



UNIVERSITY OF
NEW ENGLAND

Biddeford & Portland, Maine

DEPARTMENT OF NURSING
Baccalaureate Nursing Program
STUDENT HANDBOOK
2017-2018

Foreword

This Handbook for nursing students offers 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 2017- 2018.

Separate pages will be distributed to you if changes or additions are made while you are a student in the Department of Nursing during the 2017-2018 academic year.

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Department Philosophy

Nursing, a caring art and science, encompasses the diagnosis and treatment of human responses to health and illness. Nurses use a variety of models to guide people of many cultures toward identifying their own health care and healing needs. Nurses model self-care while supporting people in their own pursuit of health. People are born with healing capacities with or without perception of these capacities although a cure is not always certain. The nurse as a health care resource is available to assist people to move toward and maintain health in their human experiences. The society in which the nurse functions, are rapidly changing and it is technologically oriented. Nurses use knowledge gained from client preferences and values, clinical expertise and best research evidence as well as the integral process to guide their practice. The practice of nursing must be in accordance with established standards of clinical practice and the American Nurses Association Code of Ethics (ANA, 2015) and the Maine Nurse Core Competencies (MPNEP, 2012).

Health, a personally perceived state of wellbeing, is an ever-changing holistic interplay among the physiological, spiritual, psychological, social, cultural, cognitive and emotional dimensions of people. Faculty believes that reflective practice is continuous one wherein the student develops a unique holistic awareness of self and how oneself affects others. 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. Clients, as partners in their care, may be individuals, families, groups or communities. Faculty values the uniqueness, worth, dignity and integrity of all people and believe that each human being is a dynamic holistic system.

The essence of professional nursing education lies in the integration of academic and clinical experience. Faculty are committed to a foundation of study grounded in arts, sciences, and humanities that leads to interprofessional and nursing education. The acquisition of competency based knowledge, skills and attitudes prepare future nurses to meet the healthcare needs of a diverse population. Faculty believe that student centeredness is the cornerstone to optimal learning and are committed to a supportive, caring and interactive environment that takes into account the diversity of culture and experience that students bring to the learning situation. Learning is a collaborative process whereby students and faculty learn from each other, clients, peers, mentors, preceptors as well as other health care professionals.

Department Mission Statement

The mission of the Department of Nursing is to facilitate the education of future professional nurses to be effective clinicians and leaders. As clinicians, graduates are prepared to promote the ability of all persons, families and communities in attaining their highest level of wellness. As leaders, graduates are prepared to use research for evaluating and improving health care approaches and for continued study in nursing.

Program Descriptions

Bachelor of Science in Nursing- 4 year program

The Bachelor of Science in Nursing is an academically rigorous four-year professional program. During the first four semesters, students build a foundation of knowledge in science, humanities and related professional disciplines. The student begins the process of knowledge application from theory to actual practice utilizing the sciences and experiential learning.

During the last four semesters students are deeply immersed in nursing course work and clinical experiences which emphasize clinical judgment, health and human functioning, care and therapeutics, person and environment and health care resources. Nursing skill laboratories, combined with simulation and clinical experiences, occur in a variety of hospital and community settings. These settings, serving diverse populations, actualize the process of integrating theory to practice.

Upon successful completion of the curriculum, The University of New England awards a Bachelor of Science in Nursing degree and students may be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Accelerated Bachelors of Science in Nursing (ABSN)

The Accelerated Second Degree Bachelors Program (ABSN) is an academically rigorous 16-month professional program designed for highly motivated and committed students who have successfully completed a baccalaureate degree in a major other than nursing. Students build on a foundation of knowledge from previous learning and engage immediately in nursing coursework starting in the spring term. Throughout the next 16 months, students are deeply immersed in nursing course work and clinical experiences that emphasize clinical reasoning and judgment, health and human functioning, care and therapeutics, person, environment and health care resources. Nursing skill laboratories, combined with simulation and clinical experiences, occur in a variety of hospital and community settings. Caring for diverse populations enhances the process of integrating theory to practice.

Upon successful completion of the curriculum, The University of New England awards a Bachelor of Science in Nursing degree and students may be eligible to take the National Council of State Boards of Nursing (NCSBN) Licensure Examination for Registered Nurses (NCLEX-RN).

Bachelor of Science in Nursing Program Outcomes

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

1. Integrate the knowledge and science of nursing with the natural/behavioral sciences, the humanities and interprofessional education to provide holistic care for individuals, families, groups, communities or populations.
2. Demonstrate the capacity to practice nursing using an evidence-based and theoretically guided framework.
3. Model professional values as a nurse which reflect the integration of ethical and moral principles, social advocacy and legal standards in delivering quality care to all people.
4. Utilize data from diverse sources with knowledge and skill in informatics and patient care technology to promote safety and optimal outcomes of care.
5. Distinguish the components of nursing leadership and management as applied to healthcare organizations and healthy work environments.
6. Model principles of self-care while supporting the health and well-being of diverse individuals, families, groups, communities or populations.
7. Demonstrate basic knowledge of the issues concerning health care delivery to diverse individuals, families, groups, communities or populations.

