



UNIVERSITY OF
NEW ENGLAND

Biddeford & Portland, Maine

**SCHOOL OF NURSING
AND POPULATION
HEALTH**

**Baccalaureate Nursing Program
STUDENT HANDBOOK**

2023-2024

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 2023-2024.

Separate pages will be distributed to you if changes or additions are made while you are a student in the School of Nursing during the 2023-2024 academic year.

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

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Directory School of Nursing & Population Health Faculty and Staff

Denise Blais MSN, RN, CNE

Assistant Clinical Professor of Nursing
Blewett 232 office # (207) 221-4394
dblais@une.edu

Jamie Bullock MSN, RN, NP-C, APRN

Assistant Clinical Professor of Nursing
Blewett 228 office # (207) 221-4231
jbullock1@une.edu

Joseph Carter, MSN, MDiv., RN

Associate Clinical Professor of Nursing
Clinical Coordinator
Blewett 242 office # (207) 221-4458
jcarter4@une.edu

Patricia Day, MSN/Ed, RN

Associate Clinical Professor of Nursing
Blewett 231 office # (207)-221-4271
pday2@une.edu

Devdra Griffin, MSN, RN, WHNP

Associate Clinical Professor of Nursing
Blewett 222 office # (207) 221-4273
dgriffin@une.edu

Kristen Holt, MSN, RN, CNE

Associate Clinical Professor of Nursing
Blewett 224 office # (207) 221-4311
kholt4@une.edu

Donna Hyde, MSN/Ed, RN, MGSF

Interim Director, School of Nursing & Population Health
Associate Clinical Professor of Nursing
Blewett 241 office # (207) 221-4437
dhyde@une.edu

Gina Kemper, MSN/Ed, RN

Assistant Clinical Professor
Blewett 215 office # (207) 221-4289
Gkemper@une.edu

Dana Law-Ham, Ph.D., RN, FNP, CNE

Associate Clinical Professor of Nursing
Testing Coordinator
Blewett 212 office # (207) 221-4344
dlawham@une.edu

Deanna Nickerson, FNP-C, RN

Assistant Clinical Professor
Blewett 213 office # (207) 221-4407
dnickerson@une.edu

Elizabeth Mann, MSN, RN, PHNA

Assistant Clinical Professor of Nursing
Blewett 223 office # (207) 221-4733
emann1@une.edu

Nancy Jo Ross, Ph.D., RN

Associate Clinical Professor of Nursing
Blewett 230 office # (207) 221-4483
nross@une.edu

Ashley Buckingham, MSN, RN

Director, Interprofessional Simulation & Innovation Center
Associate Clinical Professor
Innovation 143 office # (207) 221-4489
ascalac@une.edu

Nancy Simpson, MSN, RN, GERO-BC, CNE

Associate Clinical Professor of Nursing
BSN Coordinator Years 1 & 2
Portland Campus, Blewett 229 office # (207) 221-4488
nsimpson@une.edu

Chaya Swedberg, MSN/Ed, RN

Assistant Clinical Professor
Blewett 214 office # (207) 221-4485
Cswedberg@une.edu

Esmeralda Ulloa, MSN, RN, PMHNP-BC

Assistant Clinical Professor
Blewett 227 office # (207) 221-4482
eulloa@une.edu

Nursing Office Staff

Sarah Thurlow

Clinical Office Coordinator
Blewett 204 office # (207) 221-4459
scoffey@une.edu

Karen Ripley

Administrative Coordinator
Blewett 204 office # (207) 221-4490
kripley@une.edu

Program Philosophy

Nursing, a caring art and science, encompasses the diagnosis and treatment of human responses to health and illness. A contemporary definition of health “recognizes that disease and disability can and often do co-exist with health. In this new conception, health is transformed from a state that requires the absence of disease to a state where the central theme is the fullness of life. Health involves the integration of body, mind, and spirit and recognizes the significant influence of sociologic, environmental, and behavioral factors” (Bradley, Goetz, & Viswanathan, 2018). The nurse serves in multiple capacities, using a variety of theoretical frameworks to guide individuals, families, and communities* of diverse cultures and backgrounds toward identifying their own needs for health care, healing, and health promotion, moving toward, and maintaining health in their human experiences.

The environment in which the nurse functions is globally diverse, technologically oriented, and rapidly changing. Nursing care is informed by evidence-based practice that includes individual, family, and community preferences and values, clinical expertise, and best research evidence, as well as socio-political influences and issues of justice and equality. Professional nursing practice must be in accordance with established standards as outlined by the American Nurses Association Code of Ethics (ANA, 2015) and the Maine Nurse Core Competencies (MPNEP, 2012).

Professional nursing education is grounded in the integration of academic and experiential learning. A strong educational foundation rooted in the arts, sciences, and humanities enables nurses to improve health care delivery to individuals, families, and communities. The faculty is committed to a curriculum that encourages a diverse, global perspective, expanding each student’s professional identity and social conscience. The curriculum cornerstones of clinical judgment, professional values, and interprofessionalism prepare students to be safe and competent nurses. The acquisition of competency-based knowledge, skills, and attitudes prepares future nurses to meet the healthcare needs of diverse populations.

Learning is a collaborative process whereby students and faculty learn from each other, individuals, families, and communities, peers, mentors, and preceptors as well as other health care professionals. Reflective practice forms the basis for development of sound clinical judgment necessary for the provision of safe, quality nursing care student centeredness is the cornerstone to optimal learning; faculty is committed to a supportive, caring, and interactive environment that considers the diversity of culture and experience those students bring to the learning environment.

Self-care practices can positively impact student academic achievement, individual, family, and community outcomes, and perceived well-being. Students are encouraged to take responsibility for and become skilled in self-care to ensure personal health, emotional resiliency, and the ability to care for others. As future nurses, students have an ethical duty to care for their own health and safety in order to provide safe care for others.

*“Individual, family, and community” is referred to as “client” by the National Council of State Boards of Nursing (NCSBN), which also includes significant others and populations.

Bradley, K. L., Goetz, T., & Viswanathan, S. (2018). Toward a contemporary definition of health. *Military Medicine*, 183, (suppl 3), 204–207. <https://doi.org/10.1093/milmed/usy213>

Program Mission Statement

The mission of the School of Nursing and Population Health is to facilitate the education of students as safe clinicians and leaders. As professional nurses, students are prepared to promote the ability of individuals, families, and communities in attaining their highest level of wellness. As leaders, students are consumers of evidence-based practice and advocates for individuals, families, and communities.

Program Descriptions

Bachelor of Science in Nursing

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 and humanities while also engaging in introductory coursework in nursing. 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 experiential learning which emphasizes 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 Bachelor of Science in Nursing (ABSBN)

The Accelerated Second-Degree Bachelors Program (ABSBN) 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 into 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. 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. (Interprofessional)
5. Model professional values (ethical, moral, and legal tenets), including care of self, that are inherent in the practice of nursing. (Professionalism/Self Care)

Nursing Program Accreditation

The Nursing Program is accredited by the Accrediting Commission for Education in Nursing, Inc. (ACEN). Further information can be obtained from ACEN at 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, phone 1-404-975-5000. Programs leading to RN licensure are approved by The Maine State Board of Nursing (MSBON). Further information can be obtained from MSBON at 161 Capitol Street 158 State House Station, Augusta, ME 04333-0158. Phone: 1-207-287-1133, Fax: 1-207-287-1149.

