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 2019-2020.

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 2019-2020 academic year.
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Department Philosophy

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

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

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

Department Mission Statement

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

Bachelor of Science in Nursing

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

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

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

Accelerated Bachelors of Science in Nursing (ABSN)

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

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

Bachelor of Science in Nursing Program Outcomes

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

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

Nursing Program Accreditation

The Nursing program options are accredited by the Accrediting Commission for Education in Nursing (ACEN). Further information can be obtained from ACEN at 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. 1-404-975-5000. Programs leading to RN licensure are approved by The Maine State Board of Nursing (MSBON). Further information can be obtained from MSBON at 161 Capitol Street 158 State House Station, Augusta, ME 04333. 1-207-287-1133
### Graduation Requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>4-Year BSN</th>
<th>Accelerated Second Degree BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>59</td>
<td>66</td>
</tr>
<tr>
<td>General Ed</td>
<td>62-63</td>
<td>3</td>
</tr>
<tr>
<td>Transfer</td>
<td>N/A</td>
<td>26</td>
</tr>
<tr>
<td>Pre-reqs</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>121-122</td>
<td>120</td>
</tr>
</tbody>
</table>

### Licensure

The website of the Maine State Board of Nursing ([http://www.maine.gov/boardofnursing/](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:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Est. Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer: Any laptop Required for Coursework</strong></td>
<td>Required: Capable of running Windows 10 (Windows 8 is not supported), Mac OS X 10.11, or newer Core i5 or better processor Equipped with a minimum of 8GB of RAM Recommended: A solid state drive (minimum of 128GB) Vendor provided warranty (i.e. AppleCare, Dell Recommended) If you are planning on using your existing laptop at UNE, it needs to at least meet the required specifications listed for Examplify software on the ExamSoft © website: <a href="https://examsoft.force.com/etcommunity/s/article/Examplify-Minimum-System-Requirements">https://examsoft.force.com/etcommunity/s/article/Examplify-Minimum-System-Requirements</a></td>
<td>$500-$2000</td>
</tr>
<tr>
<td><strong>Books, Resources, Course Material</strong></td>
<td>Each course will specify requirements in the syllabi</td>
<td>Up to $500-$700 per semester</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>To/From Campus, Clinical/Experiential sites, workshops, required coursework participation, etc.</td>
<td>Variable</td>
</tr>
<tr>
<td><strong>Membership to National Student Nurses Association (optional)</strong></td>
<td>NSNA.org</td>
<td>$40.00</td>
</tr>
<tr>
<td><strong>CastleBranch: Required</strong></td>
<td>CastleBranch $174 fee Includes criminal background check, and medical document manager for immunizations and 10-panel drug screen. International students’ costs may be higher.</td>
<td>$174.00+ (labs/immunizations)</td>
</tr>
<tr>
<td><strong>Uniforms (specified by UNE)</strong></td>
<td>Vendor chosen by UNE Student selection using required specifications Ordered through vendor</td>
<td>$40.00+ Variable ($30-$60) $20.00</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Name Tags (or replacements)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Watch with second hand (No Smart Watch)</strong></td>
<td>Can be obtained at multiple locations. Ex: Littman, Sprague, Prestige (should have dual chest piece – bell &amp; diaphragm)</td>
<td>$10-$20 $50+</td>
</tr>
<tr>
<td><strong>Stethoscope</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Make-Up Fees</strong></td>
<td>From Excessive/Required Absences</td>
<td>Variable</td>
</tr>
<tr>
<td><strong>Nursing Pins</strong></td>
<td>Upon Graduation for Pinning</td>
<td>$42+</td>
</tr>
</tbody>
</table>
UNE Facilities

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

<table>
<thead>
<tr>
<th>UNE Facilities</th>
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<tbody>
<tr>
<td>• Student Academic Success Center</td>
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<tr>
<td>• Student Access Center</td>
</tr>
<tr>
<td>• Food Service</td>
</tr>
<tr>
<td>• Financial Aid</td>
</tr>
<tr>
<td>• Counseling Service</td>
</tr>
<tr>
<td>• Athletics</td>
</tr>
</tbody>
</table>

Academic Support Services

The mission of the Student Academic Success Center (SASC) is to support all UNE students in their pursuit of becoming independent, effective, and successful learners. The **SASC offers a broad range of free services on both campuses to support UNE students’ academic achievement**, including tutoring; writing support; and consultations with a learning specialist on study strategies, test-prep and test-taking strategies, learning preferences and English as a Second Language (ESOL). It also provides many physical and online learning and writing resources, such as anatomical models, example papers and instructional videos.

