



# SCHOOL OF NURSING AND POPULATION HEALTH

## ADVISORY BOARD

Report to Communities of Interest

June 25, 2019



UNIVERSITY OF  
NEW ENGLAND

Westbrook College of Health Professions

Department of Nursing

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**University of New England**  
**School of Nursing and Population Health**  
**Annual Report to Communities of Interest-2019**

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

**2017 Standards:**

**Standard 1:** The mission of the nursing education unit reflects the governing organization’s core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

**Standard 2:** Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.

**Standard 3:** Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

**Standard 4:** The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

**Standard 5:** Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

**Standard 6:** Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

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

<b>Program Outcomes (Student Learning Outcomes)</b>	<b>Role Specific Student Learning Outcomes</b>  <b>Maine Nurse Core Competencies in Education and Practice</b>
<p><b>Interprofessionalism:</b> Integrate the knowledge and science of nursing with the natural/behavioral sciences, the humanities and interprofessional education to provide holistic care for individuals, families, groups, communities or populations.</p> <p><b>Evidence-Based Practice:</b> Demonstrate the capacity to practice nursing using an evidence-based and theoretically guided framework.</p> <p><b>Professionalism:</b> Model professional values as a nurse, which reflect the integration of ethical and moral principles, social advocacy, and legal standards in delivering quality care to all people.</p> <p><b>Technology &amp; Safety:</b> Utilize data from diverse sources with knowledge and skill in informatics and patient care technology to promote safety and optimal outcomes of care.</p> <p><b>Leadership:</b> Distinguish the components of nursing leadership and management as applied to healthcare organizations and healthy work environments.</p> <p><b>Self-Care:</b> Model principles of self-care while supporting the health and well being of diverse individuals, families, groups, communities or populations.</p> <p><b>Health Care Delivery:</b> Demonstrate basic knowledge of the issues concerning health care delivery to diverse individuals, families, groups, communities or populations.</p>	<ol style="list-style-type: none"> <li>1. Professionalism</li> <li>2. Leadership</li> <li>3. Patient Centered Care</li> <li>4. Evidence Based Practice</li> <li>5. Teamwork and Collaboration</li> <li>6. Communication</li> <li>7. Systems Based Practice</li> <li>8. Informatics and Technology</li> <li>9. Safety</li> <li>10. Quality Improvement</li> <li>11. Geriatrics</li> </ol>

## **Total Student Numbers 2019-2020**

### **Traditional**

<b>Freshman (accepted)</b>	<b>82</b>
<b>Sophomore</b>	<b>69</b>
<b>Junior</b>	<b>72</b>
<b>Senior (2020)</b>	<b>51</b>
<b>Total</b>	<b>274</b>

### **ABSN**

<b>New Summer Cohort</b>	<b>12</b>
<b>New cohort Jan 2020</b>	<b>45*</b>
<b>Senior (2020)</b>	<b>50</b>
<b>Total</b>	<b>62</b>

<b>Total (Both Programs)</b>	<b>381</b>
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**\*projected number**

## 1. Student Cohort Demographics (Graduates):

<b>Graduate Completion Year</b>	<b>16-17</b>		<b>17-18</b>		<b>18-19</b>	
<b>Demographic Variables</b>	<b>BSN</b>	<b>ABSBN</b>	<b>BSN</b>	<b>ABSBN</b>	<b>BSN</b>	<b>ABSBN</b>
<b>Gender</b>						
Females	58	36	43	48	39	39
Males	5	1	8	6	5	8
<b>Ages</b>						
<25	57	6	37	UNK	UNK	UNK
26-30	5	28	1	UNK	UNK	UNK
31-40	1	3	3	UNK	UNK	UNK
41-50					UNK	UNK
51-60					UNK	UNK
<b>Race/Ethnic Background</b>						
Native American						1
Asian or Pacific Islander	1	1				3
Black, Non-Hispanic	2	2				1
Hispanic		0	2	2	2	1
White, Non Hispanic	59	30	47	49	39	39
Other, Unknown	1	4	1		3	2
<b>Other Degrees</b>						
AD			2		UNK	
BS/BA		36		54	UNK	47
MS/MA/MBA		1		3	UNK	
<b>Origin</b>						
Maine	46	14	UNK	21	UNK	8*
Other New England	10	9	UNK	17	UNK	25
Outside New England	7	14	UNK	16	UNK	14

