UNIVERSITY OF MAINE AT FORT KENT
UNIVERSITY OF MAINE AT PRESQUE ISLE

DIVISION OF NURSING

STUDENT HANDBOOK
AY 2023-2024

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University of Maine at Fort Kent
Division of Nursing
Welcome

Greetings! Welcome to the University of Maine at Fort Kent (UMFK). On behalf of the Division of Nursing (DON), I am delighted that you have selected UMFK as a vehicle to achieve your learning and professional goals. Nursing is a magnificent and rewarding profession, one that offers a lifetime of career opportunities and satisfaction. The mission of UMFK DON is to educate and prepare caring, competent, and professional nurses who participate in maintaining, promoting, and optimizing the ever-changing health and well-being of patients and communities.

Nursing education programs at UMFK began over forty years ago with the initiation of the baccalaureate of science in nursing (BSN) degree program. To meet society's needs for more highly educated nurses, the faculty developed further nursing program options to include the RN-to-BSN and accelerated tracks.

The academic programs, faculty, and students have changed over time; however, UMFK's quality and reputation have remained solid and focused. An indicator of quality is that the nursing program is approved by the Maine State Board of Nursing and accredited by the Commission on Collegiate Nursing Education. The nursing faculty are highly competent educators and practitioners who are committed to baccalaureate nursing education. They have a wide range of professional, educational, and clinical experiences that span Masters and Doctoral preparations with a global perspective. Faculty have expertise in adult health, obstetrics, pediatrics, emergency, and psychiatric/mental health nursing practice, community health, nursing education, and health, quality, and safety promotion.

With its rural nursing focus, the BSN program at UMFK offers a unique perspective to students. The BSN program is designed to prepare professional nurses to meet evolving health care needs of individuals, families, and communities within a complex society. The program of study also provides a foundation for those who wish to pursue advanced study in nursing. The completion of the prerequisite courses in the liberal arts and sciences complement core nursing courses. Students learn to promote wellness from the perspective of disease prevention and health promotion, as well as providing illness care.

It is my pleasure to provide you with further information about the nursing program that you have chosen. I invite you to use this student handbook as an entry to learn more about the program, academic policies, and student information and learning resources.

We believe that we excel in preparing nurse leaders who are highly competent, knowledgeable, committed to the profession and who play an integral role in shaping the future of health care in Northern Maine and beyond. Thank you for the opportunity to share information with you about our program. Again, welcome to the Division of Nursing at UMFK!

Sincerely,

Erin C. Soucy PhD, RN
Dean of Undergraduate Nursing
Assistant Professor of Nursing

I. Introduction

Vision

The Division of Nursing provides a rigorous education founded upon the liberal arts, which prepares professional nurse graduates who holistically serve individuals, families, and communities, in a caring capacity in a complex global society.

Mission

As an integral part of our parent institutions, the UMFK/UMPI nursing faculty members deliver a transformative nursing education to prepare graduates who serve as nurse clinicians, scholars, and educators to meet the health needs of the people of Maine and beyond.

Core Values

In fulfillment of this mission, nursing faculty are committed to advancing nursing practice through living and teaching core values of:

Excellence:
Prepare nurses as clinicians and leaders who positively contribute to the nursing profession and society

Diversity:
Embracing diverse populations to create a multicultural community of learners encourages innovation, creativity, and acceptance

Community:
Collaborating with clinical partners to promote health and wellness, while responding to healthcare and workforce needs

Integrity:
Upholding the highest ethical standards of our profession is central to academic excellence

Caring:
Encompasses the mentoring, attention to, and involvement in student growth and success; supportive, quality care for all clients; and, respect for one another

Philosophy

As faculty, we believe:

- ***Person*** to be individuals, families, groups, communities, and populations. Person is a unique and holistic entity, comprised of mind, body, and spirit, and characterized by diverse values, preferences, and expressed needs.

- ***Nursing*** is a knowledge and practice-based profession, the purpose of which is to meet the complex health needs of diverse persons across the lifespan who live and work in ever-evolving environments. Nursing promotes health, reduces risk for illness and injury, and attends to the needs of person in multiple settings when disease, disability, disaster, or death occurs.

- ***Environment*** is the internal and external factors (physical, psychological, social, emotional, cultural, behavioral, economic, political, ethical, and spiritual) that influence the health, wellness, and illness of person. These factors can be manipulated to optimize the health and wellbeing of person.

- ***Health*** is unique to each person and evolves from values, beliefs, culture, and environment of person. Health can be optimized across the lifespan through knowledge, skills, and attitudes.

- ***Teaching/Learning*** processes are purposeful, discovery-based and thoughtful. As faculty, we believe we are responsible for fostering an effective learning environment that is collaborative and supports self-direction in the learner. Faculty teach and support students to develop thinking strategies (logic, reasoning, problem-solving, critical thinking), ethics and values, and communication skills, as well as to utilize the evidence-base of nursing in their practice. Faculty endeavor to teach curricular content directed at developing the competencies fundamental to the practice level of the learner, and ultimately to that of the entry-level practitioner. (Adapted from: AACN [2008], *The Essentials of Baccalaureate Education for Professional Nursing Practice*)

Code of Ethics for Nurses

Nursing students are expected to adhere to the *Code of Ethics for Nurses* (American Nurses Association [ANA], 2001). Students are encouraged to view the *Code of Ethics for Nurses with Interpretative Statements*, which are available on-line: https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/
(ANA, 2015).

Program Description

The University of Maine at Fort Kent offers an accredited professional baccalaureate nursing program founded upon the liberal arts and sciences. Over their course of study, students gain knowledge and skill in the social, behavioral, biological, and nursing sciences. Graduates are employed in a variety of practice settings to assist individuals, families, and communities to maintain, promote, and optimize their health and well-being. This program of study fosters the personal and professional growth of students and enhances the creative and intellectual abilities of those who wish to pursue advanced clinical and academic studies.

Each nursing major must complete a minimum of 120 hours of credit, including the general education core, nursing prerequisites, and nursing core courses as outlined on the individual program plan. Upon successful completion of the program, the student is awarded a Bachelor of Science in Nursing degree and is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). As part of the licensure application process, arrest and court records of final adjudication for any offense other than a minor traffic violation must be submitted for review to the Maine State Board of Nursing. The Maine State Board of Nursing may refuse to grant a license on the basis of a criminal record for convictions denominated in Title V Chapter 341 Section 5301 Subsection II of the Maine Revised Statutes Annotated. Applications of those who have been convicted of a felony and whose civil rights have been removed are considered to be incomplete until documentation that civil rights have been regained is presented to the Maine State Board of Nursing. Prospective and current students with a criminal history are responsible for contacting the Maine State Board of Nursing to ensure their licensing eligibility.

In keeping with the institutional mission and divisional goals, the Division of Nursing promotes an environment of respect and support for all persons regardless of gender, race/ethnicity, creed, or

abilities. Students with special needs are advised to refer to the "Students with Disabilities" section of this catalog.