Nursing Program Accreditation

The Nursing program options are accredited by the Accrediting Commission for Education in Nursing (ACEN). Further information can be obtained from ACEN 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	4-Year BSN	Accelerated Second Degree BSN	RN to BSN Completion Proposed Rollout Fall 2018
Nursing	59	66	Up to 69
General Ed	63	3	15
Transfer	N/A	26	15-21
Pre-reqs	0	25	Unencumbered RN Licensure
Total	122	120	120

Licensure

The website of the Maine State Board of Nursing (<http://www.maine.gov/boardofnursing/>) contains specific information about procedures and eligibility for taking the National Council of State Boards of Nursing (NCSBN) Licensure Exam for RNs (NCLEX-RN) in Maine. Students must be aware that eligibility for state licensure could be denied if certain criteria apply. Students who plan to take the NCLEX-RN in a state other than Maine should contact that state's board of nursing for eligibility requirements. Individuals considering licensure should consult this website for further information about potentially disqualifying circumstances

Student Advisement

All nursing students enrolled at UNE are assigned a nursing faculty advisor. The advisor follows students during the freshman and sophomore year at UNE while on the Biddeford campus. Once the transition is made to the Portland campus during the junior year, a new advisor will be assigned. All advisors can assist with course selection, registration, long-term degree planning, and exploration of educational and professional goals. Advisors are an excellent resource for providing information about additional support services offered at UNE. Advisors are available at posted times or by appointment.

Each cohort will also be assigned a faculty class advisor who works with the student representatives as a liaison for student class issues or concerns.

Fees

Many fees are built into the tuition; however, in addition to the fees described in the college catalog, students may also be responsible for the following:

Item	Description	Est. Costs
Transportation	To/From Campus, Clinical/Experiential sites, workshops, required coursework participation, etc.	Variable
Uniforms (specified by UNE) Shoes Name Tags (or replacements)	Vendor chosen by UNE Student selection using required specifications Ordered through vendor	\$40.00+ Variable (\$30-\$60) \$20.00
Watch with second hand Stethoscope	Can be obtained multiple locations. Ex: Littman, Sprague, Prestige (should have dual chest piece – bell & diaphragm)	\$10-\$20 \$50+
Make-Up Fees	From Excessive/Required Absences	Variable
Membership to National Student Nurses Association (optional)	Nsna.org	\$40.00
Required Immunizations, criminal background check and medical document manager (Castlebranch)	Castlebranch \$174 fee (includes 10-panel drug screen)	\$174.00+ (labs/immunizations)
Nursing Pins	Upon Graduation for Pinning	\$42+
Books, Resources, Course Material	Each course will specify requirements in the syllabi	Up to \$400-\$600 per semester

Professionalism, Conduct and Safe Practice

The National Student Nurses' Association (NSNA) encourages all nursing programs to adopt the NSNA's Code of Ethics. These ethical guidelines will promote development of complex skills essential to the practice of undergraduate nursing education, fostering responsible and accountable members of the nursing profession (NSNA, 2017).

Professionalism is defined by the NSNA as:

Characteristics that describe an individual striving to maintain the highest standards for one's chosen path – honesty, integrity, responsibility and conducting oneself with responsibility, integrity, accountability, and excellence (NSNA, 2017, pg.2).

While enrolled in a 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 is outlined in the National Student Nurses' Association Code of Academic and Clinical Conduct (see Appendix A), the American Nurses Association Code for Nurses (see Appendix B), and Social Media Guidelines (see Appendix C).

Expectations for students' professional conduct are not limited to clinical settings. All interactions while in the role of a student in a professional program, with peers, co-workers, faculty, clients or others, should be characterized by integrity, accountability and responsibility. Students should be:

- Prepared, present and actively engaged in classroom, laboratory, and clinical.
- Punctual for class and stay for the duration.
- On time for assignments.
- Maintaining meetings and appointments.
- Self-managing time well.
- Following through with commitments.
- Conducting respectful dialog with faculty and advisors with ownership.
- Maintaining confidentiality of client and peer information at all times.
- Respecting differing beliefs and values.

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.

Students must consistently demonstrate patterns of professional behavior and safe practice which follow the legal and ethical codes of nursing. Competence in professional behaviors is assessed using clinical evaluation tools and classroom evaluation methods. Students will acknowledge and sign that they meet technical standards. Once students have acknowledged and signed the technical standards of the nursing program, they must consistently demonstrate the ability to uphold the standards throughout the entirety of the program. These are physical or mental health barriers that impede safe patient care. Examples of these barriers may include, but are not limited to:

- Post-concussive syndrome
- Mental health disorder or exacerbation
- Fractured extremity

A student who fails to demonstrate academic or clinical competence in professional conduct or safe practice at the level expected for a particular course may be given a deficiency at any time throughout the semester. A student whose pattern of behavior is found to be unsafe may be removed from a clinical at any time during the semester. This may result in a non-passing grade for the course.

Examples of Unacceptable or Unsafe Conduct

Students in the Nursing Program that have demonstrated unacceptable or unsafe conduct may be terminated from a nursing course at any time during the semester. These 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 or incivility
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, without faculty/instructor/clinical partner RN oversight and/or approval (see Clinical Guidelines).
15. Lack of physical coordination necessary for carrying out safe procedures.
16. HIPAA Violations.
17. Violation(s) of Social Media Guidelines (see Appendix C).

Attendance Policy

Absences

Absenteeism is not accepted in professional nursing practice.

- Students are expected to attend all scheduled classroom, laboratory and clinical nursing experiences.
- Students are to be punctual and should be prepared to remain for the full duration of the class.
- Students are expected to be prepared for and actively participate in all scheduled classroom, laboratory and clinical nursing experiences.
- Schedules and calendars for class, clinicals, simulation and skills labs will be provided with each nursing course. **Business, work, and/or personal appointments are not to be made during these times.**

An Excused Absence is defined as: PRIOR NOTIFICATION from the student to the appropriate faculty of their intended absence. In addition, the student must supply DOCUMENTATION of the absence. **These two requirements are the responsibility of the student.**

Unexcused Absences:

- One unexcused absence from class, clinical, simulation or skills labs will result in a warning.
- Two unexcused absences will result in "Unsatisfactory". Students may not progress with an unsatisfactory in clinical.