## **2. Recruitment, Admission, Enrollment and Graduation Data**

### **Recruitment Data**

<b>Year</b>	<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>		
<b>Cohort</b>	<b>BSN</b>	<b>ABSN</b>	<b>BSN</b>	<b>ABSN</b>	<b>BSN</b>	<b>ABSN</b>	<b>BSN</b>	<b>ABSN J</b>	<b>ABSN M</b>
Applications	517	170	768	247	736	180	737	141	30
Acceptances	370	89	439	120	439	100	433	101	18
Seats filled	68	39	79	55	67	48	80	TBD	12

### **Number Who Graduated from the Program**

<b>Year</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Total Grads	63	77	90	100	104	93
BSN Traditional	45	53	54	63	51	53
BSN Accelerated	17	23	36	37	53	40
RN to BSN	1	1	1*	0	0	0

## **3. Licensure Pass Rates:**

### **NCLEX-RN Results**

<b>Year</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
1 <sup>st</sup> Attempt Passing Rate	73.68%	84%	90.41%	91.76%	93.55%	98.02%

#### **4. Program Satisfaction Class of 2019**

Of those who responded, 75.75% would definitely recommend the UNE nursing program to other prospective students. 18.18% were neutral, and 6.06% would not.

When surveyed, some suggestions by students for areas of improvement include:

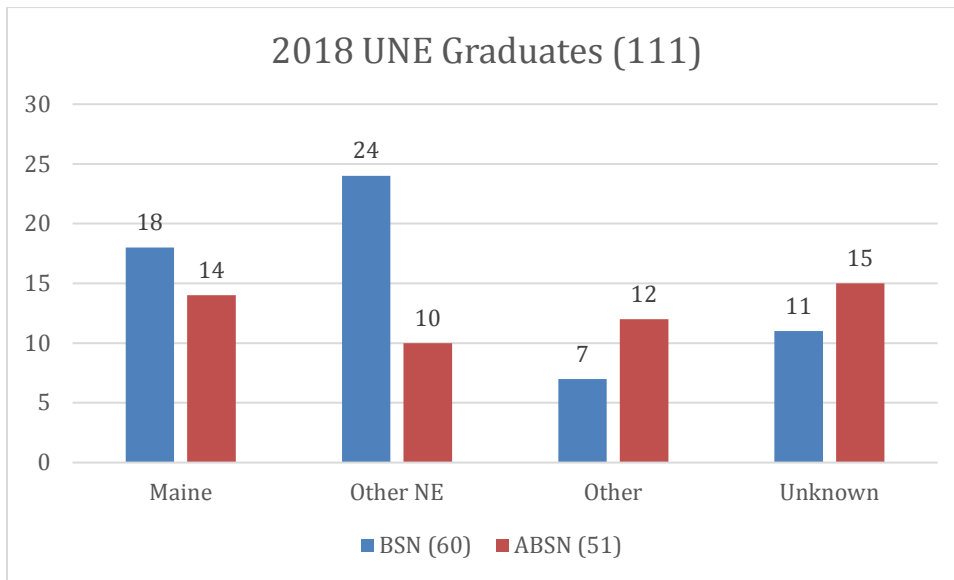
“More connections with professional nurses earlier in the program, and more tutoring offered during the summer session”

“Have maternity/pediatrics in an earlier in the program so we can preceptor there.”  
(traditional students)

“Multiple skills lab through the semester... more than 1 or 2. We need many.”

“Clump more classes together, no add on assignments during preceptorship.”

#### **5. Employment Data Class of 2018**

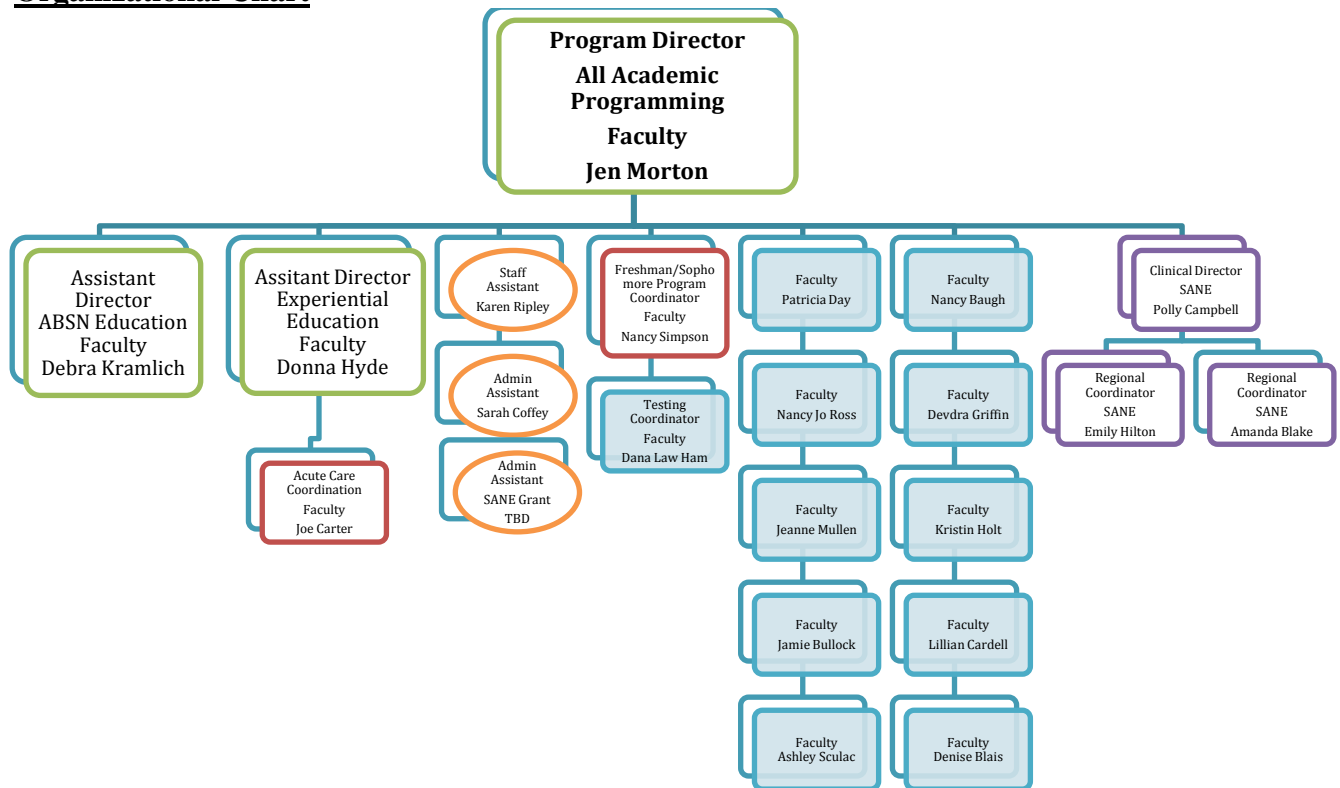


**6. Faculty and Staff** (Standard 3: Student policies, development and services support the goals and outcomes of the nursing education unit.)

Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Full-time	14	12	12	15*	16*	17*	16
Part-time	0	1	2	2	1	1	0
Adjunct	34	32	38	42	45	47	TBD
<b>Credentials</b>							
Doctorate	4	3	5	5	4	5	5
MSN	17	15	16	17	17	17	17
Other MS/MA/MPH	3	1	3	3	4	4	4
BSN	17	15	16	17	17	17	17
Certified Nurse Educator	3	2	6	5	5	5	5
<b>Staff</b>							
Admin Asst	1	1	1	1	1	1	1
Staff Asst	1	1	1	1	1	1	1
Grant		1					3.5

\*Reflects one faculty member with limited teaching who is grant funded.

**Organizational Chart**





## **7. News & Accomplishments**

### **School of Nursing and Population Health**

UNE's Nursing Program is now a "school"! School of Nursing and Population Health

#### ***Welcome New Faculty!***

**Denise Blais, MSN, RN:** Professor Blais comes to UNE from the practice and academic arenas. Most recently, she has worked and continues to work per diem in Mercy Hospital's Intensive Care Unit. She also taught as full-time faculty at Saint Joseph's College of Maine. Denise co-teaches the Adult Health 1 course, anchors many of the skills labs. She has also taken on the robust responsibility of advising the Student Nurses Association.

**Jamie Bullock, MSN, APRN, RN:** Professor Bullock come to UNE from the world of advanced practice primary care nursing. She has integrated seamlessly into a teaching role and currently co-teaches Health Assessment, teaches Leadership and has participated in Simulation and skills lab.

#### ***Welcome New Staff!***

##### **Polly Campbell**

Polly comes to UNE from the Office of Child and Family Services at the Department of Health and Human Services in Augusta, Maine. She serves as clinical director of UNE's newly funded Health Resources and Services Administration, Advanced Nursing Education, Sexual Assault Nurse Examiner Training grant in partnership with the Office of Child and Family Services at DHHS.

##### **Emily Hilton, BSN, RN, SAFE, SANE**

Emily comes to UNE from Maine Medical Center's Emergency Department. Emily serves as the Southern Regional Coordinator for UNE's newly funded Health Resources and Services Administration, Advanced Nursing Education, Sexual Assault Nurse Examiner Training grant in partnership with the Office of Child and Family Services at DHHS.

##### **Amanda Blake, BSN, RN, SAFE, SANE**

Amanda comes to UNE from being a traveling nurse all over the country as well a St. Joseph's hospital in Bangor, Maine. Amanda serves as Northern Regional Coordinator for UNE's newly funded Health Resources and Services Administration, Advanced Nursing Education, Sexual Assault Nurse Examiner Training grant in partnership with the Office of Child and Family Services at DHHS.

### **Student Accomplishments:**

Sixty-four seniors in the traditional 4-year and accelerated cohorts qualified for, and were inducted into Sigma Theta Tau International (STTI) Honor Society of Nursing on October 28th, 2018. STTI is the premier professional nursing organization aimed to advance nursing leadership, research and scholarship in the world.

Thirty-nine nursing students attended the State of Maine Association of Student Nurses (MeSNA) conference at the Black Bear Inn in Orono, Maine on November 10, 2018. The title of the conference was “The Power of You: Your Impact on Healthcare” UNE’s student nurses association (SNA) has demonstrated exceptional leadership and service on behalf of the organization and their fellow students, as evidenced by the turn out and support of the conference

*Libby Alvin '19* presented to the incoming Accelerated Nursing Cohort on January 15, 2019, “IPE and Service Learning opportunities at UNE” during their 2-day orientation. During her time at UNE, Libby has served as a leader and champion for advancing interprofessional education and clinical practice as well as the value of service.

*Aaron DeLorge (BSN 19), Alicia Berquist (ABSN 19), Emily Krusec (ABSN 19)* prepared testimony in concert with Dean Karen Pardue for Maine’s Legislature on a new bill (LD 872: *An Act to Forgive Education Debt for Certain Health Care Professionals Who Work in the State*) on April 4, 2019, which sought to implement a loan forgiveness program for newly graduated health professions workers who stay in Maine to contribute to the workforce.

*Lauren Yelinek (ABSN 19)* through the Upstream Nursing Club worked with the American Red Cross in Maine worked with Maine’s Red Cross to offer a disaster preparedness training opportunity for UNE health professions students. The event took place on April 17, 2019 in Innovation Hall.

Five ABSN students have been named Helene Fuld Scholars recognized for their high academic achievement and history of leadership, capacity for leadership in the nursing professions, and intention to participate in student leadership within the ABSN program/s. Julie Beauchesne, Caitlin Condrey, Michael Kenly, Kevin Sinisi, and Abigail Dubois, have received this honor.

### **Faculty and Staff Accomplishments**

#### **Polly Campbell**

Clinical Director of Advanced Nursing Education, Sexual Assault Forensic Nurse Examiner (ANE-SANE) training grant at UNE has received the prestigious award of the Maine Coalition Against Sexual Assault (MECASA), Sexual Assault Forensic Examiner (SAFE) 2019 Award.

#### **Nancy Baugh**

Currently partnering with Dr. Visich from Exercise and Sport Performance to develop an interventional research project that would involve working with high risk elementary school students in Maine to promote healthy diet and physical activity.

### **Kristen Holt**

Co-authored an article with Deb Kramlich and Dana Law-Ham currently under revision/second review for the journal *Nurse Educator*, reporting on the findings from their project “Strategies to Promote Success of Academically At-risk Accelerated Bachelor of Science in Nursing Students”

### **Dana Law-Ham**

Co-authored an article with Deb Kramlich and Kristen Holt currently under revision/second review for the journal *Nurse Educator*, reporting on the findings from their project “Strategies to Promote Success of Academically At-risk Accelerated Bachelor of Science in Nursing Students”

### **Devdra Griffin, Clinical Assistant Professor**

Sexual Assault Nurse Examiner Training Program, UNE/DHHS, May 2019

### **Debra Kramlich**

Debra Kramlich, PhD, RN, CNE introduced Mary Herman as guest speaker at the Annual Nurses Tea at the Governor’s Mansion Blaine House in Augusta on May 13, 2019.

Deb Kramlich, PhD, RN, CNE has been selected by the Leadership Succession Committee of Sigma Theta Tau International as a candidate on the 2019 international ballot for the position of Governance Committee: 2-year term

### *Publications:*

Co-authored an article with Dana Law-Ham and Kristen Holt currently under revision/second review for the journal *Nurse Educator*, reporting on the findings from their project “Strategies to Promote Success of Academically At-risk Accelerated Bachelor of Science in Nursing Students”

Morton, J. L., **Kramlich, D.**, & Simpson, N. (2019-in press). Re-envisioning advising models: Meeting the needs of pre-licensure nursing students. *Nursing Education Perspectives*.

**Kramlich, D.**, Kronk, R., Marcellus, L., Colbert, A., & Jakub, K. (2018). Rural postpartum women with substance use disorders. *Qualitative Health Research*, 28, 1449-1461. doi: 10.1177/1049732318765720

Sherwood, D., **Kramlich, D.**, Rodriguez, K., & Graybeal, C. (2019) Developing a Screening, Brief Intervention, and Referral to Treatment (SBIRT) program with multiple health professions programs, *Journal of Interprofessional Care*. doi: 10.1080/13561820.2019.1569601

Fuller, V., Gillespie, D., & **Kramlich, D.** (2018). Evidence-based practice: The scholarship behind the practice. In S. Ahmed, L. Andrist, S. Davis, & V. Fuller (Eds.), *DNP education, practice, and policy: Mastering the DNP essentials for advanced nursing practice* (2<sup>nd</sup> ed.) (pp. 197-210). New York, NY: Springer Publishing Company.

### **Joe Carter, Associate Professor/Clinical Coordinator**

- Lunder-Dineen planning committee /instructor for statewide preceptor program

### **Ashley Sculac**

- Sexual Assault Nurse Examiner Training Program, UNE/DHHS, May 2019
- Participated as nurse faculty in May 2019 Cross Cultural Immersion Program in Ghana alongside 21 nursing and other health professions students and faculty

### **Jennifer Morton, Program Director**

#### *Publications:*

Morton, JL., Kramlich, D., & Simpson, N. (2019-in press). Re-envisioning advising models: Meeting the needs of pre-licensure nursing students. *Nursing Education Perspectives*.

Morton, JL, Vanotoo, L, (2019). Nsu! A safe water campaign for an urban community in western Ghana, *Journal of Community and Public Health Nursing*, 5(1), DOI: 10.4172/2471-9846.1000227

Morton, JL, Martin, JD, Brehm, J, Woody, M, Mitchell, M, (2019). Transforming Community Health Nursing Education: Lessons Learned from Individual and Cross-Grantee Program Evaluations, Association of Community Health Nursing Educators Annual Institute, Phoenix AZ, May 30-June 1.

Morton, JL, Weierbach, FM, Sutter, R, Livsey, K, Goener, E, Liesveld, J, Goldschmidt, MK, (2019 in press) New education models for preparing pre-licensure students for community-based practice, *Journal of Professional Nursing*.

#### *Presentations:*

Morton, JL, Stanley, MJ, Stalter, A, Harrington, S, Brown V, Butler, C, (2019). Policy Plenary: Policy Content in Nursing Curricula: Preparing Future Leaders as Change Agents through the Policy Arena, Association of Community Health Nursing Educators Annual Institute, Phoenix AZ, May 30-June 1.

Morton, JL (2018). The impact of a short term clinical cultural immersion program in Ghana on students and partnerships, Diploma of Tropical Nursing Program, Liverpool School of Tropical Medicine, Liverpool UK, December 5, 2018.

“*Re-envisioning Advising Models to Meet the Needs of Prelicensure Nursing Students*”  
Oral co-presentation with Dr. Jennifer Morton and Professor Nancy Simpson at the ACEN Nursing Education Accreditation Conference, July 12-14, 2018, Atlanta, GA

*“Identification of Academically At-risk Accelerated Bachelor of Science in Nursing Students to Support Development of Strategies to Promote Academic Success”*

Oral co-presentation with Dr. Dana Law-Ham at the ACEN Nursing Education Accreditation Conference, July 12-14, 2018, Atlanta, GA

### **Funded Grants:**

#### **Foundations**

Helene Fuld Health Trust awarded UNE’s Nursing Program \$900,000 for scholarships to assist accelerated nursing students with identified need and aspirations for leadership in working with vulnerable communities, October 2018

#### **Federal Extramural**

1. Advanced Nursing Education, Sexual Assault Nurse Examiner Training Grant, Health Resources and Services Administration, ANE Maine SANE Program, \$1,499,000, September, 2018

#### **Press Release:**

**UNE receives \$1.5M grant to increase Maine’s Sexual Assault Nurse Examiner (SANE) workforce**

November 07, 2018

The [University of New England Department of Nursing](#) has been awarded a \$1.5 million grant by the U.S. Health Resources & Services Administration (HRSA) to increase the number of nurses in Maine who are trained to respond to allegations of sexual assault. Through the grant, UNE, in collaboration with Maine’s Department of Health and Human Services (DHHS) Office of Child and Family Services, will refine and develop new models of technology outreach to train nurses to become Sexual Assault Nurse Examiners (SANE), on-call, licensed practitioners who are contacted to gather forensic evidence and to provide mental health support to those who report an act of sexual assault. Instruction will be delivered through the existing Sexual Assault Forensic Examiner training, led by the program’s director Polly Campbell.

The University of New England is the only institution in New England to receive this award. Senators Susan Collins and Angus King wrote letters in support of UNE as the grant awardee.

“In order for survivors of sexual assault to heal, they need direct access to trained professionals who can support them throughout their recovery,” said Senator King. “In rural areas, professional support for survivors of sexual assault can be few and far between – this sizable grant will help the University of New England train nurses to specifically care for these survivors and guide them through each obstacle they may face on the road to recovery. Using compassion, support and technological training, UNE’s nursing students can make a lasting difference in each survivor’s life.”

“Having more nurses in our state who are specially trained to respond to allegations of sexual assault is critical to our mission at DHHS of protecting Maine’s most vulnerable populations,” said Kirsten Capeless, director of the Office of Child and Family Services within DHHS. “This collaborative effort will help protect and support countless survivors of sexual assault.”

The funding will allow UNE to hire three Sexual Assault Nurse Examiners who will develop training for professional nurses in Maine, use technology to deliver advanced training to nurses rural areas, and improve SANE curriculum for all of UNE’s health professions students. The goal is to increase the number of annual trainings for nurses in Maine by at least 50 percent over the three-year life of the grant so that there is 24/7 coverage across the state.

“This program will do so much more than increase the number of Sexual Assault Nurse Examiners in Maine,” said UNE Director of Nursing Jennifer Morton, D.N.P., M.P.H. “It will also serve as a support system for those nurses, as well as a safety net for victims, who will know that when they come forward to report sexual assault, there will be a trained nurse available to collect evidence and offer appropriate mental health services.”

2. Nurse Education, Practice, Quality and Retention (NEPQR) grant submission to Health Resources and Services Administration (HRSA), “Upstream Practicum in Nursing”, June 1, 2016-June 30, 2019, Funded \$745,000.

### **Internal**

Writing Across the Nursing Curriculum, Center for Enrichment in Teaching and Learning, Scholarship of Teaching and Learning mini-grant, \$3975, June 2019.

### **Other News at UNE:**

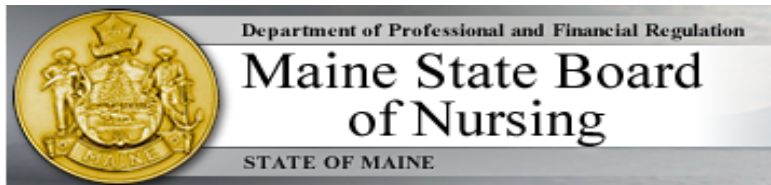
- Welcoming the most racially and ethnically diverse undergraduate class in UNE history
- Forming new student affinity groups like the Muslim Student Association and Black Student Union
- Completing a dean search in the College of Arts and Sciences
- Dramatically increasing print and broadcast media stories about our students and faculty
- Developing important new academic partnerships locally (e.g., Maine Law, USM) and globally (e.g., Iceland, Sweden, France, Morocco)
- Hosting a gubernatorial debate during the 2018 election campaign before welcoming back Governor Mills to be our 2019 Commencement speaker
- Hosting a TEDx Dirigo event at which I presented a talk on the importance of robust discourse on college campuses
- Creating a “university read” program through which many of us read *The Coddling of the American Mind*, and then gathered at multiple events on both Maine campuses for discussion

- Demonstrating our readiness to engage with important topics by dramatically increasing attendance at campus lectures, including the Center for Global Humanities series, President's Forum, George and Barbara Bush Distinguished Lecture, P.D. Merrill Business Ethics Lecture, and Martin Luther King, Jr. Celebration
- Launching a newly-consolidated School of Marine Programs
- Consolidating our nursing programs into a School of Nursing
- Achieving outstanding licensing board pass rates in the College of Osteopathic Medicine (98.8%), nursing program (98.9%), and physician assistant program (100%)
- Achieving an astounding residency match rate of 99.4% in the College of Osteopathic Medicine
- Launching a Professional Science Master's degree in ocean food systems through UNE NORTH
- Launching our new Center for Excellence in Aging and Health, which has already formed productive collaborations across the University and with many local and regional partners
- Hosting an international occupational therapy conference at the Tangier Campus, featuring many of our own faculty
- Joining MDI Biological Labs for a panel discussion on the opioid crisis, bringing together scientists from across the state to find ways to collaborate and identify solutions
- Kicking off our first varsity football season and winning four conference championships (women's cross country, men's cross country, women's soccer, and men's ice hockey)
- Receiving the NCAA Division III Diversity Spotlight Initiative for our comprehensive on-campus education efforts surrounding the important topic of inclusion for LGBTQ+ athletes
- Completing major additions to our athletic facilities -- including Blue Storm Stadium, Blue Bolt Field, and Nor'easter Diamond -- to support our varsity teams, as well as our club and intramural sports programs
- Finishing the landscaping on the beautiful waterfront outside the Ripich Commons
- Installing a solar array on the Marine Science Center, funded by philanthropic support
- Being featured in the Princeton Review's *Best 384 Colleges* guide, placing us among the top 13 percent of U.S. academic institutions
- Being named one of the 399 most environmentally responsible colleges by the Princeton Review
- Being named one of the Best Universities in the North by *U.S. News & World Report*
- Being ranked 7th nationally for our marine science programs by *College Magazine*

## **9. Meets Standards of other Regulatory Bodies**



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



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