Accreditation

The nursing program at UMFK is approved by the Maine State Board of Nursing, 24 Stone Street, 158 State House Station, Augusta, Maine, 04333-0158, and accredited by the Commission for Collegiate Nursing Education, 655 K Street, NW, Suite 750
Washington, DC 20001

Approval and accreditation is an external process affirming that established standards of excellence for baccalaureate nursing education are upheld by the Division of Nursing at UMFK. In addition, approval and accreditation assures students of transferability of state licensure and of eligibility for admission to graduate school. Further information about the approval and accreditation of the program can be obtained from any of the aforementioned regulatory and accrediting bodies.

The Faculty

The nursing faculty are committed to the academic, professional, and personal growth of students, and recognizes that students bring their own unique needs and interests to the classroom. All full-time faculty possess advanced nursing degrees and certificates at the master's or doctoral level with expertise in a variety of specialties. As part of the need for students to fully appreciate the roles and responsibilities for which the professional nurse is accountable, faculty incorporate a variety of teaching methodologies, including learner-centered strategies, experiential learning methods, and distance education modalities. Through all structured learning experiences, students are encouraged to develop leadership insight and skills with which to promote social justice and to advance professional issues through endorsement of the humanities.

The Curriculum

Nursing is a scholarly profession and a practice-based discipline that endeavors to optimize patient care outcomes. Nursing students must be educated to utilize data from multiple sources and to use clinical reasoning to provide patient care resulting in the most advantageous conclusions while being mindful of resource utilization. Nursing theories and concepts are drawn from the basic sciences, humanities, and other disciplines. An understanding of person, health, environment, and nurse are central to nursing and are reflected throughout the curriculum. These concepts are pervasive and progressive throughout the nursing curriculum. Application of these concepts is incorporated in the provision of care for patients across the lifespan. Earlier in the program, greater emphasis is placed on the acquisition of nursing knowledge and clinical competence, while later in the program; emphasis is placed on role development and professional values.

Student Learning/Program Outcomes

To successfully complete the nursing major, each graduate will demonstrate achievement of essential nursing student learning outcomes, which includes:

1. Professionalism: *(demonstrates accountability as a life-long learner for the delivery of evidence-based nursing care. Evaluates own practice that is consistent with ethical, moral, altruistic, humanistic, legal, and regulatory principles, and utilizes self-care to practice in a mindful manner)*

- Understanding the professional standards of practice, the evaluation of that practice, and the responsibility and accountability for the outcome of practice
- Showing commitment to provision of high quality, safe, and effective patient care
- Implementing a plan of care within legal, ethical, and regulatory framework of nursing practice
- Participating in life-long learning
- Enlisting system resources and participating in efforts to resolve ethical issues in daily practice

2. Leadership: (*demonstrates leadership in the professional practice setting through accountability, influence, change management, and collaboration with others in a way that will facilitate the establishment and achievement of shared goals*)

- Explaining the importance, necessity, and process of change
- Understanding the principles of accountability and delegation
- Implementing change to improve patient care
- Demonstrating purposeful, informed, outcome-oriented thinking
- Modeling effective communication and promoting cooperative behaviors

3. Patient-Centered Care: (*enters into a holistic, compassionate, respectful partnership with the patient and family that facilitates shared decision-making, recognizing consumer preferences, values, and needs in providing age and culturally appropriate, coordinated, safe, and effective care*)

- Understanding that care and services are delivered in a variety of settings along a continuum of care that can be accessed at any point
- Respecting and encouraging individual expression of patient values, preferences, and needs
- Understanding how health and illness are affected by socioeconomics, culture, race, spiritual beliefs, gender, lifestyle, and age
- Valuing the inherent worth and uniqueness of individuals and populations
- Supporting patient-centered care for individuals and groups whose values differ from their own

4. Evidence-Based Practice (EBP): (*identifies, integrates, and evaluates current evidence and research findings coupled with clinical expertise and consideration of consumers' preferences, experience, and values to make practice decisions for quality outcomes*)

- Describing the concept of evidence-based practice (EBP), including the components of research evidence, clinical expertise, and patient/family values
- Participating in data collection and other research activities
- Basing individualized care on best current evidence, patient values, and clinical expertise
- Facilitating integration of new evidence into standards of practice, policies, and nursing practice guidelines
- Valuing the need for continuous improvement in clinical practice based on new knowledge

5. Teamwork and Collaboration: (*practices effectively with the healthcare consumer, family, and inter-professional team(s), to build relationships and foster open communication, mutual respect, and shared decision-making*)

- Appreciating the importance of collaboration
- Functioning competently within own scope of practice as a member of the health care team

- Understanding the impact of effective team functioning on safety and quality of care
- Valuing the creation of system-solutions in achieving quality of care
- Contributing to effective team functioning

6. Communication: (*communicates effectively, fostering mutual respect and shared decision making to enhance knowledge, experience, and health outcomes*)

   - Understanding the principles of effective communication through various means, including verbal, written, and electronic methods
   - Understanding the physiological, psychosocial, developmental, spiritual, and cultural influences on effective communication
   - Identifying preferences for visual, auditory, or tactile communication
   - Making appropriate adaptations in own communication based on patient and family assessment
   - Interpreting differences in communication styles among patients and families, nurses, and other members of the health team

7. Systems-Based Practice: *(is knowledgeable and responsive to the changing healthcare system and demonstrates the ability to access resources in a safe, effective, and financially responsible manner to provide value-based care)*

   - Understanding interrelationships among nursing, the nursing work unit, and organizational goals
   - Planning, organizing, and delivering patient care in the context of the work unit
   - Understanding the concept of patient care delivery models
   - Valuing the need to remain informed of how legal, political, regulatory, and economic factors impact professional nursing practice
   - Valuing effective communication and information sharing across disciplines and throughout transitions in care

8. Informatics and Technology: (*demonstrates proficiency in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision making for safe practice*)

   - Defining the impact of computerized information management on the role of the nurse
   - Extracting selected electronic resources and integrating them into a professional knowledge base
   - Evaluating information and its sources critically and incorporating selected information into his or her own professional knowledge base
   - Applying technology and information management tools to support safe processes of care and evaluate impact on patient outcomes
   - Using and evaluating information management technologies for patient education

9. Safety: *(utilizes clinical reasoning and critical thinking that drives a culture of safety to prevent risk of harm to healthcare consumers, families, colleagues, and the environment)*

   - Describing factors that create a culture of safety
   - Recognizing that both individuals and systems are accountable for a culture of safety
   - Demonstrating effective use of strategies at the individual and systems levels to reduce risk of harm to self and others
   - Valuing system benchmarks that arise from established safety initiatives

- Participating in analyzing errors and designing systems-improvements

10. Quality Improvement: *(contributes to evidence-based nursing practice by participating in improvement strategies/processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems)*

- Recognizing that quality improvement is an essential part of nursing and health care delivery
- Actively seeking information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources
- Describing approaches for improving processes and outcomes of care
- Participating in the use of quality improvement tools to assess performance and identify gaps between local and best practices
- Participating in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care

11. Geriatrics: (*values the unique psychosocial, physical, and cultural attributes of the older adult in order to promote healthy aging and provide safe and effective care*)

- Acknowledges the older adult's independence and ability to self-direct
- Identifies nursing role in advocating for older adults
- Identifies barriers to communication with older adult
- Assesses symptoms related to geriatric syndromes and common illnesses of older adults
- Recognizes the importance of the interdisciplinary team in helping an older adult and/or their caregiver(s) make healthcare decisions

Adopted from Massachusetts Department of Higher Education Nursing Initiative (2010), *Nurse of the Future: Nursing Core Competencies* and Maine Partners in Nursing (2013)*: Maine Nursing Core Competencies*

Level Outcomes

To ensure graduates are prepared to fulfill the roles of professional registered nurses, the nursing curriculum is built upon knowledge gained in the liberal arts and sciences and goes from simple to complex. The Level Outcomes are intended to demonstrate the ways in which students build, throughout the nursing curriculum, upon the knowledge, attitude, and skills acquired at each level of the nursing program.