Graduation Requirements

Credits	4-Year BSN	Accelerated Second Degree BSN
Nursing	59	65
General Ed	62-63	3
Transfer	N/A	27
Pre-Reqs.	0	21-22
Total	121-122	120-121

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.

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 at various times throughout the program:

Item	Description	Est. Costs
Computer: A laptop equipped with a camera is required for coursework, exams, videoconferencing, virtual reality, learning management systems	<p><u>Required:</u> Capable of running Windows 10 or 11 (Windows 7 or 8 is not supported), Mac OSX 10.11, or newer (Catalina, Big Sur, or Monterey) Core i5 or better <u>processor</u> Equipped with a minimum of 8GB of RAM</p> <p><u>Recommended:</u> A solid-state drive (minimum of 128GB) Vendor provided warranty (i.e., AppleCare, Dell Recommended)</p> <p>See Appendix C Minimal Computer and Software Requirements</p>	\$500-\$2000
Books, Resources, Course Material	Each course will specify requirements in the syllabi. Some semesters may use the same book from prior semesters, decreasing costs.	Approx. \$500-\$700 Varies per semester
Transportation	To/From Campus, Clinical/Experiential sites, workshops, required coursework participation, etc.	Variable
Membership in National Student Nurses Association (optional)*	NSNA.org *Students are automatically part of the Student Nurses Association at UNE free of charge	NSNA & State Chapter assign fees UNE No cost
CastleBranch: Required	CastleBranch fee (one time) Includes criminal background check, 10-panel drug screen (required), medical document manager for immunizations and repository for required clinical documents – account available to students after graduation as well. International students may have additional fees.	\$187
CPR: BLS for Healthcare Providers	American Heart Association CPR Certification (Hybrid or in-person format is acceptable.)	Varies
Uniforms Shoes Name Tags	Vendor and specifications chosen by UNE Student selection using required specifications (solid blue, black or white color sneakers/shoes made with nonpermeable material.) Ordered through vendor (initial badge and replacements)	\$50-70+ Variable \$20.00
Analog watch with second hand (No smart watches in experiential) Stethoscope Adult Size BP Cuff (manual) Pen Light	Can be obtained at multiple store locations. Stethoscope Ex: Littman, Sprague, Prestige (should have dual chest piece – bell & diaphragm). Available for \$30-\$40. Also have packages of stethoscopes and BP Cuffs together.	Approx. \$50-100
Clinical Make-Up Fees	From Excessive/Required Absences	Variable

UNE Facilities

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

● Student Academic Success Center	● Library
● Student Access Center	● Student Health Center
● Food Service	● Computer/IT Services
● Financial Aid	● Campus Center (Biddeford) ● Finley Rec. Center (Portland)
● Counseling Service	● Student Accounts
● Athletics	● Academic and Career Advising-Professional Services and Career Planning (Biddeford)

Academic Support Services

The Student Academic Success Center (SASC) provides a comprehensive array of free academic support services for students in UNE’s programs, including placement testing, tutoring, writing, and reading support, courses and workshops, and individual learning and test-taking strategy consultations. The mission of the Student Academic Success Center is to assist students in their pursuit of becoming independent, effective, and successful learners.

To see the schedule of programming and make an appointment for tutoring or other services, go to une.tutortrac.com or visit the SASC. If students are unable to find an appointment that fits their needs on the schedule or need help using Tutortrac, instructions are given on the Tutortrac site for how to contact SASC to make other arrangements. Programming is offered both in-person and online.

To access SASC’s online resources, including video tutorials and handouts on test-taking, notetaking and reading strategies, content-specific study aids, links to useful sites, citation-style guides, and more, visit <https://une1.sharepoint.com/sites/SASC>. Anatomical models, helpful texts and other study aids are also available for use by students in the centers.

Biddeford Campus: the SASC tutoring center is in Ripich Commons, Room 206. The learning, math, science and writing specialist offices are in the SASC building located across from Alford Health Sciences. For inquiries related to SASC, BC’s services call (207) 602-2443.

Portland Campus: Proctor Hall, Room 102; (207) 221-4247
Email (either campus): sasc@une.edu

Breakdown of Support Offered

The SASC offers

- Tutoring for high-demand course content
- Individual consultations with a learning specialist for coaching in time management, learning, study, and test-taking strategies.
- Peer academic coaching for help with creating study schedules, note-making strategies, and general tips on being a successful student.
- Courses and workshops to help students cultivate productive mindsets and become more resilient learners
- Individual writing support sessions and group writing skill workshops
- Digital project/ePortfolio tutoring
- Reading support to help students develop more effective and efficient reading strategies for complex texts and heavy reading loads

- Academic and Professional English and ESOL Support for developing the level of English vocabulary, grammar, and pronunciation knowledge and skills expected in academic and professional contexts.

Tutoring Services

SASC tutorial services are free of charge and offered to UNE students of all levels and backgrounds. A staff of professional content and writing specialists and professional and peer tutors support most lower-division courses, especially those in science, mathematics, and writing. Professional and peer tutors are also available for most upper-division and profession-specific courses such as adult health, pharmacology, oral anatomy, kinesiology, radiology, etc. The professional and peer tutors keep a schedule of regular hours and are supervised by the SASC's tutor coordinator. All peer tutors must complete several units of College Reading and Learning Association (CRLA) approved training before they start working with students. In addition, all undergraduate tutors must have earned a CRLA Level I Tutor Certificate by the end of their first year of tutoring. Tutoring is offered online and on campus and both drop-in and by-appointment times are available. See the schedule and sign up for appointments at une.tutortrac.com.

Individual Academic Strategies & Skills Consultations

All students, no matter their background or prior learning success, can hit transition points in their learning journey or life that require adjusting their strategies for success. It may be a transition from high school to college or from general course content to professional content and case-based learning. The SASC's professional learning specialists and peer academic coaches can share time management, study, notetaking and note-making, and test-taking strategies that can help all learners navigate these transitions more successfully. Learning Specialist consults are on a by-appointment basis and are available online and in-person. If deemed necessary, department chairs and other faculty may request that a student consult with the SASC for academic skills development.

Coaching students in test-prep and test-taking strategies can help students approach test-taking more calmly. While the SASC does provide this kind of assistance related to test anxiety, it does not offer emotional or mental health counseling. The Student Counseling Center, with offices on both campuses, provides support for those areas. The Counseling Center's role in supporting students is described elsewhere in the UNE Student Handbook.

Also, while the SASC supports students in developing strategies to be more successful learners via learning specialist consultations, it does not coordinate accommodations for disabilities. The Student Access Center, with offices on both campuses, fulfills that role. For information on the Student Access Center's services and how to contact them to request accommodations, see that section elsewhere in the UNE Student Handbook.

Learning Strategies Workshops

Each semester, the SASC offers a series of workshops designed to improve academic performance and, for first-year students, to aid with the adjustment to the demands of a new academic context. Topics of the workshops may include:

- Time Management and Organization
- Notetaking and Note-making
- Learning Practice and Strategies
- Studying in the Sciences
- Critical Reading and Annotation
- Using Different Learning Modalities
- Strategies and Skills for Oral Presentations
- Test-Preparation and Test-Taking Strategies

Writing Support

A staff of professional writing specialists and professional and peer writing tutors support UNE students in developing their academic writing strategies and skills, including helping them learn how to revise their writing assignments to improve clarity and critical thinking. While students are responsible for writing, editing, and proofreading their own papers, they can meet with one of SASC's writing support staff for guidance and instruction related to any writing assignment or writing skill, or for help with personal essays for scholarship, residency, or graduate-school applications. These meetings can take place at any stage of the writing process, from getting started to drafting to making revisions and final edits. Students are strongly encouraged to come in early in their writing process, so they are clearly understanding the purpose of an assignment before they invest a great deal of time and effort, then to make a follow up appointment for a date that allows time for effective revision of their draft. Both online and in-person appointments are available.

