

NURSING, B.S.N. – 12-MONTH ACCELERATED PROGRAM

Contact

Donna L. Hyde, M.S.N./Ed., RN, MGSF
Director, Nursing
dhyde@une.edu

Mission

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

Philosophy

Nursing is a caring art and science that encompasses the diagnosis and treatment of human responses to health and illness. The nurse serves in multiple capacities, using a variety of theoretical frameworks to guide individuals, families, and communities¹ of diverse cultures and backgrounds toward identifying their own needs for health care, healing, and health promotion, moving toward and maintaining health in their human experiences.

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

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

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

Self-care practices can positively impact student academic achievement, individual, family, and community outcomes, and perceived well-being. Students are encouraged to take responsibility for and become skilled in self-care to ensure personal health, emotional resiliency, and ability to

care for others. As future nurses, students have an ethical duty to care for their own health and safety in order to provide safe care for others.

¹ Individual, family, and community is referred to as "client" by the National Council of State Boards of Nursing (NCSBN), which also includes significant others and populations.

Major Description

The Accelerated Bachelor of Science in Nursing (A.B.S.N.) is an academically rigorous 12-month professional program designed for highly motivated and committed students who have successfully completed a baccalaureate degree in a discipline other than nursing. Students build on a foundation of knowledge from previous learning and engage immediately in nursing coursework starting in the first term. The ABSN program mirrors the Nursing program's vision, mission, philosophy and program outcomes for BSN education.

Throughout the 12 months, students build on a foundation of knowledge from previous learning and are fully immersed in nursing coursework and clinical experiences beginning in the first semester of the program. This structure provides emphasis on 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.

Transfer Credit

See Undergraduate Admissions (<https://catalog.une.edu/undergraduate/admissions/>) for more information.

Admissions

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UNE Student Immunization Requirements

1. Tetanus/Diphtheria (Td) (< 10 years ago) – UNE specific
2. Measles/Mumps/Rubella (MMR) proof of two vaccinations or proof of positive immunity – UNE specific

Students are required to provide proof of the above UNE required immunizations to the Student Health Center.

Students must provide proof of immunizations to the Student Health Center at UNE as well as the School of Nursing through DISA online vendor.

Clinical Placement Requirements

Nursing Additional Immunization and Requirements

1. Annual Influenza Vaccination (may submit request for waiver; however, this is not guaranteed by partner healthcare facilities)
2. 10-panel drug screen¹
3. Hepatitis B (initial series and proof of positive immunity)
4. Varicella (chicken pox) proof of two vaccinations or proof of positive immunity
5. Tuberculin Skin Testing two-step test – annual testing may be required at site-specific locations.
6. Criminal Background Check¹
7. Basic Life Support CPR through American Heart Association (only) at the Healthcare Provider level.

8. HIPAA training modules through UNE HIPAA Compliance Office (annual) and site-specific HIPAA compliance based on clinical placement
9. Attestation of meeting Technical Standards per Student Handbook.

¹ Students with positive drug screens or background checks may be dismissed from the Nursing program if denied placement to clinical partner site(s).

Financial Information

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more tuition and fee information, please consult this catalog's Financial Information (<https://catalog.une.edu/undergraduate/financial-information-undergraduate-programs/>) section.

Other expenses include travel to clinical or experiential sites, nursing equipment, and more. Additional tuition costs will be associated with courses which are out of progression or do not meet criteria for major requirements based on financial aid regulations. Further questions related to tuition and college expenses should be directed to **Student Financial Services**.

Equipment

Students are responsible for the costs of the following required items upon beginning clinical/experiential placements: uniforms, shoes, nametag, watch with a second hand, dual-head stethoscope, adult blood pressure cuff, and penlight. A comprehensive list will be provided ahead of clinical rotations.

Transportation

Nursing students are responsible for their own transportation to clinical facilities and experiential events throughout the program.

Commencement Activities

Commencement activity expenses include the cost of the cap and gown for the university commencement ceremony (graduation). These expenses vary each year. Students may inquire in the nursing office for an estimate of costs.