Patient-Centered Care

Enters into a holistic, compassionate, respectful partnership with the patient and family that facilitates shared decision-making, recognizing consumer preferences, values, and needs in providing age and culturally appropriate, coordinated, safe, and effective care

Level 200
Understands that care and services are delivered in a variety of settings along a continuum of care that can be accessed at any point

Level 300
> Assesses patient values, preferences, decisional capacity, and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan, and evaluation of care

Level 400
> Provides holistic care that addresses the needs of diverse populations across the life span

Professionalism

Demonstrates accountability as a life-long learner for the delivery of evidence-based nursing care. Evaluates own practice that is consistent with ethical, moral, altruistic, humanistic, legal, and regulatory principles, and utilizes self-care to practice in a mindful manner

Level 200
> Understands ethical principles, values, concepts, and decision making that apply to nursing and patient care

Level 300
> Shows commitment to provision of high quality, safe, and effective patient care

Level 400
> Understands the importance of reflection to advancing practice and improving outcomes of care

Leadership

Demonstrates leadership in the professional practice setting through accountability, influence, change management, and collaboration with others in a way that will facilitate the establishment and achievement of shared goals

Level 200
> Recognizes the role of the nurse as leader

Level 300
> Values critical thinking processes in the management of client care situations

Level 400
> Anticipates consequences, plans ahead, and changes approaches to get best results

Systems-Based Practice

Is knowledgeable and responsive to the changing healthcare system and demonstrates the ability to access resources in a safe, effective, and financially responsible manner to provide value-based care

Level 200
> Appreciates the complexity of the work unit environment

Level 300
> Plans, organizes, and delivers patient care in the context of the work unit

Level 400

    Appreciates that legal, political, regulatory and economic factors influence the delivery of patient care

Informatics and Technology

Demonstrates proficiency in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision making for safe practice

Level 200

    Values the importance of technology on patient care

Level 300

    Applies technology and information management tools to support safe processes of care and evaluate impact on patient outcomes

Level 400

    Appreciates the contributions of technology as a tool to improve patient safety and quality

Communication

Communicates effectively, fostering mutual respect and shared decision making to enhance knowledge, experience, and health outcomes

Level 200

    Assesses the patient's ability to communicate

Level 300

    Uses clear, concise, and effective written, electronic, and verbal communications

Level 400

    Able to distinguish between effective and ineffective communication with patients and families

Teamwork and Collaboration

Practices effectively with the healthcare consumer, family, and inter-professional team(s), to build relationships and foster open communication, mutual respect, and shared decision-making

Level 200

    Describes scope of practice and roles of interdisciplinary and nursing health care team members

Level 300

    Solicits input from other team members to improve individual and team performance

Level 400

    Contributes to effective team functioning

Safety

Utilizes clinical reasoning and critical thinking that drives a culture of safety to prevent risk of harm to healthcare consumers, families, colleagues, and the environment

Level 200
Describes factors that create a culture of safety

Level 300
Demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others

Level 400
Values the systems' benchmarks that arise from established safety initiatives

Quality Improvement

Contributes to evidence-based nursing practice by participating in improvement strategies/processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems

Level 200
Recognizes that quality improvement is an essential part of nursing

Level 300
Participates in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care

Level 400
Actively seeks information about quality initiatives in their own care settings and organization

Evidence-Based Practice

Identifies, integrates, and evaluates current evidence and research findings coupled with clinical expertise and consideration of consumers' preferences, experience, and values to make practice decisions for quality outcomes

Level 200
Demonstrates knowledge of basic scientific methods and processes

Level 300
Bases individualized care on best current evidence, patient values, and clinical expertise

Level 400
Differentiates clinical opinion from research and evidence summaries

Geriatrics

Values the unique psychosocial, physical, and cultural attributes of the older adult in order to promote healthy aging and provide safe and effective care.

Level 200
Recognizes personal biases, beliefs, and values related to aging and appreciates cultural, ethnic, and spiritual aspects of aging

Level 300
Reviews social barriers to aging in place including but not limited to, transportation, access to medications, caregiver support, and basic needs

Level 400
Demonstrates an understanding of the role of nursing in managing a nursing team to provide care to an older adult

Philosophy of Teaching/Learning

Student
The baccalaureate nursing student is expected to be responsible for his/her own learning. This responsibility is demonstrated by active involvement in the learning process. Active involvement is demonstrated by the following behaviors:

- Awareness and achievement of course objectives and requirements.
- Critical, objective, and constructive evaluation of one's own progress.
- Critical, objective, and constructive evaluation of the course's contribution to the learning process.
- Utilization of the preceding behaviors in collaboration with the instructor to facilitate successful completion of the course.

Instructor
The instructor is responsible for facilitating the student's learning process and providing an environment conducive to the achievement of course objectives and requirements. This facilitation is demonstrated by the following behaviors:

- Assist the student in the selection of learning experiences appropriate to student needs and course objectives.
- Identify clearly course objectives, criteria and requirements.
- Extend and increase the depth of information available for student utilization.
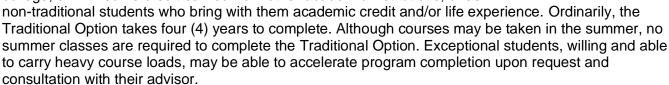- Collaborate with the student in meeting individual learning needs.

II. Curriculum

Program Options and Descriptions

The BSN degree is available to students through one of three options: a traditional BSN entry-level track; an accelerated track for those students who already hold an earned baccalaureate degree; and, an RN-to-BSN track for students who are already licensed as Registered Nurses. All students who select the nursing major are required to meet the criteria for one of these options.

Traditional BSN Track

This option is for traditional students who transition from high school to college, or with some credit earned from other academic institutions; or as non-traditional students who bring with them academic credit and/or life experience. Ordinarily, the Traditional Option takes four (4) years to complete. Although courses may be taken in the summer, no summer classes are required to complete the Traditional Option. Exceptional students, willing and able to carry heavy course loads, may be able to accelerate program completion upon request and consultation with their advisor.

Students in the traditional program are advised to limit their employment while in the nursing major so as to remain focused on their program of study. The costs of tuition, computerized exams, textbooks, uniforms, and other costs may be offset with financial aid. Loans, grants, and scholarships are also available to students considering the nursing major. Information can be obtained from the UMFK website (https://www.umfk.edu/financialaid/), or by contacting the Financial Aid office at 207-834-7606.

Transfer students: This option is for students wishing to transfer to the traditional nursing program from other colleges. Transfer students must meet general university admission requirements. A "C" grade or better must be demonstrated for any transfer credit to be acceptable for transfer to the nursing major for general education and support courses. A C+ or better is required for NUR or HLT coursework to be transferable. In addition, achievement of a minimum cumulative 2.5 GPA is also required. Clinical nursing courses from other nursing programs are nontransferable; however, transcripts and/or nursing course syllabi can be reviewed upon individual requests. Once matriculated at UMFK, students must take NUR/HLT courses through UMFK.

Application to UMFK must be accompanied by a letter from a previous faculty member, preferably a nursing faculty, and addressed to the Division of Nursing. The letter must indicate the student left the institution(s) in good academic standing, and in that faculty member's best estimation, the student is capable of completing the nursing major within a 4-year period.

Acceptance into the nursing program as a transfer student is contingent upon the student meeting all entrance requirements, as well as availability of class and clinical space. Depending on the course credits being transferred, prospective transfer students may be required to demonstrate satisfactory validation of nursing knowledge and skills which may require registration for directed study credits, testing, or demonstration of skills.

Admission Guidelines for Traditional Track

The applicant to the nursing major should have completed the college preparatory curriculum during high school. Applicants who have not completed this track may be evaluated on an individual basis. Additionally, the applicant is expected to have:

1. Graduated from an approved high school or GED equivalent;
2. Completed each of the following courses with a minimum grade of C, preferably in the college preparation track:
   - Sciences: Two years
        Biology with lab
        Chemistry with lab
        Anatomy and Physiology
   - Mathematics: Two years
        Algebra I
        Algebra II and/or Geometry
   - English: Four years
   - Social Sciences: Two years
   - Foreign Language: Recommended;
3. Prior to Fall 2005 achieved a probable combined score of 900 on the SAT; after Fall 2005 a combined score of 1350 is recommended. A composite score of 19 on the ACT examination is the equivalent score. The SAT or ACT scores are recommended, but not required; and
4. Submitted one letter of recommendation from a math teacher, science teacher, or a support letter demonstrating community service.

Students who do not meet the criteria listed in the catalog are considered on an individual basis, and an interview with an academic advisor may be required. Students admitted *conditionally* are enrolled up to a maximum of 12 course credits, therefore, the length of time for program completion may be extended.

UMFK – NURSING CURRICULAR SAMPLE PLAN
Fall 2019-2023

FRESHMAN FALL SEMESTER

Course	Course Title	Credits
BIO 220	Anatomy and Physiology I	4
ENG 100	English Comp. I*	3
NUR 101	Foundations of Professional Nursing I	2
NUR 201L	Fundamentals of Nursing Lab I^	1
HIST	U. S. History/Western Civilization*	3
MAT XXX		3
TOTAL CREDITS		**16**

FRESHMAN SPRING SEMESTER

Course	Course Title	Credits
BIO 221	Anatomy and Physiology II	4
ENG 101	English Comp. II*	3
PSY 100	General Psychology*	3
NUR 202L	Fundamentals of Nursing Lab II^	1
NUR 102	Foundations of Professional Nursing II	2
LANG	Foreign Language* *(may need 6 credits total)*	3
TOTAL CREDITS		**16**

Total credits: 32; general education credits: 15; support courses: 11; nursing: 6

SOPHOMORE FALL SEMESTER

Course	Course Title	Credits
NUR 309/L	Holistic Health Assessment	4
BIO 368	Genetics/Genomics	2
CHY	Chemistry	4
TECH	Intro to Information Technology	4
NUR 205L	Clinical Preparation Lab	2
TOTAL CREDITS		**16**

SOPHOMORE SPRING SEMESTER

Course	Course Title	Credits
PSY 308	Human Development	3
BIO 353	Microbiology	4
NUR 302	Pharmacology	3
MAT 351	Statistics	3
NUR 245	Clinical Judgement and Reasoning	2
TOTAL CREDITS		**15**

Total credits: 34; general education credits: 4; support courses: 16; nursing: 13

JUNIOR FALL SEMESTER

Course	Course Title	Credits
HLT 386	Nursing and Healthcare Policy	3
NUR 330	Adult Health I (acute)	5
NUR 335	Family Health I	4.5
BIO 401	Pathophysiology	3
TOTAL CREDITS		**15.5**

JUNIOR SPRING SEMESTER

Course	Course Title	Credits
NUR 301	Promoting Healthy Rural Communities	3
NUR 360	Adult Health II (chronic)	5
NUR 365	Family Health II	4.5
ORAL	Oral Communications*	3
TOTAL CREDITS		**15.5**

Total credits: 31; general education credits: 3; support courses: 3; nursing: 25

SENIOR FALL SEMESTER

Course	Course Title	Credits
NUR 401	Health Related Research	3
NUR 452	Psych/Mental Health	5
NUR 425	Adult Health III (complex)	8
TOTAL CREDITS		**16**

SENIOR SPRING SEMESTER

Course	Course Title	Credits
NUR 380	Transcultural Care in Nursing*	3
NUR 497	Preceptorship	4
HLT 407	Leadership & Management	3
ENG	Literature	3
ART/MUS	Art or Music	3
TOTAL CREDITS		**16**

Total credits: 32; general education 6; nursing 26
TOTAL - 126 CREDITS: Gen. Ed 28; support 30; nursing 68

* Satisfies general ed. Requirement; accepted by nursing faculty 11/10/00; accepted by Academic Council 11/21/00; revisited & approved 5/22/02; updated 2006; revised 1/07; revised 8/08; 1/30/15; 1/23/17; Reviewed, revised, updated April 2019
^ NUR212L: CNA's will take NUR 212L in lieu of NUR 201L & NUR 202

The Accelerated Bachelor of Science in Nursing (ABSN) track

This track is a 4-semester program intended for students who have an earned baccalaureate degree. The majority of courses within this program track are in nursing whereby students build upon the learning acquired in the liberal arts and sciences from their previously earned undergraduate degree. To facilitate the student's successful completion of this program of study, a number of teaching modalities are utilized, including directed studies, traditional classroom, and distance learning. Student success is premised upon the ability to be a motivated, flexible, and self-directed learner. Enrollment as a full-time student is a requirement in this track.

Admission Requirements for Accelerated Track

Students who wish to be admitted into the ABSN degree must:

Admission Requirements
Students who wish to be admitted into the ABSN degree must:
1. hold an earned undergraduate bachelor's degree from an accredited university or college;
2. have an earned, cumulative GPA of 3.2 or better on a 4.0 scale for all college coursework;
3. have successfully completed a college/university course in anatomy and physiology (including all systems) with a minimum grade of C;
4. have successfully completed a college/university statistics course.
5. be enrolled as a full-time student; and,
6. students must be prepared to start courses online in the summer.
7. consideration of applicants to the accelerated program is based on a competitive process.
8. enrollment may be limited due to availability of clinical learning facilities.

*Clinical space or enrollments may be capped on a year to year basis.
*Students may occasionally begin in the traditional program track and then wish to transfer to the accelerated program track. This transfer of program tracks is allowed only if the student meets all accelerated admission requirements upon application to UMFK and does not fail any courses once matriculated at UMFK.

To complement their learning and enhance their success, students are strongly encouraged to complete the following courses in preparation for the ABSN:

- Microbiology and lab
- Human Nutrition
- Chemistry and lab – organic or biochemistry
- Growth and development across the lifespan
- Transcultural Care in Nursing
- Healthcare Policy

UMFK – NURSING CURRICULAR SAMPLE PLAN
ACCELERATED STUDENT PLAN
2020-2024

Pre-requisite courses include an anatomy and physiology course, covering all body systems, and a statistics course.

SUMMER SEMESTER (online courses)

Course	Course Title	Credits
Please note students come to campus 3 weeks prior to the start of the fall semester to complete lab component.		
NUR 309	Holistic Health Assessment with lab	4
NUR 302	Pharmacology	3
NUR 304 L	Concepts in Professional Nursing Lab	2
NUR 304	Clinical Concepts in Professional Nursing	3
TOTAL CREDITS		12

Total credits: 24.5

FIRST SEMESTER (FALL)

Course	Course Title	Credits
BIO 401	Pathophysiology	3
NUR 335	Family Health I	4.5
NUR 330	Adult Health I (acute)	5
TOTAL CREDITS		12.5

SECOND SEMESTER (SPRING)

Course	Course Title	Credits
NUR 301	Promoting Healthy Rural Communities	3
NUR 360	Adult Health II (chronic)	5
NUR 365	Family Health II	4.5
NUR 407	Leadership & Management	3
TOTAL CREDITS		15.5

Total credits: 31.5

THIRD SEMESTER (SUMMER OR FALL)

Course	Course Title	Credits
NUR 401	Health Related Research	3
NUR 452	Psych/Mental Health	5
NUR 425	Adult Health III (complex)	8
TOTAL CREDITS		16

PROGRAM COMPLETION OFF SITE AT END OF THIRD SEMESTER

Preceptorship (offsite, **4 credits**)
Anticipated completion in November

TOTAL – 60 CREDITS

UMPI – NURSING CURRICULAR SAMPLE PLAN
ACCELERATED STUDENT PLAN
2020-2024

Pre-requisite courses include an anatomy and physiology course, covering all body systems, and a statistics course.

FALL SEMESTER (online courses)

Course	Course Title	Credits
Please note students come to campus 3 weeks prior to the start of the fall semester to complete lab component.		
BIO 401	Pathophysiology	3
NUR 302	Pharmacology	3
NUR 309	Holistic Health Assessment	3
NUR 304	Clinical Concepts in Professional Nursing	3
TOTAL CREDITS		12

Total credits: 27.5

SPRING SEMESTER (first semester on campus)

Course	Course Title	Credits
NUR 301	Promoting Healthy Communities	3
NUR 304 L	Concepts in Professional Nursing Lab	2
NUR 365	Family Health II	4.5
NUR 360	Adult Health II (chronic)	5
NUR 309 L	Holistic Health Assessment Lab	1
TOTAL CREDITS		15.5

SUMMER SEMESTER (on campus)

Course	Course Title	Credits
NUR 330	Adult Health I (acute)	5
NUR 335	Family Health I	4.5
NUR 407	Leadership & Management	3
TOTAL CREDITS		12.5

Total credits: 28.5

FALL SEMESTER (on campus)

Course	Course Title	Credits
NUR 401	Health Related Research	3
NUR 452	Psych/Mental Health	5
NUR 425	Adult Health III (complex)	8
TOTAL CREDITS		16

FINAL SEMESTER (SPRING)

Preceptorship (offsite, **4 credits**)
Anticipated program completion in February/March

TOTAL – 60 CREDITS

General Information: Academic and Clinical Progression Policies for Traditional and Accelerated BSN Tracks

To progress in the nursing major, students are required to meet the following academic policies:

1. Attainment of a "C" grade or better in all non-nursing courses (i.e. general education and nursing support classes) including those transferred in once the student matriculates. Attainment of a "C +" or better grade in all nursing core (NUR/HLT) classes.
2. Any general education or prerequisite course can be repeated, but only once, to achieve the necessary "C" grade or minimum 2.5 GPA;
3. Course failures in any two BIO/NUR/HLT courses or a second course failure in the same BIO/NUR/HLT course results in program dismissal. Course failure is defined as less than a C in any BIO course, including those transferred in once a student matriculates; less than a C+ in any NUR/HLT course; or a second failure in the same BIO/NUR/HLT course; students who transfer in a failing BIO course grade will have this grade count as a course attempt.
4. Students who withdraw from a BIO/NUR/HLT course must enroll in the course the next time it is offered. Withdrawal from the same course twice counts as a course failure. Students experiencing extenuating circumstances may be considered for an approved course withdrawal, which does not count against them, by writing an appeal to the Admissions, Advisement, and Advancement (AAA) Committee as long as the appeal is made at the time of the occurrence and if the student is passing the course. Course withdrawal in not granted retroactively after the final course grade is recorded.
5. Students must successfully complete the didactic, laboratory, and clinical components of a course to meet the requirements for the course. If students are unsuccessful in any of the course components, they must repeat the course in its entirety (class, lab, and/or clinical);
6. To successfully complete any NUR/HLT (nursing) course, the student must achieve a minimum 78% average over all written examinations and must receive a 78% overall grade in the course;
7. If students are required to enroll in the NUR 497 capstone course, the NUR 497 C preceptorship start date is delayed by five weeks.
8. Maintenance of a cumulative 2.5 grade point average in all coursework completed at UMFK.
9. Provide evidence of a health history, physical examination, and immunization history acceptable for institutions in which clinical experiences occur, include: annual flu shots, Hepatitis B, MMR, PPD, and Varicella. Students are required to register with Verified Credentials and submit immunization, criminal background history, and CPR status for tracking purposes; Students must have health insurance to enroll in clinical nursing courses; Liability insurance is required for students enrolled in Internship, Externship, and Preceptorship experiences;
10. Traditional students must declare Nursing as a major upon enrollment in NUR courses. Accelerated students must declare nursing as a major upon enrollment in NUR/HLT courses. Once matriculated into the nursing major, students must complete NUR/HLT courses through UMFK. Business majors must declare a concentration in Healthcare Administration to enroll in nursing (NUR/HLT) courses at level 300 or above or by instructor permission
11. Upon starting clinical courses, students must be enrolled in a clinical course each semester. If a semester does not include a clinical course, students are required to register for NUR 395. Students who have completed NUR 395, and have another semester without a clinical course must complete NUR 390. If a student has a third semester without a clinical course, and NUR 395 and 390 were completed, then they must take NUR 397.

RN-to-BSN track

This option is for those who are already licensed Registered Nurses (RN's). Graduates of state-approved diploma and associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in the Registered Nurse (RN) Option. This program is designed to be as flexible

and responsive to individual student needs as possible within the constraints of curriculum, university and accreditation requirements, and quality educational theory. The length of the program is dependent upon the amount of acceptable transfer credit; success in completion of CLEP, proficiency, and nursing examinations; and part-time or full-time status. In most instances, a minimum of two years should be anticipated for completion. Students may be eligible to be granted credit for prior learning, for example, credit for experiential learning or through a process of challenge examinations.

Admission Requirements

Admission to the online RN-to-BSN option requires:

1. Completion of application to nursing major, including official transcripts from all post-secondary programs submitted to admissions office;
2. A cumulative GPA of 2.5; and,
3. An active RN license.

Transfer Credits

Any courses identified as "nursing" on post-secondary school transcripts that apply to the degree plan for the RN-to-BSN major, will be assessed on an individual basis. Upon determination of eligibility, a block of 69 credits will be awarded in lieu of previous core nursing, support, and general education courses. Eligibility is determined on the basis of the student providing an official transcript giving evidence of graduation from an accredited school of nursing.

Articulation Agreements

Students who graduated from Central Maine Community College (CMCC), Eastern Maine Community College (EMCC), Kennebec Valley Community College (KVCC), Northern Maine Community College (NMCC), Southern Maine Community College (SMCC), and University of Maine at Augusta (UMA) are eligible for additional general education transfer credits when those courses are completed successfully at the above colleges. For transferability, such credits must be approved by the Registrar's Office and be completed with at least a grade of "C" or better. Please refer to the transfer credit policies in this catalog for complete information or contact the Registrar' Office. Further information about any of these options may be obtained from the RN-to-BSN advisor

RN to BSN students

Block Credit:

General Education Credit	Credit Hours	General Education Area
English Composition I	3 Credits	Communication
Speech	3 Credits	Communication
Math	3 Credits	Quantitative Reasoning
Anatomy and Physiology I and II	Included in support courses below	Natural Sciences
Psychology	3 Credits	Behavioral-Social Sciences
Sociology	3 Credits	Behavioral-Social Sciences
Computer Science	3 Credits	Information Fluency
Total General Education Credits	18 credits	
Support Courses	Credit Hours	
Anatomy and Physiology I and II (also listed above)	8 credits	
Microbiology	4 credits	
Growth and Development	3 credits	
Nutrition	Awarded in block below	
Pathophysiology	Awarded in block below	
Total Support Course Credits	15 (+ 6) credits	
Nursing Courses	Credit Hours	
Includes nursing courses, nutrition, pathophysiology, pharmacology, and health assessment	39 Credits	
Total Credits (Proposed)	69 credits awarded as a Block Credit Transfer	

General Education and Nursing Curriculum for RN to BSN students

General Education Credit	Credit Hours	General Education Area
English Composition II	3 credits	Communication
Statistics (if they do not have a college level statistics course)	3 credits	Quantitative Reasoning
Literature	3 credits	Literature
History	3 credits	History
Language	3 credits	Foreign Language
ART/MUS	3 credits	Visual and Performing Arts or Philosophy
COS XXX	3 credits	Information Fluency
Total General Education Credits	21 credits	.
Nursing Courses	Credit Hours	
Nursing (NUR) and HLT courses	30 credits	*The RN to BSN program currently includes 30 credits of NUR/HTL courses*
Total *UMFK* Credits	51 UMFK credits	*RN to BSN students will complete 30 credits of NUR/HLT credits and 21 General Education credits*
Total Upper Level Credits	47 credits of upper level credits	*This includes the NUR/HLT/Statistics and Nutrition/Pathophysiology/Micro/Growth and Development Credits (the latter awarded in transfer): 31+3+3+3+4+3*
Total Credits towards BSN degree (including block transfer credits)	69 + 51= 120 total credits for BSN degree	

UMFK requires 120 credits for baccalaureate degree completion; 30 credits must be completed through UMFK to meet residency requirements; 45 credits must be upper level; maintenance of a cumulative GPA of 2.5 or higher required to remain in the nursing major.

General Information: Academic Progression Policies in the RN to BSN Track

To progress in the RN-to-BSN option, students must:
1. Attain a "C" grade or better in all general education and support courses, including transfer courses. Students must earn a grade of C+ or better in all HLT/NUR courses. Any general education or support course in which a student earns a "C-" grade or less is unacceptable. Any HLT/NUR course in which a student earns a "C" grade or less is unacceptable;
2. Any course can be repeated, but only once, to achieve the necessary grade as explained above.
3. A student who receives less than a "C+" grade after repeating an HLT/NUR course will be required to withdraw from the nursing program;
4. Up to two HLT/NUR courses may be repeated, but each course only once, to achieve the necessary "C+" grade;
5. Students must successfully complete the didactic, laboratory, and clinical components of a course to meet the requirements for the course. If students are unsuccessful in any of the course components, they must repeat the course in its entirety;
6. Maintenance of a cumulative 2.5 grade point average in all coursework completed while matriculated at UMFK;
7. To successfully complete any HLT/NUR course, students must achieve a minimum grade of 78% in the course. In addition, a minimum grade of 78% averaged over all written examinations must be achieved to pass each course.

Grading Policy

Grading Criteria: To successfully complete HLT/NUR courses, the student must achieve a grade of 78% or better, averaged over *all* assigned coursework and skills demonstrations.

I.   written examinations (excluding quizzes); and,
II. assignments, skills demonstrations, quizzes and exams.

Grading Scale: A grade of "C" or lower will require that the course be repeated.

Grade	Percent	GPA
A	93-100%	4.0
A-	90-92%	3.67
B+	87-89%	3.33
B	83-86%	3.0
B-	80-82	2.67
C+	78-79%	2.33
C	76-77% (unsatisfactory for progression)	2.0
C-	70-75% (unsatisfactory for progression)	1.67
D+	60-66% (unsatisfactory for progression)	1.33
D	60-66% (unsatisfactory for progression)	1.0
F	≤59% (unsatisfactory for progression)	0

CNA Registry Requirements

Students apply themselves to be placed on the Maine CNA Registry. Students obtain a certificate from the UMFK Division of Nursing after completion of the requisite courses. Students can obtain an application form for the Maine CNA Registry at the following address:
https://www1.maine.gov/cgi-bin/online/licensing/begin.pl?board_number=6719

Students must **successfully** (grade of "C+" or better) complete the following courses to be eligible to apply for placement on the CNA Registry in the state of Maine:

BIO 220 Anatomy and Physiology I with Lab   Grade: _____

BIO 221 Anatomy and Physiology II with Lab   Grade: _____

NUR 101 Foundations of Professional Nursing I   Grade: _____

NUR 102 Foundations of Professional Nursing II   Grade: _____

NUR 201 Fundamentals of Nursing Lab I   Grade: _____

NUR 202 Fundamentals of Nursing Lab II   Grade: _____

NUR 309 Total Health Assessment with Lab   Grade: _____

PSY 100 Introduction to Psychology   Grade: _____

PSY 308 Human Development   Grade: _____

Check your GPA on MaineStreet *each* semester

Clinical Requirements

Nursing students must maintain a cumulative GPA of 2.5 or better to remain in the nursing major.
Please note that prior to starting clinical courses students **must** have completed, with a grade of C (C+ for NUR and HLT courses) or better, the following courses:

- BIO 220 Anatomy and Physiology I with lab
- BIO 221 Anatomy and Physiology II with lab
- BIO 353 Microbiology with lab
- BIO 368 Genetics/Genomics for Healthcare Professionals
- CHY 100 Chemistry with lab
- NUR 101 Foundations of Professional Nursing I
- NUR 102 Foundations of Professional Nursing II
- NUR 201 Fundamentals of Nursing Lab I
- NUR 202 Fundamentals of Nursing Lab II
- NUR 205 Clinical Preparation Lab
- NUR 245 Clinical Judgment and Reasoning
- NUR 302 Pharmacology
- NUR 309 Total Health Assessment with lab
- PSY 100 Introduction to Psychology
- PSY 308 Human Development

Students should also have the language and computer/technology requirements done because they are very difficult to schedule once clinical courses start.

Check your GPA on MaineStreet *each* semester

CNA Registry Requirements for Accelerated Students

Students in the **accelerated** track must successfully complete, with a grade of C+ or better and maintain the cumulative, required grade point average, the following courses (anatomy and physiology is already completed as a pre-requisite for admission; students who have completed human growth and development are encouraged to ask about placement on the Maine CNA Registry before clinical courses begin, if desired):

NUR 304 Transition to Professional Nursing Practice with Lab   Grade: _____

NUR 309 Total Health Assessment with lab   Grade: _____

NUR 365 Family Health II with Lab and Clinical   Grade: _____

Clinical Course Pre-Requisites

Students who have been accepted into the **accelerated** track must have completed, with a grade of C+ or better, the following courses prior to beginning clinical courses:

NUR 302 Pharmacology

NUR 304 Transition to Professional Nursing Practice with Lab

NUR 309 Total Health Assessment with Lab

Requirements for Nursing Courses with a Clinical Component

There are a number of requirements nursing majors must submit to the Division of Nursing before beginning any nursing courses. These requirements are:

- Set up an account with **Verified Credentials** at: https://scholar.verifiedcredentials.com/umfk
- **Current immunizations** (Maine State law requires that every college student enrolled in a degree program who was born after 1956 provide proof of immunity (official immunization record or a positive serum titer) to measles (2 doses), mumps (2 dose), rubella (2 dose), diphtheria and tetanus. Student born before 1957 must provide the school provide proof of immunity to measles (official immunization record (2doses) or a positive serum titer).
- **PPD testing for tuberculosis, initially two tests within past year and once per year thereafter** (Students known to be previous positive reactors to PPD must provide the school with documentation of a chest x-ray following TB conversion.)
- **Hepatitis B vaccination and a titer proving immunity** (In the event that a student declines to receive the hepatitis B vaccine, the University shall have secured from the student a written declination.)
- All students must show proof of **immunity to varicella** (chicken pox). Student self-report of having had varicella is adequate proof of immunity. Those without history of varicella must show proof of immunity by official records (2 doses) or a positive serum titer.
- **Annual Influenza vaccine**
- **Criminal background check**
- **Medical History and Physical Examination** form completed (Verified Credentials forms)
- **Current CPR certification**
- **Professional liability insurance** (recommended and then required for senior year)

It is the responsibility of the students to provide proof of immunization to each clinical facility according to the guidelines in the syllabi. These documents must be submitted prior to the first clinical course and kept current throughout the nursing program. Failure to comply with the above-mentioned requirements will result in dismissal from nursing courses.

Advisement Appointments with Faculty

All nursing students have faculty advisors. Students are encouraged to meet with their advisors at the beginning of each semester and for preregistration for the next semester, as well as whenever necessary. Advisors meet with advisees at least twice a year. During advising meetings comments will be recorded regarding acceptable courses. If substitutes are requested, the Admissions, Advisement, and Advancement (AAA) committee must approve the request. It is the student's responsibility to initiate contact with nursing faculty.

Faculty-Student Communication

Open and honest communication between faculty and students is of utmost importance in this program. If the student has any questions about a clinical or class assignment, the student should not hesitate to contact the faculty. The faculty has office telephone extensions at the University and work schedules are posted on their office doors. Messages may be left for the faculty with the Divisional Administrative Assistant or work-study student. Major emphasis is placed on students taking self-responsibility to understand clinical and class assignments. Students are not to change an assignment or exchange assignments without prior agreement from the faculty.

Faculty and students may also communicate via e-mail and mail exchange. Unless otherwise specified, e-mail will be sent to the student's university e-mail account. The Administrative Assistant should be notified of any e-mail address change. Faculty e-mail addresses are listed on the course syllabus. Students will be assigned a file folder in the filing cabinet located in the Nursing Resource Center, which should be checked periodically for correspondence.

Course Syllabi

The course syllabus constitutes an agreement between the student and faculty regarding the requirements for the outcomes of the specific course. Each is expected to adhere to the requirements listed in the syllabus. If it is necessary for the purpose of student learning, or due to conditions within a clinical agency, the faculty retains the right to change the syllabus. The faculty provide an explanation to the students about the need for change and then modify the syllabus so as not to exceed the appropriate number of class hours or assignments. Students are responsible to read the Supplemental Course Links available on the nursing Web page: https://www.umfk.edu/nursing/

III. Nursing Student Policies

Nursing Program Student Policies

Students are expected to adhere to the policies and procedures outlined in the UMFK Catalog and UMFK Student Handbook. Students must be familiar with the policies published within this handbook as well. Students are encouraged to pay particular attention to the policies related to immunizations and clinical rotations. Students are notified of their rights of privacy of educational records, review of records, and correction of data as they are stated in the Family Educational Rights and Privacy Act (FERPA) of 1974.

Student Governance and Contribution to Policy Formation

Nursing students are formally engaged in the many opportunities for student governance. Nursing students frequently occupy positions of leadership within the UMFK Student Senate, whether as a member of the executive council, a lead person on a Student Senate committee, or by organizing a Student Senate activity. Many nursing students also serve in the role of Residence Assistants, a role that fosters, among other things, the development of their leadership abilities.

Within the nursing program, students from the traditional program, with representatives from the freshmen-sophomore, junior, and senior classes, serve on the curriculum committee to relay student issues. A representative from the accelerated cohort of students also shares input at curriculum committee meetings. Further, nursing faculty meet with junior and senior students at the end of each academic year to discuss the results of program evaluation surveys.

Faculty and administration of the Division of Nursing have an open-door policy and acknowledge the importance of student input into policy formation. Students may meet informally with faculty and are invited to express their concerns. Course evaluations are also an important source of input. The faculty is committed to providing forums for student sharing of thoughts and concerns. Every effort is made to utilize the information gained. Changes to policy are a planned process and, at times, involve the institution at large.

The faculty takes seriously their responsibility to provide students with policies conducive to a positive learning environment and supportive of student progression through the nursing program curriculum.

