements (4%)
Spring Harbor Hospital – 1 placement (1%)
York Hospital - 1 placement (1%)

Health Care Organizations (Groups)

Maine Medical Center – Portland, Biddeford and Sanford campuses
Mercy Hospital
Mid Coast Hospital
New England Rehabilitation Hospital of Portland
Spring Harbor Hospital
Mid Coast Hospital
Barron Center

Preceptorship Health Care Organizations:

Brighton First Care/Urgent Center
Eastern Maine Medical Center
Intermed Practices

Martin's Point Healthcare System
Maine Center for Disease Control and Prevention
Maine General Medical Center
Maine Medical Center – Portland, Biddeford and Sanford campuses
Mercy Hospital
Mid Coast Hospital
Scarborough Surgery Center
Spring Harbor Hospital
York Hospital

Clinical Instructors: 37

Majority of instructors: Native to HCO, native to unit

Maine Health CNE Faculty Clinical Instructors: 4

All settings: Adult Health, Maternity, Pediatrics, Behavioral Health

Instructor/Preceptorship Training:

Common LMS for Clinical Instructors
Extensive Orientation Session each semester for clinical instructors
Offer Unit orientation for instructors not native to unit
Faculty Oversight/Supervision

Other Information:

Utilizing community based and out-of-state Health Care Organizations for preceptorship placements (student requests)

Massachusetts
New Hampshire
Rhode Island
Intermed Family Practices
Maine Center for Disease Control and Prevention
Martin's Point Healthcare System

- NSG 280 (ABSN) Maine Medical Center, Portland acute care clinical placements (successful pilot) - Summer 2024 will continue model for Summer 2025
- Redesign of NSG 456 preceptorship clinical component of course starting Summer 2025, students will now complete 180 hours during summer months instead of 135 hours.
- Hope to launch NSG 307 (BSN) acute care setting clinical placements (pilot) with Maine Medical Center, Biddeford and Portland campuses and Mercy Hospital – Fall 2025
- Fall 2025, NSG 456 (BSN) preceptorship clinical component of course to start earlier in the semester allowing students more time to complete the required 135 hours while courses continue.
- UNE Nursing Student received Daisy Nomination while completing her preceptorship experience (Fall 2024) in the Emergency Department at Mercy Hospital.

Appendix B
Advisory Board Report
Summary of Community Partnership Engagement 24-25
May 14, 2025

The 2024-2025 academic year continued to reinforce existing community partnerships and worked to develop new partnerships to meet the needs and diverse interests of our students.

Existing Partnerships:

Cumberland County Jail: This fall saw a significant increase in the number of students engaged with this partnership. Twenty-three students joined one on one with the nursing staff for a 10-hour shift engaging with this population.

Maine Marathon Medical Tent: Six students joined the Maine Health sports medicine team to help support the healthcare needs at the Maine Marathon this fall.

City of Portland Maternal Child Health: Pediatric rotations continued with the maternal child health division of the City of Portland Health in the summer and fall of 2024.

Pine Tree Camp: We continue to have many students engaged with Pine Tree Camp, sending 7 students to family camp weekends this fall. We previously offered a summer camp pediatric placement here as well.

Portland Public Schools: Portland Public Schools continues to be a multifaceted partner who hosted 7 students for their community partnership this fall and multiple students in pediatrics for 6 weeks one on one with a school nurse this spring. There have also been multiple screening activities that students have volunteered for which allows our 1st, 2nd and 3rd year students to volunteer in pediatrics.

Portland Public Health/ SPUR Clinic: Two students continued to join in at the asylum seeker clinic that is a joint venture between Greater Portland Health and City of Portland Public Health.

Intermed: For the first time this fall, a student was placed at Intermed in Portland for their preceptorship. They had a fantastic experience. Students continue to spend smaller amounts of time there for pediatric clinical hours.

Portland Recovery Community Center: Six students joined PRCC this fall for their community partnership.

RSU 21: Students joined RSU 21 this fall for their community partnership and some students joined this spring for their 6-week pediatric rotation.

Maine CDC: The CDC welcomed back a preceptorship student this spring and that student focused on both TB management and pregnancy care. The CDC came to speak in class on TB management as well.

Maine Adaptive: An adaptive sports student group has been developed across healthcare disciplines and as our community partnership coordinator, I have been working alongside students to continue to develop opportunities for our nursing students.

New Partnerships:

Fresenius Kidney Care: Four students joined for a 10-12 hour shift in the fall. As a result of this partnership, a dialysis nurse came to speak with our seniors about the dialysis nurse role and one of our students has committed to working there as a new graduate as a result.

Maine Medical Partners Gender Clinic: Two passionate students requested an experience in the gender clinic and I was able to match them with a fantastic nurse who hosted them for a ten-hour shift. The nurse is happy to welcome more students in the future.

Frances Ward House: This joint venture between City of Portland Maternal Child Health and Northern Light became a new community partnership site in fall 2024. Students really loved this opportunity. I have been in touch with dental hygiene to create an interdisciplinary aspect of this partnership given the needs of pregnant patients who also are without a dental home.