In addition, professional writing specialists regularly offer writing skills and citation style workshops, both in-class for specific course assignments and as drop-in sessions.

Digital Project/ePortfolio Support

Digital project support is provided by digital literacy consultants, undergraduates familiar with the WordPress software running UNE Portfolios and a range of other digital tools commonly used to complete a digital project – either for a class or out of personal interest. Both online and in-person appointments are available.

Reading Support

SASC learning specialists and peer tutors who have received specific training in reading strategies offer individualized appointments to help students develop strategies such as pre-reading, chunking, and annotations that lead to understanding challenging texts more effectively, retaining more of what is read, and managing heavy reading loads more efficiently. Both online and in-person appointments are available.

Academic and Professional English and ESOL Support

The SASC learning specialists offer both in-person and online individualized appointments to help all students further develop their knowledge and use of English grammar, vocabulary, idioms, and pronunciation so they can better meet the higher expectations for communication typically found in academic and professional settings. This support is available both in person and online. Students for whom English is not their first language achieve the greatest growth when they regularly meet with both a learning specialist for more generalized English-language skills development and with a SASC writing support specialist or tutor for help with specific assignments.

In addition, the SASC offers a wide variety of academic and professional English resources online at <https://une1.sharepoint.com/sites/SASC> and on the resource shelves in their campus locations. They also offer students access to anatomical models, key course texts and supplementary texts, study and board prep guides, whiteboards, and other physical study aids. Students may also use the SASC for study space when the center tables are not needed for tutoring.

Student Access Center

The University of New England will make reasonable accommodation for students with documented disabilities. Students need to register with the Student Access Center and inform their instructors of any approved academic accommodation. Timely accommodations are dependent on early registration with the Student Access Center. It is the responsibility of the student to notify the appropriate faculty of needed accommodations. The University of New England is committed to creating a learning environment that meets the needs of its diverse student body and will make reasonable accommodations for students with documented disabilities. Any student eligible for and needing academic adjustments or accommodation because of a disability is requested to speak with the Student Access Center

at the beginning of the semester. Registration with the Student Access Center is required before accommodation requests can be granted. Visit <https://www.une.edu/student-access-center> for more information.

Interprofessional Simulation and Innovation Center (ISIC)

Nursing courses may include a clinical/simulation/lab/experiential component. In many courses, these experiences are specified as requirements for satisfactory completion of that course. Students will be evaluated for competency in nursing skills taught in the skills lab. With a distinctive and integrated approach to experiential, transformational education, the Interprofessional Simulation and Innovation Center (ISIC), located in Innovation Hall on the Portland campus, collaborates with faculty to develop students into critically thinking professionals who thrive in a rapidly changing world. The center offers seven simulation labs with adjoining fully equipped control rooms, a task training lab for skills and health assessment, and debriefing classrooms. Students may expect to spend 15-20% of experiential learning in ISIC.

Standardized Testing Support

The SONPH contracts with a standardized testing vendor (STV) to provide all students with access to practice and proctored assessments, online tutorials, and National Council Licensing Exam (NCLEX-RN®) preparation as additional resources to aid in their academic progress. Comprehensive use of the STV resources prepares students for success in nursing school and on NCLEX-RN®. At the conclusion of the Baccalaureate of Science Programs (traditional or accelerated), the STV will provide a Comprehensive NCLEX-RN Review at no additional charge. Students will also have access to the STV's on-line study center and NCLEX-RN® adaptive quizzes with comprehensive rationales.

Each student in the nursing program is enrolled in the STV Testing Program and will be given instructions on how to access their account. Scores obtained through STV assessments will may be included in the calculation of grades and is course specific. Course specific requirements of STV testing, assignments and grading will be determined by course faculty and posted in the syllabus.

Nursing Faculty and Student Advisement

The SONPH provides a student-centered approach by empowering students to be active and engaged learners who are involved in the achievement of their personal and academic learning outcomes. During the first and sophomore years, students are assigned a professional academic advisor and a nursing faculty mentor who will partner with students as they transition to college life, college enhancement activities and provide support in exploring major and career options.

Nursing faculty provide individual advisement for students to assist with the exploration of educational and professional goals, orientation to programmatic expectations, course selections (core/program curriculum and electives), registration, and academic support resources. Nursing faculty are available for advisement (in person/zoom) during posted office hours or by appointment (Directory on page 5 of Nursing Student Handbook). Course specific faculty are available as published in the course specific syllabi.

School of Nursing Academic and Progression Standards

Didactic Nursing Course Grading Standards

UNE and SONPH have high standards for the achievement of student learning outcomes. The SONPH uses various methods of assessment, measurement, and evaluation (formative and summative) in alignment with program outcomes and course specific student learning objectives. To be successful in a nursing course, the student must attain a grade average of at least C+ (77), except for clinical courses which also require a C+ (77) exam average as well. A clinical failure, regardless of the grade in the didactic component of the course, will result in an overall course grade no higher than C. A student who does not receive at least a grade of C+ in a course must repeat the course. Student performance is measured according to the following grading formula and criteria in the table below.

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	64-69	Unsatisfactory
F	<64	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 individual courses 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 tenth 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 tenth place is exactly 0.5, round the whole number up to the next whole number.

Testing guidelines

- Course exams must be taken on the scheduled day of the exam.
- Timeliness. If a student is more than 10 minutes late after an exam begins, they will not be permitted to take the exam at that time. The faculty will make alternative arrangements for the student to take the exam within 24-48 hours of the time the exam was administered.
- Book bags/backpacks and all other personal items (internet accessible devices, outerwear, laptop cases or sleeves, hats, etc.) will be placed against the wall at the front or back of the classroom.
- Students are not permitted to wear smart watches or equivalent exercise devices, hats, or hoods during an exam.
- For computer-based examinations (for example Standardized Testing, BrightSpace or ExamSoft©) the student will provide a laptop/tablet (see systems requirements) and the department will provide scratch paper, a pencil, earplugs, and calculators (if needed).
- No food or drinks are allowed on or around the desk/table while the exam is being conducted.
- All electronic devices other than your laptop will be turned off during an exam. Use of the vibrate mode is not allowed because it can be a distraction and interfere with exam up/downloading.
- Once the exam begins, students are not permitted to leave the room until your exam is completed. If the student needs to use the rest room, they must notify a faculty member before leaving the exam room. The exam clock will continue to run during the student's absence. The proctor will monitor the amount of time the student is absent. Only one student may leave the room at a time.
- If a student is suspected of academic dishonesty, the student will be asked to upload the exam/turn in exam materials and leave the classroom. Next steps are outlined in the Academic Integrity Policy in the UNE Student Handbook.
- Students must exit the room quietly and avoid gathering outside the classroom as it may disturb students still taking the exam.
- All students are allotted the same amount of time to take exams unless they have received formal accommodation from UNE's Student Access Center.

Exam Review Procedures:

1. Post exam reviews are at the autonomy of the faculty-of-record under the following conditions
 - a. The process is thoughtful between both parties.
 - b. Exam review time should not be spent negotiating answers.
2. Individual exam reviews may be conducted by the faculty-of-record, advisor and/or the SASC center (following the SASC exam review guideline).
3. If a student has a concern regarding the accuracy/correctness of a question, the student should be advised to schedule an appointment with the faculty-of-record to discuss the concern.