Financial Aid

Detailed information and applications are available on request from the Student Financial Services Office. For more information, please contact Student Financial Services. (<https://www.une.edu/sfs/>)

Curricular Requirements

Code	Title	Hours
Prerequisites Completed Before the Start of the Program (taken within ten years of admission)		
	Nor'easter Core Requirements (https://catalog.une.edu/undergraduate/core-curriculum/)	40
	A&P I w/Lab	4
	A&P II w/Lab	4
	Ethics	3
	Human Growth and Development (Lifespan)	3
	Microbiology w/Lab	4
	Nutrition or Chem w/Lab	3-4
	Pathophysiology	3
	Statistics	3

Program Required Courses

NSG 280	Adult Health I/Clin/Lab/Sim	8
NSG 306	Leading Evidence-Based Practice	5
NSG 315	Adult Health II	7
NSG 327	Health Assessment	3
NSG 328	Mental Health	4
NSG 342	Pharmacology	3
NSG 405	Transition to Professional Practice	3
NSG 420	Community/Public Health Nsg	3
NSG 424	Maternal/Child Care/Clin/Lab/S	8
NSG 456	Adult Health III	9

Total Hours **120-121**

¹ The purpose of the catalog is to provide a comprehensive list of required courses. The Nursing program can provide a degree map listing which courses should be taken in each stage of this timeline.

GRADUATION REQUIREMENTS

Graduation requirements include successful completion of all required coursework totaling 120 credits in the Bachelor of Science in Nursing program, as outlined in the academic catalog in effect at the time of admission. Once students have met the educational requirements as outlined by the Bachelor of Science in Nursing requirements, they are eligible to apply for the licensure examination through their respective boards of nursing.

Academic and Technical Standards

Department Policies

Academic Integrity Policy

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 will first be reviewed by the faculty of record for the course followed by the Director of Nursing. This may result in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

- Cheating, copying, or offering or receiving unauthorized assistance or information¹
- Fabrication or falsification of data, results, or sources for papers or reports, or experiential/clinical documentation
- Actions that destroy or alter the work of another student
- Multiple submissions of the same paper or report for assignments in more than one course without the permission of each instructor
- Plagiarism
 - The appropriation of records
 - Research materials
 - Ideas
 - Language of other persons or writers and the submission of them as one's own

¹ The Nursing program considers the use of Artificial Intelligence (AI) in these instances as a form of academic dishonesty. Please see course syllabi for details related to the use of Artificial Intelligence.

Please refer to the university Division of Student Affairs website (<https://www.une.edu/student-affairs/student-conduct/academic-integrity/>) for further information.

HIPAA Compliance

Prior to attending any experiential offering (clinical or community setting), it is mandatory that each nursing student document yearly completion of the UNE training program, acknowledging the legal responsibilities under the Health Insurance Portability and Accountability Act (HIPAA) in addition to the Nursing program training that highlights specific clinical environment examples/scenarios. Under this regulation, nursing students are permitted to have access to Protected Health Information (PHI) only when observing and performing direct client/patient care as a part of their training and must follow approved HIPAA policies on the usage of PHI. More detailed information is available in UNE's Nursing program Student Handbook, and will also be provided by the UNE HIPAA training program. Students requiring further clarification are referred to the faculty of the course.

Students will also be required to complete mandatory HIPAA training that is site-specific and will be assigned based on clinical or community placements. Both site-specific and annual UNE HIPAA training are requirements of experiential education. Students must comply with requirements and expectations for appropriate storage and transmittal of client information. No PHI can leave a covered entity site unless it is de-identified. All HIPAA violations will be reported to the UNE HIPAA Compliance Officer as well as HIPAA compliance personnel at experiential sites where client/patient were located.

WCHP Course and Instructor Evaluation Policy

Course and instructor evaluations are important tools providing meaningful feedback to course faculty and evaluation of program outcomes. All students will have access to course evaluation surveys at the end of each semester. Students are strongly encouraged to complete the evaluations in a thoughtful, professional manner, offering valuable feedback for programmatic review and refinement.

Nursing Academic and Progression Standards

Students accepted into the Westbrook College of Health Professions 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 Nursing program requirements.

Please see the Academic Policies and Regulations (<https://catalog.une.edu/undergraduate/academic-policy-regulations/>) of this catalog for further details.