**To see the schedule and make an appointment** for tutoring, writing support, learning specialist consultations, or ESOL consultations, go to [une.tutortrac.com](http://une.tutortrac.com) or visit the SASC. Students may also email the SASC’s professional learning specialists directly to make appointments.

**Location and Contact Information**

**Portland Campus**: Proctor Hall, Room 102; (207) 221-4247

**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 Alfond Health Sciences. For inquiries related to the SASC, BC’s services call (207) 602-2443.

**To access SASC’s online resources**, including links, study aids, citation-style guidance, and video tutorials, visit [https://une1.sharepoint.com/sites/SASC](https://une1.sharepoint.com/sites/SASC).

**Breakdown of Support Offered**

The SASC offers several types of programs for students:

- Non-credit developmental courses for undergraduates in mathematics, writing, and study skills.
- Individual academic coaching
- Tutoring services
- Skills workshops
- Writing support
- ESOL support

**Individual Academic Strategies & Skills Consultations**

Occasionally, college students experience the need for individual coaching concerning learning strategies and study habits. Perhaps they encounter a low grade, or feel their effort is not yielding their desired level of performance, or perhaps they simply would like to complete assignments more efficiently. The SASC’s learning specialists advise students frequently on a drop-in and by-appointment basis. Both new students and upper-level students, including graduate students, are encouraged to utilize this service. If deemed necessary, department chairs and other faculty may request that a student consult with the SASC for academic skills development.

While the SASC does provide some 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.
Tutoring Services

SASC tutorial services are offered free of charge to all matriculating UNE students. A staff of both professional content and writing specialists and professional and peer tutors support most lower-division courses, especially those in science, mathematics, and writing. Tutors are also available for selected upper-division and profession-specific courses such as adult health, oral anatomy, kinesiology, 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.

Learning Strategies Workshops

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

- Time Management and Organization
- Note-taking
- Learning Practice and Strategies
- Studying in the Sciences
- Critical Reading and Annotation
- Understanding your Learning Preferences
- Strategies and Skills 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 and in revising their writing assignments. While students are responsible for writing, editing and proofreading their own papers, any UNE student can meet with one of SASC’s writing support staff in the center on either campus for free guidance and instruction. 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 and then make a follow up appointment for a date that allows time for effective revision.

The SASC offers online writing support primarily for students in online programs; however, some online writing support is available for students studying abroad or on clinical rotation at sites outside the Greater Portland/Greater Saco-Biddeford areas.

English as a Second Language (ESOL) Support

The SASC’s learning specialists offer free, individualized appointments for non-native speakers of English to support further development of their understanding and use of English grammar, vocabulary, idioms, and pronunciation. Most English-Language Learners (ELL’s) achieve the greatest growth when they regularly meet with both a learning specialist for more generalized English-language skills development and a SASC writing support specialist or tutor for help with specific assignments.

In addition, the SASC maintains electronic resources for ESOL students on its SharePoint site at https://une1.sharepoint.com/sites/SASC.

Student Access Center

The University of New England will make reasonable accommodations for students with documented disabilities. Students need to register with the Student Access Center and inform their instructors of any academic accommodations. Timely accommodations are dependent on early registration with the Student Access Center. It is the responsibility of the student to notify appropriate faculty of needed accommodations.

UNE seeks to promote respect for individual differences and to ensure that no person who meets the academic and technical standards requisite for admission to, and continued enrollment at, the University is denied benefits or subjected to discrimination at UNE solely by reason of their disability. Any student eligible for academic accommodations due to a documented disability is encouraged to speak with the professor in a timely manner. Registration with the Student Access Center is required before accommodation requests can be granted. The Student Access Center on the Portland campus may be reached by calling (207) 221-4438 or pstudentaccess@une.edu. The Student Access Center on the Biddeford campus may be reached by calling (207) 602-2815 or bstudentaccess@une.edu. More information and steps to apply for accommodations can be found at une.edu/student-access-center.
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 particular course. Students will be evaluated for competency in nursing skills taught in the skills lab. The skills lab, health assessment lab, and clinical simulation lab are located in Innovation Hall on the Portland Campus.

Students are encouraged to use all available resources in order to complement the lab experiences. Open Lab time is available. Students may contact the Clinical Lab Coordinator to make arrangements for open Lab time. Students are encouraged to work with faculty to aid with needed refinement of skills. Every effort will be made to accommodate student needs.

Standardized Testing Support

The School of Nursing contracts with a standardized testing vendor to provide all students with access to practice and proctored assessments, online tutorials, and National Council Licensing Exam (NCLEX-RN®) review as additional resources to aid in their academic progress.