For Clinical Absences:

- Notification of the onsite clinical instructor AND the nursing office (Call-In Line) is mandatory prior to clinical absence. **The nursing office Call-In number for clinical, simulation, lab or experiential absence is 207-221-4730.** The student will receive communication and contact information from the clinical instructor prior to the start of onsite clinical to notify him or her of student's absence. Please consult syllabi for course-specific clinical requirements.

Conduct

Students are expected to demonstrate civil behavior at all times toward the faculty, staff, students and patients at the University of New England and other institutions or affiliated with the University of New England. Students shall address faculty by their designated professional titles, i.e., Dean Smith, Dr. Smith, or Prof. Smith. This includes interaction personally as well as written communication. Name tags are to be worn at all times.

Guidelines for Attire and Hygiene

The nursing program recognizes that appropriate personal appearance creates a favorable impression on the department, college, profession and society. This guideline applies when the student enters nursing course work (NSG 202/280) and any situation where one is advancing prospective practice through any activity that is representing the University of New England.

In the absence of a stated policy for an individual course or setting, the following guidelines will apply:

General Personal Care

1. Maintain good personal hygiene, which includes regular bathing, grooming and dental hygiene.
2. Hair should be neat and clean. Hair longer than shoulder length should be secured away from the face if close contact with patients is anticipated. Beards and mustaches must be clean and well-groomed.
3. Perfume or cologne is not permitted as many individuals have allergies or sensitivities to fragrances. **They are not permitted in the clinical settings.**
4. Fingernails must be clean and neatly trimmed. Artificial and/or long nails are not permitted in the clinical setting.
5. Clean, business-casual clothing; no inappropriate attire in the classroom or experiential/clinical settings.
6. Specific clinical partners may have specific requirements above/beyond that of UNE.
7. Faculty/Clinical instructors reserve the right to dismiss students from activities. Students will be responsible for make-up sessions/remediation.

Examples of Inappropriate Attire (not inclusive)

1. Hats, caps, bandanas or hoods.
2. Sweatpants, pajamas, spandex, exercise attire or jeans with holes/tears.
3. Halter or tube tops, attire that shows midriff or undergarments.
4. Flip-flops or slippers.
5. Short-shorts or athletic shorts.
6. Shirts with inappropriate or vulgar lettering or messages.

Clinical Information

Criminal Background Check and 10-Panel Drug Screen (10-PDS)

Each student enrolled in the UNE Nursing Program participating in clinical experiences and preceptorship must complete a criminal record background check through a provider designated by the program. Each student is responsible for obtaining and paying for the background check. This process must be completed prior to the start of clinical course work.

Any student whose clinical progression in the nursing curriculum is disrupted for any reason for one semester or more will be required to undergo the background check process again, at the student's cost, before resuming nursing coursework. The student understands and agrees that this information will be available to the University and its host clinical agencies. Clinical affiliates requesting the check will review the report and, if there are concerns, the student will be asked to meet with their representative. Affiliates **do** have the right to refuse student clinical placement based on criminal background results. **The Nursing Department considers ineligibility at one institution as ineligibility for all agencies and reserves the right to stop a student's progression in the UNE nursing program.** Only the designated background check will be accepted by UNE clinical affiliates. Background checks should not be initiated any sooner than the semester prior to enrollment in the first clinical course. **A student will not be permitted into a clinical experience if the background check is not completed.**

Clinical partners maintain individual requirements with regard to drug screening. Currently, incoming juniors are required to have 10-PDS done prior to the start of clinical rotations based upon their clinical placements.

Marijuana

The state of Maine has legalized the use of marijuana for adults over the age of 21. According to the U.S. Drug Enforcement Agency, marijuana is a Schedule I substance under the Controlled Substances Act (dea.gov). Because institutions of higher education (UNE) receive federal funding, marijuana is not legal for use on campuses. Specifically, as a student nurse entering clinical sites for training, recreational use of marijuana is not allowed. Medical use under the supervision of a licensed medical provider may be an exception, and will be addressed by department and clinical partners on a case by case basis.

Students have falsely assumed that if recreational marijuana is legalized in the state where they attend school, it is acceptable for use. This is not the case. Marijuana can be detectable through a 10-PDS many weeks after use without a clear method to identify when it was last used or in what quantity. **Any** positive test result is considered a positive screen and has **no appeal** in the clinical setting; therefore, students will not be allowed to attend clinical. **This will result in removal from the clinical course and impact the ability to progress in the nursing program.**

This is consistent with future employers as well. Every clinical position where nurses provide patient care will have a substance use/abuse policy and procedures around testing. Most require pre-employment screenings. Students should refrain from any and all use of marijuana in order to protect themselves against these consequences.

Uniforms and Clinical Dress Code

In certain settings, students enrolled in the Nursing Program may be required to wear an approved uniform, including a name tag.

- Students must wear their identification badges at all times to enable security and others to readily identify them while at clinical and/or experiential learning environments. UNE patches must be attached on the upper left sleeve of the uniform.
- All students must wear 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.
- Clothing should fit properly, be neat, clean and not revealing. Uniform worn for clinical experiences must be of the style approved by the nursing faculty.
- 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. Specific requirements may also be enforced for partner clinical sites.
- 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. Students will be responsible for any make-up work caused by absence.

Cardiopulmonary Resuscitation Certification (CPR)

Students are required to present a copy of current American Heart Association CPR certification prior to the start of the first clinical course. Certification must be at the **Basic Life Support, Provider** level or AHA Heartcode CPR/AED training and include content on the resuscitation of infants, adults and children, and two-person CPR. Maintenance of current CPR certification is **mandatory** for all clinical courses.

Health Requirements

The University requires all entering undergraduate students to have a physical examination and a current record of required immunizations. The UNE Immunization Compliance Policy and forms for the physical and immunizations are found on the Student Health Center website <http://www.une.edu/studentlife/shc/>. **The forms must be completed by a physician or nurse practitioner and returned to the Student Health Center as instructed.**

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

As students embark on clinical experiences they will upload completed documentation of immunizations and data to a vendor contracted by the Department of Nursing, Castlebranch. Castlebranch will inform UNE of student compliance for clinical participation eligibility. Failure to provide this information will prohibit the student from participating in any clinical experiences.