- Students must maintain a minimum grade point average (GPA) of 2.50.
- Students must comply with requirements for attendance and professionalism (See Technical Standards, ANA Code of Ethics and clinical requirements).
- Students must acknowledge and comply with the policies stated in the UNE and Nursing Student handbooks.
- Students must obtain a minimum cumulative *examination* average of 77 (C+) in nursing courses with a clinical component in order

to successfully pass the course and progress through the program. Failure to do so will result in a delay of program progression.

- Students must obtain an overall grade of 77 (C+) or higher in all nursing courses in order to continue to progress without interruption or delay.
- Students must receive Satisfactory (S) level of evaluation in the clinical or experiential setting for each nursing course with a clinical/experiential component. Unsatisfactory (U) or Needs Improvement (NI) on the clinical/experiential component, regardless of the grade in the classroom/didactic component of the course, will result in failure of the course and will interrupt program progression. Final evaluation will be determined by didactic course faculty with input from clinical faculty and, if required, Director of Nursing and/or Acute Care Coordinator.
- If a student's exam average in a clinical course is 77 (C+) or greater, their final grade will be determined by the calculation as stated in the syllabus for the course. If a student's exam average is less than 77 (C+), the final grade will be determined by the exam grade average combined with the non-exam grades. If the exam grade average is less than 77, the final grade will be determined by the calculations as stated in the syllabus for the course; students will not receive higher than a C, but may receive less than a C according to the final calculations as stated in the course syllabus.
- Failure to obtain a minimum overall grade of 77 (C+) in any nursing course necessitates that the student repeat the course to achieve the minimum grade a maximum of one time.
- A student may enroll in nursing courses a maximum of two times. Enrollment consists of receiving a letter grade. Receiving a W from a course is not considered enrollment. A student may not withdraw (W) more than twice from a course.
- Students who are unsuccessful with coursework will have a delayed graduation. Financial aid or scholarship monies may be impacted if a student takes courses repeatedly or outside of major requirements. Students are advised to meet with Financial Aid to discuss student-specific circumstances.

Undergraduate Course Withdrawal Process

- Students who wish to withdraw from a course must consult their advisor and are encouraged to discuss their withdrawal with their faculty. To officially withdraw from the course, the withdrawal form should be completed and returned to the Registrar's Office before the last day to withdraw.
 - Ceasing to attend classes or notifying the faculty does not constitute an official withdrawal.
- Late Withdrawal: Requests to withdraw from a course after the deadline will only be considered in extreme circumstances
 - A student must consult with their advisor or program/academic director and submit a completed Academic Petition stating the extenuating circumstances and a letter of support for consideration. Late withdrawal petitions must be submitted to the Registrar's Office by the last day of class.
- Grade: A course withdrawal during the withdrawal period results in a grade of W, which appears on a student's official transcript. The grade does not impact the term or cumulative GPA.
- Eligibility: Withdrawing from a course may affect athletic eligibility, veteran's benefits, visa status, or financial aid. Please consult the appropriate office regarding the implications of withdrawing from a course on your eligibility.

Dismissal from the Nursing Program

A student may be dismissed from the nursing program for one or more of the following:

- Violations of the academic integrity policies.
- Following admission and enrollment, the discovery of dishonest proclamation of self-report of crime on the application, following criminal background discovery.
- A criminal background finding that results in a clinical partner's refusal to be admitted to the facility for clinical education.
- Failure to maintain a grade point average (GPA) of 2.50.
- Failure to achieve a grade of C+ or higher in any nursing course after a prior failure to achieve a satisfactory/passing grade in the same course.
- Failure to disclose pertinent criminal activity during the course of enrollment in the nursing program.
- Professional misconduct, including unsafe and unacceptable conduct, as stated in the Nursing Student Handbook (Technical Standards, University Academic Integrity Policy and ANA Code of Conduct).

Students dismissed from the nursing program related to academic deficiencies (low GPA or second failure of a nursing course) may file an Academic Appeal through an Academic Petition. The student must initiate the academic appeal and personal statement from the student with a letter of support from a faculty member will be required. Students must follow the proper steps identified in the university student handbook (<https://www.une.edu/student-affairs/student-resolutions/student-handbook/>).