Sanford Public Schools: This partnership was started in the fall of 2024 and one student joined for their community placement. They did a project that advocated against serving caffeinated beverages in the high school. This partnership then developed into a one on one 6 week pediatric placement in the spring.

South Portland Schools: This partnership was initiated in the fall of 2024 and allowed a student to complete their community placement there.

Martins Point Health Care: A new partnership was developed and a student spent their fall 2024 preceptorship at the Scarborough site.

Saco Schools: Saco schools became a new site for pediatric clinical rotations this spring and hosted four students who really enjoyed their time.

Portland Harm Reduction Program: This program came to speak in class and as a results students organized a night to make harm reduction kits and another night to have a naloxone training.

Maine Medical Center Research: A new partnership within our already deeply connected partnership with MMC, a student did a preceptorship placement both with inpatient research and the ICU where most of the patients within the study were located.

Future Partnerships:

Maine Health Home Care and Hospice: Maine Health partners connected us with home care and hospice and they have confirmed willingness to take students for a 10 hour community partnership as well as for a preceptorship experience in the fall.

Maine Health Ambulatory Services: We are in contact to consider a rotating pediatric outpatient services rotation for students in pediatrics. We are also in talks to develop a community partnership experience with the Preble St collaborative and the Addiction Medicine Practice. Lastly, we are discussing the potential for a preceptorship placement.

Appendix C

Advanced Nursing Education Sexual Assault Nurse Examiner Program A Collaborative Program with the State SANE Program Advisory Board Report

ANE SANE Activities:

A. Forensic Nursing by the Numbers

There are currently approximately:

80 state credentialed forensic nurses, 71 currently practicing;
20 re-credentialed in the past year
44 SANEs In Training

B. Courses Offered

Two Adult/Adolescent; 1 Pediatric/Young Adolescent
Three Forensic Photography; full day
Two Experiential Testimony Training; full day

C. Hospitals with organized programs (several SANEs, on call system, PT or FT Coordinator)

Maine Health Midcoast Program

Covers Waldo Cty. Gen. Hosp., Pen Bay Med. Ctr., Lincoln Health
St. Joseph Hospital, Bangor
Maine Medical Center, Portland

D. Hospitals with No Credentialed and/or No Forensic Nurses – 7

Many rural hospitals have only 1 or 2 practicing forensic nurses

E. Recruitment Efforts

1. In-services with hospitals – over 2 dozen, 4 hour in-services reaching over 100 nurses
2. Outreach to Schools of Nursing – 5 (UNE, USM, St. Joseph College, CMMC, EMMC)
Other Students – UNE College of Medicine, Social Work Undergrads, UNE Ctr.
To Advance Interprofessional Education and Practice
3. Development of 64 hour, combined Adult/Adolescent/Pediatric course; fall '25 launch

F. Retention Efforts

SANE Tele ECHO

Stipends offered - \$3500 for initial credentialing

\$1000 for re-credentialing

\$500 for testimony at Experiential Testimony Training

\$600 to precept at simulation exam training

Simulation Exam Training

Offered with each Adult/Adolescent course

6+ additional offered to promote state credentialing

SANE Education Network

1. Dr. Dan Sheridan – presented on bruising and the use of alternate light sources for identification and bruising longevity
2. Kalen Knight, MSN, International Association of Forensic Nurses, Education Specialist. Presenting on Forensic Nursing Response to Violence in the Workplace
3. Domestic Abuse/Violence curriculum with focus on appropriate, trauma informed assessment and intervention in the health care setting; launch fall 2025

G. Community Education

Over 2 dozen presentations for advocates, law enforcement officers, child protective caseworkers; prosecutors;

Some Organizations:

International Association of Forensic Nurses; ME Council on Elder Abuse Prevention; Child Protective Services Assistant Attorneys General; child welfare caseworkers; Wabanaki Women's Coalition; Androscoggin Home Health staff; Co-occurring Collaborative Servicing ME; Pine Tree Legal Assistance; Commercial Sexual Exploitation of Children Task Force

ME Primary Care – several presentations scheduled on various forensic nursing related topics over the coming year

Canadian Forensic Nurses Association conference; additional presentations for members New England State Forensic Nursing Programs

H. Dept. of Justice Tribal Grant

Goal: To provide medical forensic care for tribal members at reservation health care centers.

Activities: 1 day training for each tribal community and community stakeholders on cultural sharing, sexual assault in tribal communities, and medical forensic care. Promotion of courses among nurses who work at health centers.

I. Greatest Challenges

1. Lack of support for forensic nurses in some hospitals; this impacts credentialing, retention and ultimately quality patient care.
2. Financial difficulties at hospitals for education to send nurses to the courses.
3. Lack of understanding of the role of the forensic nurse when caring for a victim of sexual assault or other form of IPV.
4. Too few preceptors for simulation exam training leading to restrictions on numbers of nurses who can enroll in courses, and those seeking credentialing.

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