Transportation

Students are responsible for transportation to and from the assigned clinical/experiential agencies. Carpooling cannot be relied upon for experiences. Agency-specific policies for student parking must be adhered to while obtaining assignments or attending clinical rotations. Lack of transportation does not constitute an excused absence.

Occupational Health and Safety Act (OSHA) Education

Throughout the curriculum, students are 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 and clinical instructors, 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/clinical instructor 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/clinical instructor 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 immediately. An exposed individual must inform the institution where the exposure occurred and follow agency protocol. The Chair of the Nursing Department will be notified of the exposure.

Clinical Attendance Policy

Notification of the clinical instructor, clinical coordinator and the nursing office (Call-In Line) is mandatory prior to clinical absence. **The Call-In number for clinical, simulation, lab or experiential absence is 207-221-4730.** It is expected that the preceptor or instructor will be called in advance if class, clinical, lab or simulation is to be missed for any reason. 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.

Students who arrive at clinical 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. If the University of New England cancels classes or has a start delay, students will abide by these parameters in the clinical setting as well. If UNE cancels classes, clinicals will be cancelled. If students are already AT clinical, they must also leave their agency. If UNE delays classes, clinicals will also start at the time UNE starts classes. Make-up hours for clinical will NOT be necessary if UNE cancels school. University wide cancellation policies are further described in the UNE Student Handbook. 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 are required to be in satisfactory health, as per technical standards, in order to perform in the clinical agency, lab or classroom. Please refer to the UNE Student Handbook, Alcohol and Drug Policy Statement and Technical Standards Statement (see Appendix D).

Clinical Course Requirements

Clinical experience in the nursing courses includes the use of the Nursing Skills Lab, Simulation Center, community-based clinical experiences, and clinical experiences in health care settings. Clinical experiential hours and content are **considered part of the course clinical requirements and carry the same guidelines.** Students must meet clinical course requirements with a Satisfactory (S) on clinical evaluation tools and a > 90% on the dosage calculation exam to successfully pass clinical and receive course credit hours. Students may be required to return for remediation sessions at the discretion of the instructor(s) of the course. Successful completion of the assigned skills, simulation scenarios, and clinical patient care is necessary for the student to progress through the course. Course clinical experiential requirements are leveled according to the nursing program curriculum plan.

1. Nursing Skills Lab
2. Dosage Calculation Competency Exam
3. Clinical Simulation
4. Clinical Experience in the health care setting

The nursing student will maintain the standards of the profession of nursing and develop the knowledge, skills, and behaviors for safe patient care. Students must wear clinical uniforms for clinical required experiences unless otherwise instructed. Clinical absences without prior notification to the clinical instructor will result in an immediate deficiency.

Nursing Skills/Skills Lab

The Nursing Skills Lab provides the nursing student with a learning environment for instruction and return demonstration of competency for assigned nursing skills. Students may be required to return for remediation sessions at the discretion of the instructor(s) of the course. Students are encouraged to use the Nursing Skills Lab for practice to attain skill proficiency.

During the student's clinical experience, the student may be presented with an opportunity to perform a nursing skill for which the student has not received clinical instruction in the Nursing Skills Lab. The student must inform the Clinical Instructor if they have not received prior instruction on the nursing skill. The Clinical Instructor must approve the instruction/participation in the new nursing skill.

Clinical Instructors or the primary RN must provide clinical instruction following standard policies and procedures at clinical before the student is allowed to participate in the nursing skill/patient care.

Student nurses **are not allowed** to perform the following nursing skills at any time.

1. Administer Blood Products
2. Administer Chemotherapy
3. Insert Intravenous Catheters
4. Accept verbal or telephone orders

Dosage Calculation Competency Exam

The ability to mathematically calculate the correct dosage of a medication is an essential skill for safe practice as a nurse. The student will be given a dosage calculation exam consisting of 10 questions requiring a grade of 90%. This is not a multiple-choice exam, students are required to show their work and write in an answer. A simple, non-programmable calculator will be provided for this exam.

In order to assure success in meeting this critical requirement, the following format is used:

- Students will be given a maximum of three (3) opportunities to pass the Dosage Calculation Competency Exam.
- Students receiving a grade of less than 90%, on the exam are required to remediate to an acceptable grade.
- Remediation process must include:
- Complete math problems assigned by faculty
- Schedule time for tutoring with the Student Academic Success Center or faculty.
- A retake exam must be scheduled within one week of the first but not on the same day.

The final attempt on the drug dosage calculation (Exam #3) must be arranged with the course instructor prior to the first clinical day. Failure to do so will result in a grade of zero. Any student, who has not successfully completed the dosage calculation competency exam by the third attempt, will not succeed in meeting clinical outcomes resulting in a grade of "Unsatisfactory" in the clinical course. A clinical grade of "Unsatisfactory" prevents the student from progression in the nursing program. The Clinical Dosage Calculation Competency Exam is a required clinical component and is not part of the exam average in calculating a cumulative or a final exam average.

Clinical Simulation

Students will be required to practice decision-making, demonstrate clinical reasoning, and safe clinical judgments in the Clinical Simulation Center. High fidelity manikins are utilized to provide life-like clinical situations for student learning. When students practice in the clinical simulation setting, they will treat the simulation experience as they would a clinical experience in any clinical setting. Simulation is a valuable tool to aid in application concepts of nursing care. Simulation sessions **WILL** be rescheduled if at all possible even if cancellation occurs due to inclement weather.

Clinical Experience / Patient Care

Clinical assignments are important tools for developing student's skills in assessment, clinical reasoning, and clinical decision-making. Clinical assignments will be turned in per instruction of the individual clinical instructor. Exceptions will be made at the discretion of the clinical instructor. The clinical instructor will use the clinical assignments (written) to document the student's clinical progress and provide important feedback to the student. Failure to submit clinical work assignments on time will result in disciplinary actions.

Evaluation of Clinical Course Requirements

- Skills Lab Performance Evaluation Tool
- Dosage Calculation Competency Exam
- **Simulation Rubric** (QSEN Based Standards)
- Students will complete the appropriate **clinical paperwork** on assigned patients per week.
- **Clinical Performance Evaluation Tool** - Students will be evaluated for clinical performance using formative and summative evaluation strategies that include a mid-semester and at the end of the clinical rotation. Students are expected to perform core competences satisfactorily at the completion of the semester. Student performance is evaluated as Needs Improvement, Working Towards Competency, Satisfactory, or Not Applicable. Students may be sent home from clinical if deemed unprepared, unsafe, or unprofessional by the clinical instructor. The student's performance will be documented on the **Learning Experience Tool** and on the **Clinical Performance Evaluation Tool**. The student will receive a written notification outlining the reasons for placement on clinical probation and will meet with the course coordinator and clinical instructor to complete a **Remediation Plan Tool** that will facilitate the student's success and removal from probation. If probationary status has not been removed by the end of the semester, the student will not pass clinical and therefore will not progress in the nursing program.

Clinical Warnings and Deficiencies

A student may receive a clinical deficiency at any time during a clinical rotation if the instructor determines that the student's performance is unsatisfactory at the level expected for the particular course. The written deficiency may include a formative evaluation using the course's competency evaluation form and will outline what the student must do to meet the clinical requirements. 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 deficiency in any clinical rotation is formally notified that he/she is in danger of clinical failure, and a remediation plan will be developed for the student. Students who have been placed on clinical deficiency will be formally re-evaluated using the leveled clinical performance evaluation tool. Clinical deficiency status will be removed once the student meets remediation requirements. Students who do not successfully remediate deficiencies according to the above guidelines by the end of the semester will not pass clinical.

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. Mandatory HIPAA compliance is required annually of all nursing students with clinical/experiential activities. Violation of HIPAA 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. See Social Media Guidelines and HIPAA Guidelines (Appendices C and E).

Grading Of Didactic Coursework

The course objectives and methods used to determine grades will be published in the course syllabi. The following grading criteria are in effect at the 200 level and above nursing courses

A	94-100	
A-	90-93	
B+	87-89	
B	84-86	
B-	80-83	
C+	77-79	
C	74-76	Unsatisfactory
C-	70-73	Unsatisfactory
D	67-69	Unsatisfactory
F	<67	Unsatisfactory
I		Incomplete
P		Pass

Grade Rounding Policy

Rounding Grades

When calculating grades for students, all decimal points will be carried through to final grade. No further rounding up or down will occur until the end of each semester. **ONLY FINAL GRADES** for exam averages and course will be rounded. Rounding rule is to round up to the next whole number if the tenth decimal place is 0.5 or greater. To do this, look only at the number to the immediate right of the whole number. If the tenths decimal place is 0.4 or less, do nothing to the whole number.

Examples: $76.5 = 77$ $76.49 = 76$ $76.89 = 77$

If the tenths place is exactly 0.5, round the whole number up to the next whole number.

Department of Nursing Academic and Progression Standards

Students accepted to the WCHP at the University of New England are subject to two sets of academic standards, one to meet minimum qualifications for ongoing enrollment at the University of New England and the other to meet specific program requirements.

Freshman & Sophomore Years (SEMESTERS 1 THROUGH 4)

1. In keeping with the minimum guidelines of the University of New England, all students must achieve a minimum cumulative semester-end grade point average as follows to meet University requirements:

Fall of First Year	1.70
Spring of First Year	1.70
Fall Of Second Year	1.70
Spring of Second Year	1.80

2. Failure to maintain the minimum GPA requirements will result in academic probation as described in the catalog of the University of New England.

3. Students must also achieve a minimum grade of "C" in the following courses: MAT 120, CHE 130, BIO 104, BIO 208, BIO 209, BIO 242, BIO 309, and IHS 220. Failure to achieve a "C" will result in program-level probation and may affect academic progression and delay graduation.

4. Failure to earn a "C" or above in any of these courses requires the student to repeat the course.

5. **For students entering into the nursing major beginning in 2017/2018 and thereafter**, failure to achieve a "C" in more than one laboratory-based science course will result in dismissal from the nursing major.

6. A student may enroll in any of the courses listed above a maximum of two times. Enrollment consists of achieving a WP or WF or a letter grade. Receiving a W from a course is not considered being officially enrolled.

Progression Guidelines for Students in the Junior & Senior Years of the BSN Program and all Students in the Accelerated Program (ABSN)*

***Refer to catalog year of admission.**

1. Students must maintain a minimum grade point average (GPA) of 2.50
2. Students must comply with requirements for attendance and professionalism.
3. Student must comply with policies stated in UNE and Nursing Student Handbooks.
4. Students must obtain a minimum examination final average of 77 (C+) in all clinical nursing courses in order to continue to progress through the program.
5. Students must obtain a minimum final course average of 77 (C+) in all nursing courses in order to continue to progress through the program.
6. Students must meet the competencies for satisfactory completion of the clinical component of each nursing course. An unsatisfactory performance 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.

If the student's exam average is 77 (C+) 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 77 (C+), 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 77 (C+) in any nursing course would necessitate that the student repeat the course to achieve the minimum 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.