Once submitted for review, faculty will submit their recommendation to the Director of the Nursing program regarding the decision on readmission to the nursing program. If the appeal is granted, the Registrar will be notified of the decision and student will be allowed to progress. If the appeal is denied at the Nursing program level, student may appeal to the Dean of the Westbrook College of Health Professions (see University Student Handbook).

Technical Standards

Technical standards consist of functional abilities essential for the delivery of safe and effective nursing care. These basic abilities make up the core components of nursing practice. An increased risk of untoward consequences may result in clients cared for by nursing students who fail to demonstrate functional abilities. In compliance with state and federal laws, nursing education programs must attend to these essential functional abilities in the teaching and evaluation of students preparing for the practice of nursing. This statement of technical standards identifies the functional abilities deemed by the Nursing Faculty in the Nursing program at the University of New England to be essential to the practice of nursing, and as such, are reflected in the requirement for satisfactory progression through the program and in the performance-based outcomes which are the basis for teaching and evaluating all nursing students. The technical standards can be found in the Nursing program Student Handbook.

Accreditation

The nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN) and approved by the Maine State Board of Nursing. Further information regarding accreditation can be obtained

from ACEN at 3390 Peachtree Road NE, Suite 1400, Atlanta, G.A. 30326. 1 (404) 975-5000, <https://www.acenursing.org>.

Program Outcomes

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

- Demonstrate the clinical judgment necessary for the provision of safe, evidence-based nursing care that improves health outcomes for individuals, families, and communities (Clinical Judgment/Evidence-based Practice).
- Demonstrate use of information management and client care technology that supports the provision of safe, quality nursing care (Informatics).
- Demonstrate leadership principles that support effective health care delivery (Leadership).
- Demonstrate effective interprofessional communication and collaboration that contributes to safe, quality, team-based care (Interprofessionalism).
- Demonstrate professional values including cultural humility and care to self that are inherent in the practice of nursing. (Professionalism/Self Care).

Westbrook College of Health Professions (WCHP) Core Values

- **Academic Excellence and Lifelong Learning:** Through a continuum of rigorous educational opportunities, the College ensures students achieve at the highest level of disciplinary proficiency and as members of diverse health teams. Academic priorities of critical reasoning, self-reflection, commitment to evidence-based practice, and cultural responsiveness inspire curiosity and a commitment to lifelong learning.
- **Integrity:** We advance an interactive learning culture grounded in authenticity, accountability, adherence to ethical principles, and professionalism. These qualities provide an essential foundation for enduring academic, clinical, professional and personal interactions.
- **Service:** We are committed to working together to serve the common good. Through local partnerships, service learning, and global endeavors, the College provides students with opportunities for meaningful community engagement, exploration of civic responsibility and reflection on complex problems facing society today.
- **Relational Connectivity:** Learning in the College takes place within a relationally-informed culture based in respect, caring, empathy, and compassion for all individuals, communities and populations.
- **Quality of Life and Well-being:** We promote the broadest definition of health to include physical, emotional, spiritual, environmental and planetary considerations. We believe attention to personal well-being promotes resilience, adaptability, perseverance and fulfillment in current and future endeavors.
- **Collaboration:** Collaboration is an ethos of the Westbrook College of Health Professions, grounded in an interprofessional/interdisciplinary culture that encourages collegial exchange across programs and amongst all students. Intentional preparation for team-based care equips learners for 21st-century health practice and leadership.
- **Community and Belonging:** We welcome diversity and celebrate difference among students, faculty, professional staff, clinical partners, and our extensive communities of interest. We believe that differences should not divide us; rather, we perceive differences as adding richness to our living and learning environments. The

College prioritizes cultural humility and curiosity throughout all educational offerings and campus life.

Interprofessional Competencies (2023)

Values and Ethics

Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.

Roles and Responsibilities

Use the knowledge of one's own role and team members' expertise to address individual and population health outcomes.

Communication

Communicate in a responsive, responsible, respectful, and compassionate manner with team members.

Teams and Teamwork

Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings.