

NURSING, B.S.N. – 4-YEAR 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 prepare 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 are 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 the ability to

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

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

During the last four semesters, students are deeply immersed in nursing course work and experiential learning which emphasizes clinical judgment, health and human functioning, care and therapeutics, person and environment, and health care resources. Nursing skill laboratories, combined with simulation and clinical experiences, occur in a variety of acute care 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).

Transfer Credit

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

Admissions

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

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.

Expenses include course resources, 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 the criteria for major requirements based on financial aid regulations. Further questions related to tuition and college expenses should be directed to Student Financial Services. (<https://www.une.edu/sfs/>)

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 at the end of sophomore year.

Transportation

Nursing students are responsible for their 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 at the University Campus. For more information, please contact Student Financial Services. (<https://www.une.edu/sfs/>)

Curricular Requirements

| Code | Title | Hours |
|-------------------------------------|---|-------|
| Nor'easter Core Requirements | | |
| | Nor'easter Core Requirements (https://catalog.une.edu/undergraduate/core-curriculum/) ¹ | 40 |
| Program Required Courses | | |
| BIO 104 & 104L | General Biology and General Biology Lab | 4 |
| BIO 208 & 208L | Intro Anatomy & Physiology I and Intro Anatomy & Phys Lab 1 | 4 |

| | | |
|--------------------|---|------------|
| BIO 209 & 209L | Intro Anatomy & Physiology II and Intro Anatomy & Phys II Lab | 4 |
| BIO 242 & 242L | Applied Microbiology and Applied Microbiology Lab | 4 |
| BIO 309 | Pathophysiology | 3 |
| CHE 130 & 130L | Principles of Chemistry and Principles of Chemistry Lab | 4 |
| MAT 120 | Statistics | 3 |
| NUTR 220 | Nutrition | 3 |
| NSG 103 | Essentials in Nursing Knowledge and Practice | 2 |
| NSG 202 | Introduction to Nursing | 3 |
| NSG 307 | Adult Health I | 6 |
| NSG 315 | Adult Health II | 7 |
| NSG 327 | Health Assessment | 3 |
| NSG 328 | Mental Health | 4 |
| NSG 332 | Evidence Based Pract (EBP) I | 2 |
| NSG 342 | Pharmacology | 3 |
| NSG 351 | Integrating Experience I | 1 |
| NSG 409 | Adult Health IV | 3 |
| NSG 420 | Community/Public Health Nsg | 3 |
| NSG 424 | Maternal/Child Care/Clin/Lab/S | 8 |
| NSG 432 | Evidence Based Pract (EBP) II | 2 |
| NSG 442 | Integrating Experience III | 1 |
| NSG 445 | Leadership | 2 |
| NSG 447 | Transition to Practice | 2 |
| NSG 456 | Adult Health III | 9 |
| PSY 105 | Introduction to Psychology | 3 |
| SOC 150 | Intro to Sociology | 3 |
| Total Hours | | 120 |

¹ Some courses fulfill both core and program requirements, the credits earned do not count twice towards the minimum total required credits for the degree.

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 at UNE

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. If warranted, the matter will be elevated to the Dean of the College. 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, receiving unauthorized assistance or information¹
- Fabrication or falsification of data, results, or sources for papers, reports, and patient care documents
- 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 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 documents 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/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 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 two to meet specific Nursing program requirements.

Progression Requirements for Freshman and Sophomore Years (Semesters 1–4)

In keeping with the minimum standards identified in the UNE student handbook, all students must achieve the minimum cumulative semester-end grade point average to meet University requirements found on the Academic Policy and Regulations (<https://catalog.une.edu/undergraduate/academic-policy-regulations/>) catalog page.

- Students must maintain the minimum GPA requirements.
- Failure to maintain the required GPA will result in university academic probation as described in the catalog of the University of New England.
- Students must also achieve a minimum grade of C in the following courses: CHE 130 Principles of Chemistry, BIO 104 General Biology, BIO 208 Intro Anatomy & Physiology I, BIO 209 Intro Anatomy & Physiology II, BIO 242 Applied Microbiology, BIO 309 Pathophysiology and MAT 120 Statistics. Failure to achieve a C will result in program-level probation and may affect academic progression and graduation date. This also applies to equivalent coursework transferred from other institutions.
 - Failure to earn a C or higher in any courses with the prefix BIO, CHE or MAT requires the student to repeat the course.
 - Failure to achieve a C or higher on the second attempt in any courses with the prefix BIO or CHE will result in dismissal from the nursing major.
 - Students must achieve a minimum *overall* course grade of 77 (C+) in NSG 103 Essentials in Nursing Knowledge and Practice and NSG 202 Introduction to Nursing.
 - Students must have successfully completed all Nor'easter Core and program-specific coursework, including NSG 103 Essentials in Nursing Knowledge and Practice and NSG 202 Introduction to Nursing, to progress to the junior semester on the Portland campus. Exceptions will be approved by BSN Coordinator (Faculty Mentor) and the Director of Nursing.
- A student may enroll in science or nursing courses listed above for a maximum of two times. Enrollment consists of receiving a letter grade. Receiving a W from a course is not considered official enrollment. A student may not withdraw (W) more than twice from a course.
- Repeated courses may /may not be covered under Financial Aid/Scholarship requirements. Students must meet with Student Financial Services to determine individualized impact.

Progression Requirements for Junior and Senior Years (Semesters 5–8)

- 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 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 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 official 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 and/or Scholarship monies may be impacted if a student takes courses repeatedly or outside of the major requirements. Students are advised to meet with Student Financial Services 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 the 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, veterans' benefits, visa status, or financial aid. Please

consult with the appropriate office regarding the implications of withdrawing from a course on your eligibility.

Dismissal from the Nursing Program at the 100- and 200- Course Level

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

- Violations of the academic integrity policies.
- Failure to maintain the university-required grade point average (GPA) in the Northeast Core Courses.
- Failure to achieve a grade of C+ or higher in NSG 103 Essentials in Nursing Knowledge and Practice and NSG 202 Introduction to Nursing after a prior failure to achieve a satisfactory grade in the same course.
- Failure to achieve a grade of C or higher in a required *science* course after a prior failure to achieve a satisfactory grade in the same course.
- A documented pattern of unprofessional behavior (Technical Standards, University Academic Integrity Policy, and ANA Code of Conduct).

Dismissal from the Nursing Program at the 300- and 400- Course Level

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

- Violations of the academic integrity policies.
- 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.
- A criminal background finding that results in a clinical partner's refusal to admit to the facility for clinical education.
- Discovery of falsification or omission of clinical background information on the application for admission.
- 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).
- Following admission and enrollment, the discovery of dishonest proclamation of self-report of crime on the application, following criminal background discovery.

Students dismissed from the nursing program related to academic deficiencies (low GPA, second failure of science courses 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 proper steps identified in the university student handbook (<https://www.une.edu/student-affairs/student-conduct/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).

Optional Program of Study Option

A student in the four year nursing major may elect to transfer into the bachelor's degree major in Health Sciences. This degree is only open to matriculated students at the University of New England. Special permission from the student's advisor, the Director of Nursing, and the Dean of the Westbrook College of Health Professions is required for enrollment in the Bachelors of Health Science program.

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 these 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 are 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> (<https://www.acenursing.org/>)

Student Learning Outcomes

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

- Demonstrate the clinical judgment necessary for provision of safe, evidence-based nursing care that improves health outcomes for individuals, families, and communities (Clinical Judgment/Evidence based Practice).
- 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).

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/team based 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 differences among students, faculty, professional staff, clinical partners, and our extensive communities of interest. We believe that differences should not divide us; rather we perceive difference 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.

Interprofessional 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.