Academic Expectations

Student Expectations

There are a variety of styles for adult learning. Preparation for coursework is essential to the success of students in the nursing program. It is an expectation that students come prepared to class having read assigned course content to enhance learning in the classroom and identify areas in need of further exploration. Students are expected to participate in class discussions and activities which are designed to clarify assigned material and cultivate critical thinking.

Faculty Expectations

Faculty have the autonomy to deliver course content in the manner best suited to support student achievement of established learning objectives, course outcomes, and nursing program outcomes. Best practices in content delivery and learning activities are guided by professional standards and evaluation data. Faculty teaching material (e.g., handouts, PowerPoint slides, PDF slides) may be shared at the sole discretion of the individual faculty; these materials are tools for faculty and should not be viewed as student notes or guides.

A variety of teaching/learning activities may be used throughout coursework, including (but not limited to):

- a) Lecture (live or pre-recorded)
- b) Discussion
- c) Demonstration
- d) Use of audio-visuals
- e) Written assignments / papers / essays
- f) Required readings from textbooks, scholarly journals, and evidence-based resources
- g) Data base searching
- h) Case studies
- i) Writing of exemplars
- j) Role play
- k) Clinical application of skills
- l) Reflection
- m) Learning Management System (Blackboard)
- n) Small group work / projects
- o) Oral presentations
- p) Journaling

- q) Creation of posters
- r) Reading of stories or novels
- s) IPE events
- t) Assessment projects (family assessment, community assessment)
- u) Remediation of integrated testing

WCHP Course & Instructor Evaluation Policy

Course and instructor evaluations are important tools that we have for evaluating the quality of academic programs providing meaningful feedback to course instructors. In order to assure that the feedback is both comprehensive and precise, course evaluations are sent to students via email for completion towards the end of each semester.

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, grade release will be delayed for two weeks.

Incomplete Policy

An incomplete (*I*) grade may be given to a student for reasons that may be beyond his/her control, and 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. It may not extend beyond six weeks. The (*I*) grade defers computation of credits and grades until final grades are entered. Failure to complete the work before the time imposed by the instructor, or six week mark, results in the assignment of an administrative *F* grade for the course.

Dismissal from Nursing Program

Refer to catalog year of admission for specific information. This includes all program options.

Students dismissed from the nursing program related to academic deficiencies (low GPA or second failure of a nursing, math or science 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. Students dismissed from the program may initiate an appeal process as documented in the UNE student handbook.

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 appropriate experiential leadership faculty (i.e., clinical coordinator, SIM coordinator)
4. Meet with the Program Coordinator (BSN/ABSN)
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 under 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 breeches 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.

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 "WCHP Student" level is required of all nursing students prior to attending the first clinical experience and annually thereafter. Information for completion of training will be made available to students. It is each student's responsibility to assure that HIPAA training has been successfully completed and documentation provided. 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. The Department of Nursing maintains additional standards as they relate to the clinical education. See HIPAA and Disciplinary Policy, Appendix E

Student Feedback

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

Student representation occurs through attendance and participation in both the Student Nurses Association (SNA) and Class Representatives. An SNA representative is invited to attend a portion of the Nursing Faculty Forum meetings monthly. Guidelines for content delivery can be obtained through SNA by-laws. See Class Representative Guidelines, Appendix F.

Availability of Nursing Faculty

Faculty will be available to students during their posted office hours and at other times by appointment. Also see Student Advising.

Academic Facilities: Nursing

Nursing courses may include a clinical/simulation/lab/experiential 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 skills lab, health assessment lab and clinical simulation lab are located in Blewett Hall.

Students are encouraged to use all available resources in order to complement the lab experiences. Open Lab time is available and students are encouraged to work with faculty to aid with needed refinement of skills. Every effort will be made to accommodate student needs.

Standardized Testing Support

The Department of Nursing contracts with a standardized testing vendor to provide all students with access to Kaplan Testing and NCLEX-RN Review as an additional resource to aid in his or her academic progress. This is facilitated through the use of standardized and focused (practice) review testing. Scores obtained through Kaplan testing will be included in calculation of the grade for that course. Comprehensive use of the Kaplan testing prepares students for success on the National Council Licensing Exam (NCLEX-RN). At the conclusion of the Baccalaureate of Science Programs (BSN and ABSN), Kaplan will provide an NCLEX-RN Review Course at no additional charge. Students will also have access to Kaplan's on-line study center and the NCLEX-RN Q-bank question review bank with comprehensive rationales.

Each student in the pre-licensure program is enrolled in the Kaplan Integrated Testing Program and will be given instructions on how to access the Kaplan account. Students will be held accountable for completing Kaplan assignments and tests, which are scheduled throughout semesters and are specified in the course syllabi. **Kaplan assignments must be completed and remediated as specified in the syllabi or a grade of (I) will be given for that course. Once assignment submitted, a grade will be given for the course.**

UNE Facilities

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

- Student Academic Success Center
- Food Service
- Financial Aid
- Counseling Service
- Athletics
- Library
- Health Center
- Computer Services
- Campus Center
- Student Accounts

Student Academic Success Centers

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. Student Academic Success Center on the Portland and Biddeford Campuses are charged with teaching specific learning arts, both in their own courses and through 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.

The SASCs on the Portland and Biddeford Campuses offer several 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 the SASC 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. SASC faculty reserve time to advise students frequently on a drop-in basis. Both new students and upperclassmen are encouraged to utilize this service. If necessary, departmental 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 SASC 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 SASC Chairperson and trained by the SASC staff. SASC 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 the SASC, where a writing instructor will offer a critique and suggest points for revision. Students need to allow sufficient time to submit examples for critique.

Student Access Center

The University of New England will make reasonable accommodations for students with documented disabilities. Students need to register with Student Access Center and inform their instructors of any academic accommodations. Timely accommodations are dependent on early registration with Student Access Center. It is the responsibility of the student to notify appropriate faculty of needed accommodations. The Student Access Center office is located in Stella Maris 131 on the Biddeford Campus and on the Lower Level of Ginn Hall on the Portland Campus.

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

Link to NSNA Code with Interpretive Statements: [NSNA Code of Academic and Clinical Conduct with Interpretive Statements](#)

Appendix B
American Nurses Association Code of Ethics

Provisions

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collective through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Retrieved from: http://nursingworld.org/DocumentVault/Ethics_1/Code-of-Ethics-for-Nurses.html August 16, 2015.
Interpretive statements also available through [ANA Code of Ethics with Interpretive Statements](#)

Appendix C
University of New England
Social Media Guidelines
Department of Nursing

GUIDELINES FOR THE USE OF SOCIAL MEDIA

The use of social media can be beneficial to the delivery of quality health care. However, students have an ethical and legal obligation to maintain patient privacy and confidentiality at all times. The use of electronic media can result in too much disclosure and result in a violation of patient privacy and confidentiality.

The following guidelines minimize the risks associated with social media.

- Students must not share, post, or otherwise transmit any patient-related information, including images, unless there is a patient care related need to disclose information.
- Limiting access to postings, through privacy settings is not sufficient to protect the patient's privacy.
- It is not acceptable to post any information about a patient even if the name is not identified.
- Students should never refer to a patient in a derogatory or disparaging manner, even if the patient is not identified.
- No photos or videos of patients may be taken on a personal device, including cell phones.
- Students must always maintain appropriate professional boundaries with patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship and should be avoided.
- Students should understand that patients, colleagues, institutions, and prospective employers may view postings on social media websites. Students should not make disparaging remarks about healthcare agencies or their staff, even if they are not expressly identified.
- If in doubt, the student should consult the faculty for guidance about the appropriate use of electronic media.
- Inappropriate use of electronic/social media can lead to disciplinary action including but not limited to formal reprimand, suspension, or dismissal from the program. Students can be held personally liable. Such violations may result in civil and criminal penalties including fines or possible jail time in accordance with applicable laws (HIPAA).

Adapted from:

National Council of State Boards of Nursing. (2011). White paper: A Nurse's Guide to the use of social media. Chicago, IL. Retrieved from www.ncsbn.org.

Appendix D
University of New England
Technical Standards
Department of Nursing

Technical Standards for progression and graduation of the nursing program

Nursing education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behaviors. The nursing degree awarded by the University of New England's Department of Nursing at the completion of the educational process certifies that the individual has acquired a base of knowledge and skills requisite for the practice of nursing at the respective undergraduate level. To this end, all courses in the curriculum must be completed successfully. In order to acquire the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care, candidates for the undergraduate degree in nursing must have abilities and skills in five areas:

- Observation
- Communication
- Motor
- Conceptual-Integrative
- Behavioral-Social

Technological Compensation can be made for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner and exercise independent judgment.

Students with disabilities who believe they may need specific accommodation in meeting the technical standards of the Nursing Program should contact the Student Access Center to discuss the process of identifying, to what extent, reasonable accommodations can be made. It is recommended that students seek Student Access Center advisement as soon as possible after admission into the Nursing Program to facilitate the timely development of a plan, if appropriate. 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 accommodations should speak with the course instructor within the first two weeks of class. Registration with the Student Access Center is required before any accommodation requests can be granted. Under no circumstances will the Department of Nursing waive any essential course requirements or technical standards for any student, with or without a disability.

Observation: The candidate must be able to observe demonstrations and participate in didactic courses and simulated learning opportunities. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation requires the use of common sense, as well as the functional use of the senses of vision, audition, olfaction, and palpation.

Communication: Candidates must communicate effectively using English in clinical and classroom settings. A candidate must be able to elicit information from patients, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently with all members of the health care team in both immediate and recorded modes.

Motor: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other assessment techniques. A candidate should be able to perform nursing skills requiring the use of gross and fine motor skills (e.g. IV insertion, venous blood draw, urinary catheter insertion). A candidate should be able to execute motor movements reasonably required to provide nursing care and emergency response to patients. Examples of emergency responses reasonably required of nurses are cardiopulmonary resuscitation, medication administration, and application of pressure to stop bleeding. Candidates must perform actions which require the use of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. Candidates should also be able to assist and/or participate in various lifting activities.

Conceptual-Integrative: These abilities include measurement, calculation, reasoning, analysis, synthesis, and retention of complex information. Critical thinking requires all of these intellectual abilities in order to provide optimal nursing care. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral-Social: Candidates must possess the emotional health required for the full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients, and the development

of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress in the classroom and clinical area. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical environment. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and educational process.

Reasonable accommodations will be considered on a case by case basis for individuals who meet eligibility under applicable statutes. Any person expecting to need accommodations should request them prior to beginning the program, as some accommodations may not be considered reasonable and may impact an applicant's ability to complete all components of the program.

Appendix E
University of New England
HIPAA Policy and Disciplinary Guidelines
Department of Nursing

Maintaining confidentiality is an integral part of nursing practice. Federal regulations guide the scope of practice of health care workers to protect the privacy and security of protected health information (PHI) through the Department of Health and Human Services and the Health Insurance Portability and Accountability Act (HIPAA, 45 CFR 160.103). Protected health information is defined by Health and Human Services to mean demographic and health information that makes the individual identifiable. This information includes but is not limited to names, addresses, date of birth, social security or medical records numbers. This includes all demographic data that is related to the person's physical or mental health, and/or the provision or payment regarding provision of care (past, present or future). 1

Health care providers are allowed to use PHI in the provision of effective patient care based upon need to know rule for health care operations. Under the HIPAA Privacy Rule, students in the clinical setting are permitted to use PHI under supervision to practice or improve their skills on patients assigned to them. Students are not permitted to search databases for interesting patient cases. Students may disclose PHI only during treatment in patient care to another health care provider with a need to know. Protected health information may only be used outside the affiliate agency when the PHI has been de-identified for purposes of learning (ex. Post conference). 2

The Department of Nursing provides competency training for HIPAA to ensure the student is well versed with these regulations and the required behaviors necessary to ensure compliance. This policy outlines the corrective action for each level of a potential HIPAA violation, which could culminate in dismissal from the University of New England's Department of Nursing. Maintaining HIPAA standards is a clinical objective and evaluated with each course. Affiliate agencies who collaborate with the University of New England's Department of Nursing maintain policies regarding HIPAA standards to which students must adhere. The University of New England policies may supersede the affiliate agency policies.

Students that attempt to use or disclose PHI when unauthorized will result in counseling and/or disciplinary action up to and including termination.

A HIPAA violation may mean dismissal from a clinical site and could impede placement at other clinical sites, which may prevent meeting requirements for graduation from the University of New England's Department of Nursing. Depending on the nature of the breach, violations at any level may result in more severe action or termination

Level I is considered to be without malicious intent (incidental or unintentional use); Level II-III connotes malicious intent (intentional access, use, and/or disclosure) and individuals may be subject to civil and/or criminal liability.

For any offense, a preliminary investigation will precede an assignment to the level of violation. All HIPAA violations will be reported to and investigated by:

- Faculty of record will be notified of the incident.
- Chair of the Nursing Department – The Chair will identify faculty to participate in an objective assessment of the HIPAA violation.
- Ad Hoc HIPAA/Process Improvement Committee will investigate the incident and make recommendations for corrective action to the Chair of the Nursing Department.
- Dean of WCHP
- UNE Privacy Officer
- Affiliating Agency Privacy Officer

The following Level of Violations provide guidelines in the event of a HIPAA violation:

Level of Violation	Examples	Corrective Action May Include
Level I	<p>Misdirected faxes, e-mails & mail. Failing to log-off or secure a computer with protected PHI. Leaving PHI in a non-secure area. Discussing PHI in a non-secure area (lobby, hallway, cafeteria, and elevator). Failing to de-identify patient information Improper disposal of PHI.</p>	<p>Verbal/written counseling and HIPAA re-education Written report filed in student clinical evaluation and student record</p>
Level II	<p>Requesting another individual to inappropriately access patient information. Inappropriate sharing of ID/password Failure to secure data on mobile devices through encryption/password. Failure to follow Affiliate Agency existing policies and procedures governing patient confidentiality.</p>	<p>Verbal / written counseling and HIPAA re-education. Probation or other disciplinary action up to dismissal from the program. Written report filed in student record.</p>
Level III	<p>Releasing or using patient data without the Affiliate Agency or faculty approval. Accessing PHI without having a legitimate need to know. Accessing PHI due to curiosity or concern, such as a family member, friend, neighbor, coworker, famous or “public” person, etc. Posting PHI to social media; examples includes photos and videos of patient or information gained in the nurse- patient relationship</p>	<p>Verbal/ written counseling and HIPAA re-education. Removal from clinical site. Documentation in student evaluation. May result in failure of the course. Probation or other disciplinary action up to dismissal from the program. Written report filed in student record.</p>

1. US Department of Health and Human Services. (n.d.). Summary of the HIPAA privacy rule. Retrieved from <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>
2. US Department of Health and Human Services (2006) Frequently asked questions. Retrieved December 8, 2015 from http://www.hhs.gov/ocr/privacy/hipaa/faq/minimum_necessary/209.html

Appendix F
University of New England
Class Representative Guidelines
Department of Nursing

Class Representative Guideline:

1. The UNE Department of Nursing's programs shall have two representatives from both the ABSN class and BSN class beginning with the second semester/second year moving into the third and fourth years. The class representative(s) will serve as liaisons between the class and the faculty at large. This process will be overseen by faculty advisors in the Department of Nursing. This will allow students in each class the opportunity to give input into the program at regularly scheduled times. These representatives will be selected by the class as facilitated by the designated faculty advisor/s that academic year and are expected to be present at designated faculty meetings, Advisory board meetings, and other requested meetings/events. This will allow for the opportunity to give input into the development of academic policies and procedures as well as pertinent issues that arise. See algorithm below.
2. Pertinent issues are addressed and documented in the Systematic Program Evaluation Plan, and in committee-specific minutes
3. Each cohort will choose representatives by nomination and ballot at the beginning of the appropriate year/entry (Sophomores-January for 1 semester, Juniors-September-2 semesters or 1 academic year, Seniors- September for 2 semesters or 1 academic year, ABSN's-January upon entry to program for 3 semesters) The students will be elected by their peers following a nomination process (includes self-nominations) from each class to act as class representative(s).
4. Class representatives attend pertinent faculty meetings and have the responsibility of bringing class issues/concerns of a general nature to the faculty for discussion and/or resolution. Class issues/concerns are measured as affecting a number of individuals. Representatives are equally responsible for reporting back to the students the results of such discussions as well as any other matters concerning the class or student body as a whole. Course issues are not appropriate for discussion if the faculty has not previously been informed and included in a prior discussion/resolution.

**University of New England
Department of Nursing
2017-2018**

Acknowledgements & Permissions

Instructions: After reading the handbook and appendices, 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: _____

Technical Standards Department of Nursing & 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: _____

Permission for Release of Information for any Employment and Scholarship Purposes

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 is limited to information sought by potential employers, scholarship and award committees and any future colleges/universities where I may seek application.

Signature: _____

Print Name clearly: _____

Date: _____

PERSONAL email: _____

Current Contact Information

Cell: _____

Current Student Address: _____

Emergency Contact Name: _____

Emergency Contact Phone: _____

Emergency Contact Relation: _____