Comprehensive use of the standardized testing prepares students for success on the National Council Licensing Exam (NCLEX-RN®). At the conclusion of the Baccalaureate of Science Programs (BSN and ABSN), students will be provided a comprehensive review course. Students will also have access to additional electronic resources.

Availability of Nursing Faculty

Nursing Faculty (See page 5) have office space and a non-campus presence. Faculty are available to students during their posted office hours and at other times by appointment.

Student Advisement

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

During the Junior and Senior year, each cohort will be assigned a faculty class advisor who works with the student representatives as a liaison for student class issues or concerns.
School of Nursing Academic and Progression Standards

Didactic Nursing Course Grading Standards

Methods of evaluating student performance aligned with the course objectives and student-learning outcomes are used to determine grades will be published in the course syllabi. The following grading criteria are in effect for the nursing courses at the 200 level and above nursing courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;67</td>
</tr>
<tr>
<td>I</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>P</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
</tr>
</tbody>
</table>

Grade Rounding Policy

Rounding Grades

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

Examples: 76.5 = 77  76.49 = 76  76.89 = 77

If the tenths place is exactly 0.5, round the whole number up to the next whole number.
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 Blackboard or ExamSoft© examination: The student will provide a laptop/tablet and the department will provide scrap paper, a pencil, and earplugs (if needed).
- No food or drinks are allowed on or around the desk/table while the exam is being conducted.
- Students are not permitted to wear smart watches or equivalent exercise devices, hats, or hoods during an exam and pockets must be empty.
- 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 cheating, 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 disturbs students still taking the exam.
- Students are allotted the same amount of time to take exams unless they have a documented disability. Registration with the Student Access Center is required before accommodation requests can be granted.

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:

<table>
<thead>
<tr>
<th>Term</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall of First Year</td>
<td>1.70</td>
</tr>
<tr>
<td>Spring of First Year</td>
<td>1.70</td>
</tr>
<tr>
<td>Fall of Second Year</td>
<td>1.70</td>
</tr>
<tr>
<td>Spring of Second Year</td>
<td>1.80</td>
</tr>
</tbody>
</table>

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 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.
5. 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.

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 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 non-nursing 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 that C.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>GRADE REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110, PSY 105, IHS 210, SOC 150, EXP___, ART___, PSY 250, HIS 210, HT 276/278, IHS 310, ELECTIVE___</td>
<td>Required: A minimum course grade of “C”</td>
</tr>
<tr>
<td>MAT 120, CHE 130, BIO 104, BIO 208, BIO 209, BIO 242, BIO 309, and NUTR/IHS 220</td>
<td>Required: A minimal cumulative examination average of 77 (C+)</td>
</tr>
<tr>
<td>NSG 280, NSG 307, NSG 328, NSG 424, NSG 456</td>
<td>Required: A minimal course grade of 77 (C+)</td>
</tr>
<tr>
<td>NSG 202, NSG 327, NSG 334, NSG 332, NSG 342, NSG 352, NSG 420, NSG 432, NSG 442, NSG 445, NSG 447</td>
<td>Required: A minimal course grade of 77 (C+)</td>
</tr>
</tbody>
</table>

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 repeat the course to achieve the minimum grade. A student may enroll in a nursing course twice. To promote retention of previous learning, and to maximize the likelihood of success in the course to be repeated, students who must repeat a nursing course are strongly encouraged to 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 academic programs and providing professional, constructive, and meaningful feedback to course instructors. In order to assure that feedback is received, course evaluations are sent to students electronically by email for completion towards the end of each semester.

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

Incomplete Policy

An incomplete (I) grade may be given to a student who is progressing on schedule, however for reasons that may be beyond their control is not able to complete the work by 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 time imposed by the instructor, or six-week mark, will result in a grade assignment of an administrative F grade for the course.
Resolution of Differences

Students are encouraged to meet with faculty members about any concerns they have regarding course work, grades, and experiential lab. Differences will be resolved by seeking help through the appropriate channels of communication. Students should resolution according to the sequence listed below.

1. Meet with the faculty member involved and/or the course lead instructor.
2. Talk with academic advisor.
3. Meet with the appropriate experiential leadership faculty (i.e., Clinical Coordinator, Lab/SIM Coordinator)
4. Meet with the Assistant Director if you are an ABSN student. Meet with the Director if you are a BSN student.
5. Meet with the Director of the School of Nursing.
6. Follow additional steps outlined in UNE Student Handbook.

School of Nursing Procedure for Academic and Disciplinary Petitions and Appeals

Refer to catalog 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.

Student Representation

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

Academic Expectations

Expectations of Students

Preparation for coursework is essential to the success of students in the nursing program. It is an expectation that students come to class prepared. Such preparation may include assigned readings and course specific assignments. Students are expected to participate in class discussions and activities, 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 student achievement of established learning objectives, course outcomes, and nursing program outcomes. Best practices in content delivery and learning activities are guided by professional standards and evaluation data. Faculty reserve the right to use creative autonomy in their teaching and distribution of teaching material (e.g., handouts, PowerPoint slides, PDF slides). These teaching materials may or may not be shared before class at the sole discretion of the individual faculty. These materials are tools for faculty and should not be viewed as student notes or guides.

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

a. Lecture (live or pre-recorded)

b. Discussion (classroom and online)

c. Demonstration

d. Use of audio-visuals

e. Written assignments / papers / essays

f. Required readings from textbooks, scholarly journals, and evidence-based resources

g. Database searching

h. Case studies

i. Writing of exemplars

j. Role play

k. Clinical application of skills

l. Reflection

m. Small group work / projects

n. Oral presentations

o. Journaling

p. Creation of posters

q. Reading of stories or novels

r. IPE events

s. Various course specific needs assessment experience

t. Remediation of integrated testing
Academic Honesty

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

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

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information including but not limited to:
   - Use of any 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; and/or
   - The acquisition, with or without permission, of tests or other academic materials belonging to a member of the University faculty or staff.
2. Fabrication or falsification of data, results, or sources for papers or reports, or examinations, either oral or written.
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.
6. Unauthorized possession of course material.


Penalties for breeches in the Academic Honesty Policies may include:

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

Plagiarism

Plagiarism means using another writer's ideas or written material without giving proper credit. This is literary theft, a serious issue of academic dishonesty, and a violation of the UNE code of conduct. The School of Nursing uses the American Psychological Association (APA) writing style.

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

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

Students must acknowledge all material quoted, paraphrased, or summarized from any published or unpublished work. Failing to cite a source deliberately or accidentally is plagiarism. Students may not present as their own work the ideas of another.
As the MLA Handbook p. 22-23 states:

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

Professional Behavior, Conduct, and Safe Practice

Professional Behavior

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

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

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

All nursing students are expected to demonstrate professional behavior at all times 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 interaction personally as well as written communication. Nametags are to be worn at all times.

“Civility is characterized by an authentic respect for others when expressing disagreement, disparity, or controversy. It involves time, presence, a willingness to engage in genuine discourse, and a sincere intention to seek common ground” (Clark & Carnosso, 2008).

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

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 about academic or advising matters, 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 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). Do NOT use first names unless explicitly invited to do so.
  - 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.


Professional Conduct in the Clinical Setting

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

Students should be:

- Prepared, present, and actively engaged in experiential activities in skills laboratory, simulation and clinical.
- Punctual for experiential activities and stay for the duration.
- On time for assignments.
- Maintain meetings and appointments.
- Self-manage time well.
- Follow through with commitments.
- Engage in reflective and respectful communication with clinical instructors and faculty.
- Maintain confidentiality of client and peer information at all times.
- Respect differing beliefs and values.

In addition, students should demonstrate collegiality with peers, work toward recognizing their own biases and personal limitations, and overcome negative behaviors, such as procrastination, that interfere with collaboration and teamwork.

Students must consistently demonstrate patterns of professional behavior and safe practice in experiential settings, which follows the legal and ethical codes of nursing. Competence in professional behaviors is assessed using clinical evaluation tools and classroom evaluation methods. Students will acknowledge and sign that they meet technical standards. Once students have acknowledged and signed the technical standards of the nursing program, they must consistently demonstrate the ability to uphold the standards throughout the entirety of the program.

Physical or mental health barriers that may impede safe patient care may include but are not limited to:

- Post-concussive syndrome
- Mental health disorder or exacerbation
- Fractured extremity
- Recent surgeries with physical restrictions

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

**Examples of Unacceptable or Unsafe Conduct**

Students in the Nursing Program, who have demonstrated unacceptable or unsafe conduct may be sent home from clinical, receive a poor grade, fail the course, or be dismissed from the nursing major depending on the infraction. These include, but are not limited to:

A. Academic Dishonesty/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. Incivility
   b. Profanity
   c. Assault (verbal and/or physical), harassment or intimidation.
   d. False reports of fire or other dangerous conditions.
   e. Disturbance resulting in substantial disruption of authorized activities in the classroom or clinical area.
   f. Attendance in class or clinical in an impaired state.
   g. Intentional placement of person(s) in reasonable fear of physical harm.
   h. Lewd or indecent behavior
   i. Intentional or negligent cause of physical harm or emotional injury to a client.
j. Failure to safeguard the client’s dignity and right to privacy in providing services.
k. Failure to maintain confidentiality of information or knowledge concerning a client.
l. Abandonment or neglect of a patient requiring nursing care (Abandonment of a patient is the termination of the student nurse-patient relationship without the patient’s consent or without first making arrangements for continuation of required nursing care by others.)
m. Engaging in behavior that crosses professional boundaries, including, but not limiting to sexual misconduct.
n. Performing any technique or procedure, including medication administration, without faculty/instructor/clinical partner RN oversight and/or approval (see Clinical Guidelines).
o. HIPAA Violations.
p. Violation(s) of Social Media Guidelines (see Appendix C).

Attendance Policy

Absenteeism

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

Excused Absence

The student is required to provide PRIOR NOTIFICATION to the appropriate faculty of their intended absence for any laboratory/simulation, and clinical activities. In addition, the student must supply documentation of the absence. These two requirements are the responsibility of the student and are required for laboratory/simulation and clinical activities.

Unexcused Absences:

- One unexcused absence from laboratory/simulation and clinical activities will result in a written warning.
- Two unexcused absences in laboratory/simulation or clinical may result in an outcome of an “Unsatisfactory” (failure). Students may not progress with an unsatisfactory in clinical.

Clinical Attendance Policy

The student will receive contact information for the clinical instructor prior to the start of clinical. Please course syllabi for course-specific clinical requirements.

Students are required to be in satisfactory physical, mental, and emotional health, as per technical standards, in order to perform in the laboratory, simulation, and clinical settings. Please refer to the UNE Student Handbook, Alcohol and Drug Policy Statement and Technical Standards Statement (see Appendix D).

The nurse preceptor or clinical instructor must be called in advance if clinical or laboratory/simulation is to be missed for any reason. Transportation to clinical sites is the student’s responsibility.

A student who has missed clinical in excess of the scheduled make-up days may be assessed a fee for the additional required make-up days. If required clinical hours are not completed. A student who does not complete all required clinical hours will receive in an outcome of an unsatisfactory resulting in course failure.

IN THE EVENT OF A CLINICAL ABSENCE

- Notification prior to the clinical absence is mandatory.
- The student will notify the clinical instructor, clinical coordinator, AND the nursing office (Call-In Line).
  - The Call-In number for clinical, laboratory/simulation experiential absence is 207-221-4730.
  - Contact the Clinical Coordinator, Professor Carter at (207) 221-4458.

Clinical Absences for non-medical reasons:

- Students who arrive at clinical unprepared or late for their assignment will be asked to leave and must make up the missed clinical time.
• Students who experience absences due to lapses in mandatory clinical requirements (e.g., CastleBranch Requirements, CCPS requirements-clinical ticket, HIPAA training, etc.) must make up the missed clinical hours.

School Cancellation
Weather conditions may necessitate cancellation of a class, laboratory or simulation. Course faculty will establish procedures for student notification. If the University of New England cancels classes or has a start delay, students will abide by these parameters in the clinical setting as well. If UNE cancels classes, clinical will be cancelled. If students are already at clinical, they must also leave their agency. If UNE delays classes, clinical will also start at the time UNE starts classes. Make-up hours for clinical will NOT be necessary if UNE cancels school. University wide cancellation policies are further described in the UNE Student Handbook.

Expectations for Professional Appearance
Appropriate personal appearance creates a favorable impression on the School of Nursing, College, University, profession and society. When the student begins nursing coursework or any experience where one is representing the UNE community the following guidelines will apply.

Personal Appearance
1. Maintain good personal hygiene, which includes regular bathing, grooming and dental hygiene.
2. Hair should be neat and clean. Hair longer than shoulder length should be secured away from the face if close contact with patients is anticipated. Beards and mustaches must be clean and well groomed.
3. Perfume, cologne, lotions or any similar scented products are not permitted in the clinical setting. In addition, the odor from tobacco products on clothing should not be noticeable by others.
4. Fingernails must be clean and neatly trimmed. Artificial and/or long nails are not permitted in the clinical setting.
5. Clean, business-casual clothing; inappropriate attire is not allowed in the classroom or experiential/clinical settings.
6. Some clinical partners may have specific requirements above/beyond that of UNE.
7. Faculty/clinical instructors reserve the right to dismiss students from activities. Students will be responsible for make-up sessions/remediation.

Examples of Inappropriate Attire (not inclusive)
1. Hats, caps, bandanas or hoods.
2. Sweatpants, pajamas, spandex, exercise attire or jeans with holes/tears.
3. Halter or tube tops, attire that shows midriff or undergarments.
4. Flip-flops or slippers.
5. Short-shorts or athletic shorts.
6. Shirts with inappropriate or vulgar lettering or messages.

Uniform Dress Code for Clinical, Lab, and Simulation
In certain settings, students enrolled in the Nursing Program may be required to wear an approved uniform, including a name tag.

• Students must wear their identification badges at all times to enable security and others to identify the student while at clinical and/or experiential learning environments. UNE patches must be attached on the upper left sleeve of the uniform.
• All students must wear 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. For the student's safety, open-toed shoes, sandals and any shoe without a back are not permitted.
• Clothing should fit properly, be neat, clean and non-revealing. Uniform worn for clinical experiences must be an approved style.
• Students are required to limit the use of jewelry or other ornamentation and to assure adornments are not considered a hazard, safety risk, or distraction.
• Jewelry is limited to wearing:
  o Stud earrings in the earlobe, all other piercing adornments must be removed (eye brow, nose, lip, septum piercings, shanks, gauges) prior to any lab, simulation, or clinical experience.
  o Analog watches
  o One ring flush with the skin
• Body art/tattoos must be covered during all time spent in any lab, simulation, or clinical experience.

The clinical instructor or faculty will counsel a student who is out of compliance from accepted professional attire and the student will complete the appropriate remediation. Students will be responsible for any make-up requirements.

Clinical Requirements

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

Students enrolled in the UNE Nursing Program must complete a criminal background check and 10-panel drug screen prior to the start of their first clinical experience. Students are required to register with the vendor designated by the Program and are responsible for the costs associated with the screenings. This process must be completed prior to the start of clinical course work.

Criminal Background Check

After the initial criminal background check, Students are required to attest annually if there are any changes in their criminal background check. This information will be shared with clinical partners and may affect clinical placement. Any flagged criminal background check results with shared with clinical partners. Clinical affiliates will determine the status on a case-by-case basis. Affiliates do have the right to refuse student clinical placement based on criminal background results. The School of Nursing considers ineligibility at one institution as ineligibility for all agencies and reserves the right to dismiss a student from the UNE nursing program. Clinical Affiliates will accept only criminal background checks through the vendor designated by the 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.

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

10-Panel Drug Screening

Clinical partners maintain individual requirements with regard to 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 do have the right to refuse student clinical placement based on drug screening results. The School of Nursing considers ineligibility at one institution as ineligibility for all agencies and reserves the right to dismiss a student from the UNE nursing program. Clinical partners will accept only drug screening results through the vendor designated by the Program. Drug screening results should not be initiated any sooner than the semester prior to enrollment in the first clinical course.

Marijuana

The state of Maine has legalized the use of marijuana for adults over the age of 21. According to the U.S. Drug Enforcement Agency, marijuana is a Schedule I substance under the Controlled Substances Act (dea.gov). Because institutions of higher education (UNE) receive federal funding, marijuana is not legal for recreational use on campuses. Specifically, as a student nurse entering clinical sites for training, recreational use of marijuana is not allowed.

Students have falsely assumed that if recreational marijuana is legalized in the state where they attend school, it is acceptable for use. This is not the case. Marijuana 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 is considered a positive screen and has no appeal in the clinical setting; therefore, students will not be allowed to attend clinical. This will result in removal from the clinical course and impact the ability to progress in the nursing program.

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

Cardiopulmonary Resuscitation Certification (CPR)

Students are required to upload a signed copy of current American Heart Association (AHA) CPR certification to CastleBranch prior to the start of the first clinical course. Certification must be at the Basic Life Support, Provider level or AHA Heartcode CPR/AED training level. CPR certification content must include resuscitation of infants, adults and children, and two-person
CPR with hands-on skills demonstration. 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/](http://www.une.edu/studentlife/shc/). **These forms must be completed by a physician, physician assistant or nurse practitioner and returned to the Student Health Center.** Students may be required to resubmit (upload to CastleBranch) 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 on a monthly basis. Failure to provide documentation of compliance with the health requirements will prohibit the student from participating in lab, simulation, and clinical experiences.

**Confidentiality**

Nursing students are responsible to protect the privacy and personal dignity of the client. All information concerning clients must be held in strict confidence, and must not be discussed with persons not involved in direct care of the client. Mandatory HIPAA compliance is required annually of all nursing students with clinical/experiential activities. Violation of HIPAA will result in appropriate disciplinary action that may include termination from the nursing program. Clients must remain unidentifiable in any written assignments produced by students. See Social Media Guidelines and HIPAA Guidelines (Appendices C and E).

**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 of 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 the clinical education. See HIPAA and Disciplinary Policy, Appendix E.

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.

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 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 health care organization’s protocol. The Director of 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 site, the student is required to complete an 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 provide documentation for clinical partners. The online placement system (CCPS) is comprised of mandatory training modules that are applicable to all of our healthcare partners. CCPS also includes additional site-specific materials provided by the individual HCO’s, some of which require paperwork that must be completed and handed in weeks in advance. This paperwork must be completed in order to start any clinical experience/practicum.

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
4. Clinical Experience in the health care setting

The nursing student will maintain the standards of the profession of nursing and develop the knowledge, skills, and behaviors for safe patient care. Students must wear clinical uniforms and name tag for all clinical experiences unless otherwise instructed. Clinical absences without prior notification will result in a clinical counseling and remediation.

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 instructor(s) of the course. Students are encouraged to use the Nursing Skills Lab for practice to attain skill proficiency.
During the student’s clinical experience, the student may be presented with an opportunity to perform a nursing skill for which the student has not received clinical instruction in the Nursing Skills Lab. The student must inform the Clinical Instructor if they have not received prior instruction on the nursing skill. The Clinical Instructor must approve the instruction/participation in the new nursing skill. Clinical Instructors or the primary RN of the patient at the clinical site will provide clinical instruction following standard policies and procedures at clinical before the student is allowed to participate in the nursing skill/patient care.

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

1. Administer Blood Products or co-sign documentation.
2. Administer Chemotherapy Agents (including po).
3. Insert Intravenous Catheters.
4. Accept verbal or telephone provider orders.

Dosage Calculation Competency Exam

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 in an answer. A simple, non-programmable calculator will be provided for this exam.

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

- Students will not administer medications until the student has successfully pass 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.
- Remediation process must include:
  o Complete math problems assigned by faculty.
  o Schedule time for tutoring with the Student Academic Success Center or faculty.
  o 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 not succeed in meeting clinical outcomes resulting in a grade of Unsatisfactory in the clinical course. A clinical grade of Unsatisfactory prevents the student from progression in the nursing program. The 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.

Clinical Experience / Patient Care

Clinical assignments are important tools for developing student’s skills in assessment, clinical reasoning, and clinical decision-making. Clinical assignments will be 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 written counseling and remediation. A copy of the written counseling will be filed in the student record.

Evaluation of Clinical Course Learning Outcomes

1. Skills Lab Performance Evaluation Tool
2. Dosage Calculation Competency Exam
3. Simulation Rubric (QSEN Based Standards)
4. Students will complete the appropriate clinical paperwork on assigned patients per week.
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 if deemed unprepared, unsafe, or unprofessional by the clinical instructor. The student’s performance will be documented on the Learning Experience Tool and on the Clinical Performance Evaluation Tool.

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 lab, simulation or clinical experience and will document the issue on the Student/Instructor Communication Form. A stepwise approach to clinical proficiency will be used to address the clinical issue and shared with the student. This approach will outline deficiencies, a plan for improvement, and remediation if necessary.

This information is shared with the clinical coordinator and filed in the student record. If at the end of the semester, the student does not achieve a Satisfactory on all elements of the Clinical Performance Evaluation Tool, the student will receive an Unsatisfactory resulting in failure of the clinical course.
Appendix A

National Student Nurses’ Association, Inc.

Code of Academic and Clinical Conduct

PREAMBLE

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

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

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and the proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substance in the academic and clinical setting that impair judgement.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

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

Link to NSNA Code with Interpretive Statements: NSNA Code of Academic and Clinical Conduct with Interpretive Statements
Appendix B
American Nurses Association Code of Ethics

Provisions

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collective through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Interpretive statements also available through ANA Code of Ethics with Interpretive Statements
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:

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. In order to acquire the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care, 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 accommodations should speak with the course instructor within the first two weeks of class. Registration with the Student Access Center is required before any accommodation requests can be granted. 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 close at hand. Observation requires the use of common sense, as well as the functional use of the senses of vision, audition, olfaction, and palpation.

Communication: 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 of these intellectual abilities in order 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 responsibilities 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 E
University of New England
HIPAA Policy and Disciplinary Guidelines
School of Nursing

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

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

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

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

- Faculty of record will be notified of the incident.
- Director of the Nursing Department – 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 Nursing Department.
- Dean of WCHP
- UNE Privacy Officer
- Affiliating Agency Privacy Officer
The following Level of Violations provide guidelines in the event of a HIPAA violation:

<table>
<thead>
<tr>
<th>Level of Violation</th>
<th>Examples</th>
<th>Corrective Action May Include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Misdirected faxes, e-mails &amp; 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.</td>
<td>Verbal/written counseling and HIPAA re-education Written report filed in student clinical evaluation and student record</td>
</tr>
<tr>
<td>Level II</td>
<td>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.</td>
<td>Verbal / written counseling and HIPAA re-education. Probation or other disciplinary action up to dismissal from the program. Written report filed in student record.</td>
</tr>
<tr>
<td>Level III</td>
<td>Releasing or using patient data without the Affiliate Agency or faculty approval. Accessing PHI without having a legitimate need to know. Accessing PHI due to curiosity or concern, such as a family member, friend, neighbor, coworker, famous or “public” person, etc. Posting PHI to social media; examples includes photos and videos of patient or information gained in the nurse-patient relationship</td>
<td>Verbal/ written counseling and HIPAA re-education. Removal from clinical site. Documentation in student evaluation. May result in failure of the course. Probation or other disciplinary action up to dismissal from the program. Written report filed in student record.</td>
</tr>
</tbody>
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Appendix F
University of New England
Class Representative Guidelines
School of Nursing

Class Representative Guideline:

1. The UNE School of Nursing’s programs shall have two representatives from both the ABSN and BSN classes beginning with the second semester/second year moving into the third and fourth years. The class representative(s) will serve as liaisons between the class and the faculty at large. This process will be overseen by faculty advisors in the School of Nursing. This will allow students in each class the opportunity to give input into the program and developing issues at regularly scheduled times. The representative will be selected by the class as facilitated by the designated faculty advisor/s that academic year and are expected to be present at designated faculty meetings, Advisory board meetings, and other requested meetings/events. This will allow for the opportunity to give input into the development of academic policies and procedures as well as pertinent issues that arise.

2. Pertinent issues are addressed and documented in the Systematic Program Evaluation Plan, and in committee-specific minutes.

3. Each cohort will choose representatives by nomination and ballot at the beginning of the appropriate year/entry (Sophomores-January for 1 semester, Juniors-September-2 semesters or 1 academic year, Seniors- September for 2 semesters or 1 academic year, ABSN’s-January upon entry to program for 3 semesters) The students will be elected by their peers following a nomination process (includes self-nominations).

4. Class representatives attend pertinent faculty meetings and have the responsibility of bringing class issues/concerns of a general nature to the faculty for discussion and/or resolution. Class issues/concerns are measured as affecting a number of individuals. Representatives are equally responsible for reporting back to the students the results of such discussions as well as any other matters concerning the class or student body as a whole. Course issues are not appropriate for discussion if the faculty has not previously been informed and included in a prior discussion/resolution.
Acknowledgements & Permissions

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

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

Signature: _______________________________
Print Name clearly: _______________________________
Date: _________________

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

Signature: _______________________________
Print Name clearly: _______________________________
Date: _________________

Permission for Release of Information for any Employment and Scholarship Purposes
I, ________________________________, give permission for the faculty in the School of Nursing at the University of New England to provide reference information upon my request. I understand that the nature and scope of reference documentation is limited to information sought by potential employers, scholarship and award committees and any future colleges/universities where I may seek application.

Signature: _______________________________
Print Name clearly: _______________________________
Date: _________________
PERSONAL email: _______________________________

Current Contact Information
Cell: _______________________________
Current Student Address: ________________________________________________________
Emergency Contact Name: _______________________________
Emergency Contact Phone: _______________________________
Emergency Contact Relation: _____________________________
RELEASE FOR PHOTOGRAPHY AND VIDEOGRAPHY PROJECT

I hereby authorize the University of New England (UNE), and anyone acting pursuant to its authority to:

1. Record my likeness and voice on a video, audio, photographic, digital, electronic, or any other medium.
2. Use my name in connection with these recordings.
3. Use, reproduce, display, distribute, and make derivative works in any medium (e.g., print, digital, and/or any other media formats and platforms now known or hereafter devised) of these recordings for any purpose that UNE, and those acting pursuant to its authority, deem appropriate.

I release UNE and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with such use(s). I understand that all such recordings, in whatever medium, shall remain the property of UNE.

I am (over) (under) eighteen years of age and have read the above authorization and release prior to its execution. I further affirm that I am granting this authorization voluntarily and that I may revoke my consent for release, in writing, at any time by delivering a signed letter to such effect to the Director of Public Relations at UNE, in accordance with the Family Educational Rights and Privacy Act. I agree that if I submit such a revocation, it shall not affect disclosures previously made by UNE prior to its receipt of any such written notification. The notification must be sent via certified mail to: Sarah Delage, Director of Public Relations, Office of Communications, 716 Stevens Avenue, Portland, ME 04103.

________________________
NAME

________________________
ADDRESS

________________________
PHONE

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EMAIL

________________________
SIGNATURE

________________________
DATE