School of Nursing Progression Standards

Students accepted to the Westbrook College of Health Professions (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 within WCHP.

Progression Guidelines for Freshman & Sophomore Years of the Nursing Program

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

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 requirement will result in academic probation as described in the catalog of the University of New England. Students who receive a C- or below are at risk of successful progression in the Nursing Program.
3. Students must have all science courses, statistics, and Introduction to Nursing coursework completed successfully before progressing to the 3rd and 4th years of study.
4. Students must earn a minimum course grade of 77% (C+) in NSG 103 Essentials in Nursing Knowledge and Practice and NSG 202 Introduction to Nursing.
5. Students must also earn a minimum grade of "C" in the following courses: MAT 120, CHE 130, BIO 104, BIO 208, BIO 209, BIO 242, BIO 309, and NUTR/IHS 220. Failure to achieve a "C" will result in program-level probation and may affect academic progression and delay graduation.
 - Failure to earn a "C" or above in any of these courses requires the student to repeat the course.
 - Failure to earn 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. A student may enroll in any combination of lab-based sciences 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. Refer to the academic calendar on the UNE Registrar's website.

Progression Guidelines for Students in the Junior & Senior Years of the Nursing Program

1. Students must comply with policies stated in the UNE and Nursing Student Handbooks.
2. Students must maintain a minimum grade point average (GPA) of 2.50.
3. Students must comply with requirements for professionalism.
4. Students must maintain a minimal cumulative examination average of 77 (C+) in all clinical nursing courses to progress through the program.
5. Students must obtain a minimum course average of 77 (C+) in all other courses in order to continue to progress through the program.

6. A clinical failure regardless of the grade in the theoretical component of the course will result in a course grade no higher than C.
7. 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. Refer to the academic calendar on the UNE Registrar's website.

TABLE: COURSE GRADE REQUIREMENTS FOR PROGRESSION

COURSES	GRADE REQUIREMENT
ENG 110, PSY 105, SOC 150, EXP____, ART____, PSY 250, HT 276/278, IHS 310, ELECTIVE____	
MAT 120, CHE 130, BIO 104, BIO 208, BIO 209, BIO 242, BIO 309, and NUTR/IHS 220	Required: A minimum course grade of "C"
NSG 280, NSG 307, NSG 315, NSG 328, NSG 424, NSG 456	Required: A minimal cumulative examination average of 77 (C+) Required: A minimal course grade of 77 (C+)
NSG 103, NSG 202, NSG 327, NSG 332, NSG 342, NSG 351, NSG 353, NSG 409, NSG 420, NSG 432, NSG 442, NSG 444, NSG 445, NSG 447	Required: A minimal course grade of 77 (C+)

For clinical courses (280, 307, 315, 328, 424, and 456), if the student's exam average is less than 77 (C+), the final grade will be determined as stated in the syllabus for the course, but not to exceed a C regardless of the earned average. For all other nursing courses, the final grade and must be equal or greater than a 77 (C+).

Failure to obtain a minimum grade of 77 (C+) in any nursing course will necessitate that the student repeats the course to achieve the minimum grade. A student may repeat the course to achieve a grade of 77 or higher. 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 audit the nursing course immediately preceding the course to be retaken.

WCHP Course & Instructor Evaluation Policy

Course and instructor evaluations are important tools for evaluating the quality of your education, and for providing meaningful feedback to course instructors on their teaching. In order to ensure that the feedback is both comprehensive and precise, course evaluations are a required element of every course. Students who complete all their evaluations on time will have access to their grades as soon as they are available. For those students who do not complete their evaluations, grades will be masked for approximately two weeks.

Incomplete Grade Policy

An incomplete (*I*) grade may be given to a student who is progressing on schedule, however for reasons that may be beyond their control is not able to complete the work by the course completion date. The (*I*) grade must be converted within the time limit determined by the instructor and student but may not extend beyond six weeks per university policy. The (*I*) grade defers computation of credits and grades until final grades are entered. Failure to complete the work before the agreed upon deadline will result in a grade assignment of an administrative *F* grade for the course.

Resolution of Differences

Students are advised to meet with faculty members about concerns they have regarding courses or experiential activities. Students should seek resolution according to the sequence listed below.

1. Meet with the course faculty member or clinical instructor.
2. Meet with academic advisor.
3. Meet with the Clinical Coordinator of Experiential Education (if indicated).
4. Meet with the Associate Director of the School of Nursing.
5. Meet with the Director of the School of Nursing.

School of Nursing and Population Health Procedure for Academic and Disciplinary Petitions and Appeals

Refer to UNE catalog based on the year of admission for specific information. This includes all program options.

Students dismissed from the nursing program related to academic, disciplinary and/or other concerns may petition the School of Nursing Faculty Forum to be considered for readmission. If a petition is not granted, students may initiate an appeal as documented in the UNE Student Handbook under the Academic and Disciplinary Appeals policy.

Student Representation

Student representation occurs through attendance and participation in the Student Nurses Association (SNA) on both the Biddeford and Portland campuses. Student representatives from the SNA leadership may be invited to attend a portion of the Nursing Faculty Forum meetings. Guidelines for agenda items can be obtained through SNA by-laws.

Academic Expectations

Expectations of Students

Students are expected to come to class prepared to participate in class discussions and activities. Preparation may include course specific pre-class assignments (examples: readings, videos, outlines, or recorded lectures), which are designed to clarify assigned material, cultivate critical thinking, and promote teamwork.

Expectations of Faculty

Faculty have the autonomy to deliver course content in the manner best suited to support the achievement of learning objectives and student learning outcomes. Best practices in content delivery and learning activities are guided by professional standards and evaluation data. Teaching materials may be shared with students before class at the sole discretion of the course faculty.

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

- | | |
|---------------------------------------------------------------------------------------|--------------------------------------------------------|
| a. Lecture (live or pre-recorded) | k. Clinical application of skills |
| b. Discussion (classroom and online) | l. Reflective writing |
| c. Demonstration | m. Small group work / projects |
| d. Use of audio-visuials | n. Oral presentations |
| e. Written assignments / papers / essays | o. Journaling |
| f. Required readings from textbooks, scholarly journals, and evidence-based resources | p. Creation of posters |
| g. Data base searching | q. Reading stories or novels |
| h. Case studies | r. IPE events |
| i. Writing of exemplars | s. Various course specific needs assessment experience |
| j. Role play | t. Remediation of standardized testing |

Academic Misconduct

The University of New England values academic integrity in all aspects of educational experience. Academic misconduct 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 will be reviewed by the dean of the appropriate College 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. All students must abide by their Departmental and Program Student Handbook which may provide more details than the information below

Academic misconduct includes, but is not limited to the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information including but not limited to:
 - Receiving unauthorized assistance in taking quizzes, tests, or examinations.
 - Dependence upon the aid of sources beyond those authorized by the faculty in writing papers, preparing reports, solving problems, or carrying out other assignments, including but not limited to calculators, handheld computers, smart phones, or any other electronic devices or applications of any kind whatsoever.

- Unauthorized possession of course material (tests, other academic materials).
 - Unauthorized distribution or online posting of course materials.
2. Fabrication or falsification of data, results, or sources for papers or reports, or examinations; oral, written, or electronic.
 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 including but not limited to:
 - The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; and/or
 - The unacknowledged use of materials prepared by another person, company, online purveyor, or agency engaged in the selling of the term papers or any other academic materials.
 - The School of Nursing uses the American Psychological Association (APA) writing style. Plagiarism refers to the use of another writer's ideas or written material without giving proper credit. This is literary theft, a serious issue of academic misconduct, and a violation of the UNE code of conduct. In addition, bibliographies, tables, graphs, posters, research, and even original ideas are the property of their author. If the student chooses to adapt to them, proper credit must be given to the original author. Failure to do so will be interpreted as plagiarism. The student must be prepared to hand in, upon request, any source that has been used.

*See complete Academic Integrity Policy in the UNE handbook: Article III Proscribed Conduct and Article XII: Academic Policies, Misconduct Procedures, and Appeals.

<https://www.une.edu/studentlife/student-affairs/student-conduct/academic-integrity>

Penalties for Academic Misconduct may include:

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

Professional Behavior, 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, 2020).

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, 2020).

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

Nursing students are expected to demonstrate professional behavior toward the faculty, staff, students and patients at the University of New England and other institutions 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 in-person interaction as well as written communication. Faculty should not be referred to by their last name only.

Professional behavior is essential for safe practice in nursing and integrated and expected throughout the entire curriculum.

Civility has been defined as “*Choosing to authentically engage in respectful, welcoming, and inclusive ways to foster equity, belonging, community, and connection, including instances when opposing views are expressed*” (Clark et al., 2022, p. 266).

Civility is expected in all behaviors and forms of communication, and it is everyone’s responsibility to model civility, professionalism, and observance of the core values of the University and the School of Nursing and Population Health. Students can expect the nursing faculty to model civil behavior, and faculty expects that students will demonstrate the same.

The following guidelines will help us all promote civility:

- Use respectful language in all written and verbal communication. Before sending an e-mail message, consider the following:
 - When e-mailing a member of the faculty or staff, always use your une.edu e-mail address.
 - Identify the purpose of your e-mail in the subject heading.
 - Always start with a formal greeting, “Dear Professor/Dr. XXXX.”
 - Use full sentences and correct grammar and spelling.
 - Avoid abbreviations and slang.
 - Emoticons are not acceptable in a professional e-mail.
 - Keep your message short and specific.
 - End your e-mail with an appropriate closing such as, “Sincerely, XXXX”
- Address all faculty, staff, and guests using formal titles (Mr. / Mrs., Dr., Professor XXXX). Appreciate and embrace diversity; be inclusive, respectful, and open to other points of view.
- Assume goodwill and think the best of others; reflect on your own attitude and behavior before being critical of another.
- Do not assume that your personal thoughts or opinions are shared by peers, staff, or faculty.

Clark, C. M., Gorton, K. L., & Bentley, A. L. (2022). Civility: A concept analysis revisited. *Nursing Outlook, 70*(2), 259-270. <https://doi.org/10.1016/j.outlook.2021.11.001>

Professional Conduct in all areas of Learning including Experiential Learning (Clinical, Simulation Lab, Skills Lab, and Community) Settings

Professional conduct is expected in all learning environments. All interactions within the professional program with peers, faculty, and other stakeholders should be characterized by integrity, accountability, and responsibility.

Students will:

- Maintain confidentiality of client and peer information.
- Be prepared, punctual, manage time effectively, and actively engaged in experiential learning activities.
- Be accountable for assignment requirements.
- Follow through with commitments and requests for meetings.
- Engage in reflective, and respectful communication with peers, clinical instructors, faculty, and other stakeholders.
- Follow the chain of command when engaging in discussions with faculty or clinical instructors.
- Recognize personal biases and demonstrate sensitivity of diversity, equity, and inclusivity.

Students must consistently demonstrate professional behavior and safe practice in experiential settings, which follow the legal and ethical codes of nursing. Competence in professional behaviors is assessed using clinical evaluation tools and classroom evaluation methods.

Students must attest to and meet the technical standards of the nursing program and must consistently demonstrate the ability to uphold the standards throughout the entirety of the program.

Health conditions that impede safe patient care and may impact one’s ability to meet the technical standards may include but are not limited to:

- Post-concussive syndrome.
- Acute exacerbation of a mental health disorder.
- Fractured extremity.
- Recent surgeries with physical restrictions.

A student whose pattern of behavior is at risk or found to be unsafe may be removed from the experiential activity. This may result in failure to meet the required clinical criteria of the course.

Examples of Unacceptable or Unsafe Conduct

Nursing students who have demonstrated unacceptable or unsafe conduct may be dismissed from any experiential learning activity, receive a deficiency in clinical or a grade reduction, fail the course, up to or including dismissal from the nursing major depending on the infraction. These infractions include, but are not limited to:

- A. Academic Misconduct/Fraudulent Conduct
 - a. Plagiarism
 - b. Cheating
 - c. Violating the Nursing Code of Ethics.
 - d. Inaccurate recording, falsifying, or altering a client or health care provider record.
 - e. False representation/identification of self as a nursing student in an inappropriate setting.
 - f. 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:
 - a. Using profanity in any/all conversations.
 - b. Assault (verbal and/or physical/sexual), harassment or intimidation (See University Handbook)
 - c. False reports of fire or other dangerous conditions.
 - d. Disturbances resulting in disruptive learning for all.
 - e. Inability to fully engage in class or experiential learning activities due to an impaired state.
 - f. Intentional placement of person(s) in reasonable fear of physical harm.
 - g. Lewd or indecent behavior.
 - h. Intentional or negligent cause of physical harm or emotional injury to a client.
 - i. Failure to safeguard the client's dignity and right to privacy when providing client care.
 - j. Failure to maintain confidentiality of information or knowledge concerning a client (HIPAA violation).
 - k. Abandonment or neglect of a patient requiring nursing care.
 - l. Engaging in behavior that crosses professional boundaries, including but not limited to verbal and non-verbal behaviors toward peers, faculty, and staff.
 - m. Performing any technique or procedure, including medication administration, without faculty/instructor/clinical partner RN oversight and/or approval (see Clinical Guidelines).
 - n. Violation(s) of Social Media Guidelines (see Appendix D).

The consequences for unprofessional, unacceptable, or unsafe conduct are outlined in the Professional Conduct Algorithm and will be documented on the Communication of Unprofessional, Unacceptable, or Unsafe Conduct Form (CUUUC). This communication form, which includes the contract for improvement, will be maintained in the student record for the duration of the Nursing Program.

Attendance Policy

Absenteeism

- Students are expected to attend all scheduled classroom and experiential activities. **Business, work, personal appointments, including job interviews, should not be made during these times.**
- Students are expected to arrive on time and remain for the full duration of the class and experiential activities.
- Students who arrive late for experiential activities will be dismissed and be required to make up the experience. (Students engaged in clinical will be sent home and need to make-up a clinical shift.)
- Failure to meet the mandatory clinical requirements (e.g., CastleBranch Requirements, CCPS requirements-clinical ticket, HIPAA training, etc.) on the specified due date will be unable to attend clinical. Students will be required to make up the missed clinical and receive a clinical warning through use of the Communication of Unprofessional, Unacceptable, or Unsafe Conduct Form.
- Transportation to clinical sites is the student's responsibility and lack of transportation is not an excuse for absences.
- If a student has missed more than two clinical days, they are at risk of failing the course.
- Absences that negatively impact academic and/or clinical performance may result in a grade reduction.

Any absences in experiential activities must be made up to satisfactorily meet the requirements of the experiential component of the nursing course. Students may not progress to subsequent clinical courses with an “Unsatisfactory” on their final clinical performance evaluation for any reason. Students will be required to repeat the course in its entirety, including experiential activities.

Experiential Placement Requirements and Policy

Clinical groups are determined through a random selection process. Varsity athletes’ game schedules must be communicated at the beginning of the semester and will be considered when determining experiential placements. Students are required to meet all technical standards (observation, communication, motor, conceptual-integrative, behavioral-social) to begin and continue participation in experiential activities. Students unable to meet the technical standards at any time will be required to provide written documentation indicating their unrestricted return to safely perform in the clinical setting. Please refer to the UNE Student Handbook: Article IV Alcohol and Drug Policy Statement, and Technical Standards Statement (see Appendix E).

IN THE EVENT OF AN ABSENCE IN ANY EXPERIENTIAL ACTIVITIES

- Notification prior to the experiential activity is **mandatory**.
- The student will notify the clinical instructor or faculty of record AND call the nursing office (Call-In Line).

The Call-In number for any experiential absences is # 207-221-4730.

- Failure to provide prior notification will result in a discussion with course faculty regarding standards of professional behavior and receipt of clinical warning through the Communication of Unprofessional, Unacceptable, or Unsafe Conduct Form.
- Students with an absence in experiential activities will receive an “Unsatisfactory” on the clinical performance evaluation until the clinical requirements are met.

Preceptor Placement

Preceptorship placements are determined through the Office of Experiential Education. While there is no guarantee of placements on specific units or facilities, each student will have an assigned placement. Students will not solicit preceptorship placements on their own; all placements must be made through the clinical coordinator. Students should notify the clinical coordinator if any issues arise with the assigned preceptor and the preceptorship process.

School Cancellation

Occasionally, severe weather can cause cancellations or delays. Announcements are made by approximately 5:45 a.m. based on conditions at the University and the immediate surrounding area after consulting with the weather service. Please call (207) 602-2211 to access UNE’s voice mail on storm days. A short message will inform you if the University is open, closed, or delayed. These announcements can also be accessed at UNE.edu, and through local television stations. The University’s decision to cancel classes and/or activities later in the day, evening, or weekends due to inclement weather will be made at least two hours prior to the class or event. In the event of a delay or cancellation, no synchronous class activities will be held and no student work should be due. Faculty should provide timely and clear expectations regarding how class time will be made up. Unless UNE announces a closing via the media, we are open. In certain circumstances, faculty may elect to cancel classes when the University is open. In this case, they are responsible for informing their students in a timely manner.

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 (**with the exception of preceptorship**). If UNE **cancels** classes, experiential activities will be cancelled. If students are already at the clinical site when the cancellation is announced, they must leave the clinical setting. If UNE **delays** classes, experiential activities will also start at the time UNE starts classes. Make-up hours for experiential activities may not be **required** if UNE cancels school; however, excessive cancellations due to weather or other circumstances may result in students needing to make-up clinical hours. Nursing clinical skills lab and simulation hours will be rescheduled. In the event of school cancellation, faculty may decide to hold classes remotely and will ensure access through a variety of methods. University wide cancellation policies are further described in the UNE Student Handbook.

Expectations for Professional Appearance

Personal appearance creates a favorable impression of the student, the School of Nursing, college, university, profession, and society. When students begin nursing coursework or any experience representing the UNE community, the following guidelines will apply in general in all learning environments and all experiential learning settings.

Personal Appearance

1. Maintain good personal hygiene, which includes regular bathing, grooming (including beards) and dental hygiene.
2. Clean, business-casual clothing
3. Inappropriate attire is not allowed in the classroom or experiential/clinical settings. Faculty/clinical instructor may dismiss students from activities. Students will be responsible for make-up sessions/remediation.

Examples of Inappropriate Attire (not inclusive) for campus-based class activity include:

1. Hats, caps, bandanas, or hoods.
2. Sweatpants, pajamas, spandex, exercise attire or unkempt clothing
3. Strapless attire, attire showing midriff or undergarments.
4. Slippers
5. Short shorts
6. Clothing with inappropriate, provocative, or vulgar lettering or messages.

Failure to adhere to the guidelines for professional appearance may result in the student being asked to leave the learning environment.

Uniform Dress Code for Experiential Activities

Students participating in experiential learning activities are required to wear an approved uniform with the UNE patch, placed on the left side, and name tag. Students will also receive a hospital/organizational ID badge.

- Students must always wear their identification badges at chest level to enable security and others to identify the student while in experiential learning environments.
- All students must wear solid white or black shoes or sneakers that are clean, in good repair, and meet the safety and noise abatement requirements of the work environment. Shoes should be nonpermeable. For the student's safety, open-toed shoes, sandals, and any shoes without a back **are not permitted**.
- Clothing should fit properly, be neat, clean, and non-revealing.
- Students are required to limit the use of jewelry and accessories which are considered an infection control/safety risk. Only the following are allowed:
 - Stud earrings in the earlobe or nose piercing flat to the skin.
 - An analog watch with a second hand. **Smart watches are not permitted**.
 - One ring flush with the skin.
- Body art/tattoos must always be covered.
- Hair should be neat and clean. Hair longer than shoulder length must be secured away from the face. Beards and mustaches must be clean and well groomed.
- Students must follow the health care institutions fragrance free policy. Perfume, cologne, lotions, or any similar scented products are not permitted in the clinical setting. The odor from tobacco products on clothing should not be noticeable.
- Fingernails must be clean and neatly trimmed. Artificial (acrylic, gel, or overlays) and/or long nails (extend beyond the end of the finger) are an infection control risk and are not permitted.

Students must adhere to specific clinical site policies/requirements regarding personal appearance that supersede those of UNE. Students who are noncompliant with any aspect of the above uniform clinical attire standards will be sent home from any experiential learning activities at the discretion of the clinical instructor/faculty.

Clinical Requirements

Technical Standards

Students must meet the technical standards (observation, communication, motor, conceptual-integrative, behavioral-social) to progress in the nursing program with the first clinical course before experiential activities begin. Students not meeting the technical standards at any time will be required to provide written documentation indicating their

unrestricted return to safely perform in the clinical setting. Please refer to the Technical Standards Statement (see Appendix E) and UNE Student Handbook: Article IV Alcohol and Drug Policy Statement).

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

Students enrolled in the UNE School of Nursing must complete a criminal background check and 10-panel drug screen prior to the start of their first clinical course experience. Students are required to register with the vendor designated by the School of Nursing and are responsible for the costs associated with the screenings. Students are required to maintain compliance with all clinical requirements for the duration of the nursing program.

Criminal Background Check

Any flagged criminal background check results will be shared with the appropriate health care organization based on clinical placement. The clinical affiliate will then determine the eligibility of the student for clinical placement at their organization. Affiliates **do** have the right to refuse student clinical placement based on criminal background results. **The School of Nursing considers ineligibility at one health care organization as possible ineligibility for all agencies and reserves the right to delay progression or dismiss a student from the UNE nursing program.** 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 criminal background check is not completed.**

After the initial criminal background check, Students are required to attest annually and must disclose any changes in the status. This information will be shared with clinical partners and may affect clinical placement.

International students are required to enroll in an alternate criminal background check. Please contact the School of Nursing.

10-Panel Drug Screening

Students are required to register with the vendor designated by the program and are responsible for the costs associated with the screenings. Currently, incoming juniors and first year ABSNs are required to have 10-PDS done prior to the start of the clinical rotations. Any positive drug screening results will be shared with our clinical partners who will determine clinical eligibility. Clinical partners have the right to refuse student clinical placement based on drug screening results or require additional testing. **The School of Nursing considers student ineligibility on placement at one institution as possible ineligibility for all agencies and reserves the right to dismiss a student from the UNE nursing program.** Drug screening results should not be initiated any sooner than the semester **prior** to attending the first clinical course. Results will only be accepted from the approved vendor of the nursing program.

Marijuana

According to the U.S. Drug Enforcement Agency, marijuana is a Schedule I substance under the Controlled Substances Act (dea.gov). Although, the state of Maine has legalized the use of marijuana for adults over the age of 21, institutions of higher education (UNE) and health care organizations receiving federal funding prohibit the use of marijuana in any form. Specifically, as a student nurse entering clinical sites for training, any use of marijuana is not allowed.

Students have falsely assumed that if recreational marijuana is legal in the state where they attend school, it is acceptable for use. This is not the case. Marijuana is detectable through a 10-PDS many weeks after use. There is no clear method to identify when it was last used or in what quantity. **Any** positive test result (including metabolites) 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. Most clinical facilities and organizations have a substance use/abuse policy and procedures around testing. Most require pre-employment screenings. Students should refrain from all use of marijuana to protect themselves against these consequences.

Cardiopulmonary Resuscitation Certification (CPR)

Students are required to upload a signed copy of current **American Heart Association (AHA)** CPR certification to the designated vendor prior to the start of the first clinical course. Certification must be at the **Basic Life Support (BLS) Healthcare Provider level**. CPR certification content must include resuscitation of infants, adults, and children, and two-person CPR with hands-on skills demonstration, including automatic external defibrillator (AED). Current CPR certification or re-certification is **mandatory** for all clinical courses and experiential learning activities.

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/>. **These forms must be completed by a physician, physician assistant or nurse practitioner and uploaded to the Student Health Center portal as well as the designated vendor.** Students may be required to resubmit current health clearance forms due to a leave of absence or injuries/illnesses prior to the return to class or clinical.

Nursing students are required to carry health insurance, either through the university plan or a personal plan (See UNE Student Handbook).

Prior to clinical experiences, students must upload the prerequisite documentation of immunizations, a recent physical examination, CPR card, and other required information to the vendor contracted by the School of Nursing. Student eligibility for clinical participation will be monitored monthly. Failure to provide documentation of compliance with the health requirements will prohibit the student from participating in experiential activities.

Confidentiality

Nursing students are responsible for protecting the privacy and personal dignity of the client. All information concerning clients must be held in strict confidence and must not be discussed with people not involved in the 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).

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 clinical experiences. Students must follow all 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 in any form can leave a covered entity site.

To de-identify information HIPAA requires the removal of all the following identifiers (18):

- Names or initials
- Address (All geographic subdivisions smaller than a state, including street address, city, county, and zip code).
- All elements of date, except year.
- Telephone numbers
- Fax numbers,
- Email address
- Web universal resource locators (URLs)
- Internet Protocol (IP) address numbers
- Social security number
- Account numbers
- License number
- Medical record number
- Biometric identifiers, including finger, retinal, and voice prints
- Full face photographic images and any comparable images
- Vehicle identifiers, serial numbers, or license plate numbers
- Health plan beneficiary numbers
- Account number
- Certificate/license numbers
- Device identifiers and serial numbers
- Any other unique identifying number, characteristic or code

All nursing students must complete and provide documentation of completion of the University HIPAA training program and the Centralized Clinical Placement System HIPAA module prior to attending the first clinical experience and annually thereafter. Any breach in confidentiality including verbal, written or electronic information related to a client must be reported to the clinical partner and the University HIPAA Compliance Committee, and may result in

disciplinary action up to, and including, possible dismissal from the course, Program or University. The School of Nursing maintains additional standards as they relate to clinical education. See HIPAA and Disciplinary Policy, (Appendix F).

Transportation

Students are responsible for transportation to and from the assigned clinical/experiential agencies. Agency-specific policies for student parking must be adhered to while at the clinical site as a student nurse. Lack of transportation does not constitute an excused absence. Clinical placements are not determined by transportation arrangements (carpool).

Occupational Health and Safety Act (OSHA) Education

Prior to the start of clinical, students will be informed about the health care organizations' 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.

Students will take all precautions needed to prevent personal injury. If blood or body fluid exposure should occur involving a nursing student, the student should notify the instructor/preceptor immediately. An exposed individual must inform the institution where the exposure occurred and follow the health care organization's protocol. The Office of Experiential Education at the School of Nursing will be notified of the exposure and ensure University protocols are followed.

Centralized Clinical Placement System (CCPS)

In preparation for experiential learning placements, students are required to complete an **annual** online orientation through the Centralized Clinical Placement System (CCPS). Each experiential learning site requires documentation of student compliance with HIPAA, OSHA, and all other regulatory standards. Each semester before a student can attend a clinical experience the student must complete the CCPS clinical ticket process and be able to provide documentation if requested by the clinical partners. The online placement system (CCPS) is comprised of mandatory training modules that are applicable to all our healthcare partners. CCPS also includes additional site-specific materials provided by the individual HCO's, some of which require documents that must be completed prior to clinical/experiential learning. The assigned modules must be completed to start any clinical experience or preceptorship.

Clinical Course Competency Standards

Experiential learning in the nursing clinical courses includes the use of the Nursing Skills Lab, Simulation Center, community-based clinical experiences, and clinical experiences in health care settings. Students must meet all clinical course competency standards in order to successfully pass the clinical component of 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/Virtual Reality Simulation
4. Clinical Experience in the health care setting

Nursing 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 skills lab faculty and instructor(s). Students are encouraged to work with faculty to aid with needed refinement of skills. Students are encouraged to use the nursing skills lab for practice to attain skill proficiency, using all available resources to support success. Open skills lab time is available, and students may contact the course faculty or Clinical Coordinator to arrange for additional skills lab time. Every effort will be made to accommodate student needs.

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 nursing skills. The clinical instructor must approve the

instruction/participation in the nursing skill. Clinical instructors or the primary RN of the patient at the clinical site (if allowed at the facility) may provide guided instruction/oversight of the student while following standard policies and procedures.

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

1. Administer blood products or co-sign documentation.
2. Administer chemotherapy agents (including oral agents).
3. Insert intravenous catheters.
4. Accept verbal or telephone provider orders.

Institutional clinical guidelines supersede nursing program guidelines for nursing skills.

Dosage Calculation Competency

The ability to 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 Competency Exam requiring a grade of 90%. Students are required to show their work and write an answer. A simple, non-programmable calculator will be provided for this exam.

To ensure success in meeting this critical requirement, the following format is used:

- Students will not administer medications until the student has successfully passed the Dosage Calculation Competency Exam.
- Students will be given 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.
- The 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.

Any student, who has not successfully completed the Dosage Calculation Competency Exam **before** the second clinical day (for relevant courses) will receive written communication and a designation of **Needs Improvement** on the Clinical Performance Evaluation Tool for the clinical course. A **Needs Improvement** on Clinical Performance Evaluation will prevent the student from progressing in the course until a **Satisfactory** level is achieved. A remediation plan will be implemented with the student to achieve a **Satisfactory**. The 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 have an opportunity to practice decision-making, demonstrate clinical reasoning, and safe clinical judgments in the skills lab or during simulation. Low, mid, and high-fidelity manikins are utilized to provide life-like clinical situations for student learning. When students practice in the simulation setting, they must adhere to all clinical guidelines. Cancellations or absences for any reason including school cancellation days will be rescheduled. Students may be asked to return for repeat simulation session or remediate based on unsatisfactory performance. Failure to submit paperwork, resubmit or late submissions may place student in jeopardy of failure of clinical component of course.

Clinical Experience / Patient Care

Clinical assignments are important tools for developing student's skills in assessment, clinical reasoning, and clinical decision-making. Clinical assignments (paperwork) will be submitted weekly on a day determined by the individual clinical instructor. The clinical instructor will provide constructive feedback to the student before the next clinical day, addressing performance, documentation, and clinical assignments. Failure to submit clinical work assignments on time may result in counseling documented on the Communication of Unprofessional, Unacceptable, or Unsafe Conduct Form and a remediation plan. A copy of the communication form will be filed in the student record. Clinical paperwork is not graded; however, submissions that do not meet expectations or are incomplete will be returned to the student and resubmission will be required. Failure to submit paperwork, resubmit or late submissions may place student in jeopardy of failure of clinical component of course.

Evaluation of Clinical Course Learning Outcomes

1. **Skills Lab Performance Evaluation Tool**
2. Dosage Calculation Competency Exam
3. **Simulation Rubric** Quality and Safety Education for Nurses (QSEN) Based Standards
4. Students will complete the appropriate **clinical paperwork** on assigned patients weekly.
5. **Clinical Performance Evaluation Tool** - Students will be evaluated for clinical performance using formative and summative evaluation strategies. Students are expected to demonstrate core competencies at a satisfactory level by the completion of the semester. Student clinical performance is evaluated as *Not Applicable*, *Needs Improvement*, *Working Towards*, or *Satisfactory*. (Students may be sent home from clinical/experiential activity if deemed unprepared, unsafe, or unprofessional by the clinical instructor or faculty. The deficiency in students' performance will be documented using the Communication Form. Students may be given a warning and/or placed on probationary status.
6. Students will receive a remediation plan and corrective measures must be taken in order to be removed from unsatisfactory and/or probation and achieve success in the experiential portion of the course. Lack of success in the experiential setting will also prevent success in the didactic component of the course. Students must be successful in both aspects to complete the overall course requirements.

Clinical Deficiencies

A clinical instructor or faculty may determine that the student's performance is unsatisfactory at the expected level of achievement at any time during a skills lab, simulation or experiential setting and will document the issue on the **Communication of Unprofessional, Unacceptable, or Unsafe Conduct Form**. An action plan will be developed to address the clinical issue and shared with the student. This approach will outline deficiencies, a plan for improvement, and remediation if necessary. The information will be filed in the student record. Resolution of deficiencies must be completed as defined in Communication of Unprofessional, Unacceptable, or Unsafe Conduct Forms and remediation plans to progress from the course.

Appendix A
National Student Nurses' Association, Inc.
Code of Academic and Clinical Conduct
<https://www.nсна.org/nsna-code-of-ethics.html>

PREAMBLE

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

The Code of Academic and Clinical Conduct is 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 nursing students 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 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 impairs 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 personal attributes of every person, without prejudice.
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 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 moral environment of the work setting and conditions of employment, conducive to quality health care.
7. The nurse, whether in research, practice, education, or administration, contributes to the advancement of the profession through research and scholarly inquiry, professional standards development, and generation of nursing and health initiatives.
8. The nurse collaborates with other health professionals and the public to protect and promote human rights, health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

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
Minimal Computer/Technical Requirements
 School of Nursing and Population Health

Hardware Requirements	8 GB of Memory (RAM) or higher Hard Drive minimum of 128 GB Core i5 Processor or higher Intel HD Graphics 3000 or better – Minimum supported screen resolution 1024 x 768 Hardware Acceleration is required to render graphics
Software Requirements	Windows 10 or 11 – 64-bit System Type (Windows 7 and 8 are not supported) Windows versions for Examplify 10 (versions 20H2, 21H1, H1H2) or 11 (version 21H2) Mac: Catalina, Big Sur, and Monterey ➤ Supported Operating Systems: OS X 10.13 (High Sierra), OS X 10.14 (Mojave), macOS Catalina (10.15). Only genuine versions of Mac Operating Systems are supported. ➤ MacOS Catalina (version 10.15) is only compatible with Examplify version 2.0.6 or higher (Released on 10/14/19 or later) Microsoft Office (free to students with their @une.edu account via Office 365).
General Systems Specifications	Minimum Broadband connection 4 Mbps; download connection (5 or more is recommended) (Check your network speed at your location on speedtest.net) Programs perform best when directly connected to the internet. Microphone and speakers Webcam 1280 x 270 (1 megapixel resolution required) Access to a scanner USB port or USB-to USB-C adapter
Browsers	<ul style="list-style-type: none"> ➤ Google Chrome preferred (required for Speech to Text feature) ➤ Mozilla FireFox ➤ Microsoft Edge (Windows only) ➤ Safari (mac OS only)
Support Services	UNE HelpDesk helpdesk@une.edu Faculty/Staff support x2487 · 24/7 Student support 1-877-518-4673 UNE ISIC/Simulation/CAE/OMS Neill Gemmel, ngemmel@une.edu Examplify Support@examsoft.com US & Canada: 866.4298889, ext. 3
Unsupported Platforms	<ul style="list-style-type: none"> ➤ iOS devices (iPhones and iPads) ➤ Android devices (phones and tablets) ➤ Chromebooks ➤ Linux/GNU based operating systems ➤ Virtualized environments or environments that require persistent network (local or otherwise) connections during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, Virtual Disks, Streamed images, etc. ➤ Alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported at this time. ➤ Only genuine versions of Windows Operating Systems are supported. ➤ The English (United States) Language Pack must be installed. ➤ ExamSoft does not support Tablet devices other than Microsoft Surface Pro.

Appendix D
University of New England
Social Media Guidelines
School of Nursing and Population Health

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.

https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf

<https://www.ncsbn.org/video/social-media-guidelines-for-nurses>

Appendix E
University of New England
Technical Standards
School of Nursing and Population Health

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 School 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. To acquire the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care, students 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 student 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 accommodation 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. Students registered with the Access Center will need to meet all the essential course requirements and technical standards.

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

Communication: Students 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 student must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The student must be able to communicate effectively and efficiently with all members of the health care team in both immediate and recorded modes.

Motor: Students should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other assessment techniques. A student should be able to perform nursing skills requiring the use of gross and fine motor skills (e.g., dressing changes, urinary catheter insertion). A student 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. Students 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 these intellectual abilities to provide safe nursing care. In addition, the student should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

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

the development of mature, sensitive, and effective relationships with patients. Students 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.

Appendix F
University of New England
HIPAA Policy and Disciplinary Guidelines
School of Nursing and Population Health

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).

Health care providers are allowed to use PHI in the provision of effective patient care based upon need-to-know rules 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).

The School 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 School 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 School 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 who use or disclose PHI (HIPAA) in an unauthorized manner will undergo disciplinary action ranging from counseling to Program dismissal.

For example, a HIPAA violation may mean dismissal from a clinical site and could impede placement at other clinical sites. This may prevent the student from meeting requirements for graduation. Individual disciplinary action will be dependent on the level of the violation.

- Level I connotes 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.
- Director of the School of Nursing – The Director 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 Director of the School of Nursing.
- 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 include photos and videos of patients or information gained in the nurse- patient relationship</p>	<p>Verbal/ written counseling and HIPAA re-education. Removal from clinical site. Documentation on 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>

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>

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