Patient Safety Policy

Students enrolled in the nursing program are responsible and accountable for their actions related to patient care. Faculty will determine whether a student's conduct in the clinical area has been observed to be a potential detriment to patient welfare. Faculty, Clinical Instructors, and the Director have the right and responsibility to impose sanctions on a student whose conduct in the clinical setting is detrimental or has the potential to be detrimental to patient welfare. This includes breaches of patient confidentiality. Sanctions can include suspension from the course with a grade of "F" and may result in permanent suspension (dismissal) from the nursing program.

Confidentiality

The nursing program faculty, staff, and students comply with regulations of the Health Insurance Portability and Accountability Act (HIPAA). Nursing students will not use or disclose **any** patient or agency information except as permitted by the clinical agency policy and/or as permitted by law or regulation. Any student who violates this policy may receive a grade of "F" in the clinical course in which they are enrolled and may be suspended from the nursing program.

Maintaining confidentiality is an important aspect of professional behavior. It is essential that the student nurse safeguard the patient's right to privacy. Sharing information or gossiping about others violates nursing ethical codes and practice standards. Respect for patients is demonstrated when the student nurse treats others with dignity and maintains their physical and emotional privacy. Student nurses have access to private patient information through oral, written, and electronic sources. When referring to a patient, the student should use only the patient's initials in both written and verbal communication. No information is to be given out to the public regarding any patient seen inside or outside a health care facility. Students are prohibited from photographing patients or families or posting information related to clinical experiences on social media or other Web sites. Breaches of patient confidentiality are grounds for program dismissal.

Attendance

As participation is considered essential to a successful educational experience, regular and punctual class attendance is mandatory for all students taking nursing courses. Attendance will be taken at the beginning of every lecture, lab and clinical. In case of an emergency, please speak with the faculty member to discuss how you will make up your absence. Excessive or extended absence from class (greater than 2 missed sessions) is sufficient reason for the instructor to recommend that the student be administratively withdrawn from the course.

To pass clinical courses, students must attend all clinical experiences. If a student must miss a clinical experience, the instructor and the clinical agency must be notified as soon as possible. The rescheduling of a missed clinical experience must be negotiated with the clinical instructor. The student will be required to make up the missed clinical hours at the discretion of the instructor.

Course Faculty Evaluations

The students are asked to evaluate all nursing faculty and nursing courses taken. This occurs at the completion of each semester. Faculty view the teaching-learning experience as an evolving process that benefits from student input. This input is valued and utilized to improve the course offerings for subsequent classes.

Exams

There will be NO makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it. If an exam must be missed due to extraordinary circumstances, the course instructor must be notified personally.

Written Assignments

Papers will be due on the designated day by a time selected by the faculty member. Any paper received after the due date or specified time will not be accepted. Exception to the due date will be made only under extraordinarily circumstances or if negotiated before the paper is due. Papers are to be computer generated, grammatically correct, and referenced appropriately. Students are expected to follow APA format as designed in the APA Publication Manual, 6th edition, which serves as the guide for written work. Points may be deducted for work that does not adhere to proper format. The exact amount will be designated in the course syllabi. Students must keep a clean copy of all papers.

Academic Integrity

Honesty and integrity are vital to the functioning of the academic process. Students are expected to follow the procedures established in each class, for each assignment. Each student will submit only his

or her own work with inclusion of proper attributions when appropriate. Faculty must be clear about their expectations for individual and collaborative assignments. Students who work collaboratively with other students must acknowledge the work of all students to a project. Students who plagiarize work from any source are subject to serious consequences ranging from failing an assignment, failing a course, or being dismissed from the University, depending on the circumstances.

Academic Honesty

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is unacceptable. Breach of academic honesty standards include, but are not limited to, taking, stealing, purchasing, or otherwise obtaining in an unauthorized manner any materials pertaining to the education process of the curriculum; selling, giving, lending, communicating, or otherwise furnishing to any person any questions, answers (or both) to any scheduled examination; fabricating, forging, or falsifying materials submitted for any course component; plagiarism in any form related to any assignments or tests, breaching confidentiality of any information not considered to be public, e.g., patient information.

Turnitin
To assist you to avoid risk of plagiarism in your individual and group work, your assignments (i.e., annotated bibliography, review of literature, EBP poster) must be submitted to Turnitin to assess the extent of textual similarity. The instructions for getting set-up on (allow 5 to 10 minutes) and using Turnitin are listed here:

a. Go to http://turnitin.com/

b. Click on Create an Account found in the upper right-hand corner of the screen.

c. Create a Username/Email (I suggest your maine.edu email) and then create a unique Password.

d. Once you log in, a page listing your enrolled classes will appear; however, if you have not yet enrolled you should click on the tab to the left of the screen which says: enroll in a class.

e. You should now see two boxes, one which reads: class/section ID and the other enrollment password.

f. Please use class/section ID and the enrollment password. Then click the "Submit" button.

g. You should now see the name of the institution and course which you are enrolled.

h. Click on the course.

i. Now you should see the assignments created for this class and where you are to upload your papers.

j. Submit only the body of your paper; that is, leave off the title and references pages, which will skew the percentage of similarity. When you are ready to submit your assignment, please click on the "submit" button to upload your paper.

k. After submitting your paper, a screen giving a receipt message indicates the successful submission of your paper. Within a few minutes the results will appear. Aim for no more than 10% of textual similarity, which usually reflects commonly used phrases as well as the references cited in the paper.

l. Based on the feedback from Turnitin regarding standard written English, make the necessary corrections and revisions before submitting the final draft of your paper. Please note your assignment, in its final form, is to be submitted through Brightspace. Turnitin is a resource for you and the professor to ensure your work is original work, is not plagiarized, and is correctly cited. Additionally, it is also a tool to help you, the student, with basic written English.

m. For further information about Turnitin, this link provides student tutorials for all its functions: http://turnitin.com/en_us/ training/student-training

Note: Submit written assignments to Turnitin; make the necessary revisions before posting assignment to Brightspace.

Student Misconduct: Cheating

Any form of cheating or plagiarism on any paper, quiz, or exam will result in failure of the course and may include dismissal of the student from the nursing program. Cheating includes but is not limited to copying, distributing, or sharing in any way secure materials such as exams, quizzes, and/or case studies that have been made available for your use either in paper or online.

Cheating or Plagiarism: Cheating or plagiarism on written or oral examinations, quizzes, papers, or other academic work is prohibited. Cheating is defined as falsifying data on a report, exam, summary, or paper; the giving or receiving of aid in an examination situation; and/or the use of unauthorized materials as an aid during an examination. Plagiarism consists of offering as one's own work, the words, ideas, or arguments of another person, without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgment, and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. Use of written work in more than one course without permission is unacceptable.

Student Misconduct

A student who contravenes the code of conduct for nursing students (e.g., cheating, plagiarism) may be dismissed from the nursing major without the opportunity for re-enrollment.

GENERAL GUIDELINES FOR WRITTEN WORK

APA FORMAT
The official source book to be used throughout the nursing curriculum will be the most current edition of: *Publication Manual of the American Psychological Association* Washington, D.C.

Brief Introduction to APA Format

1. Typed on 8.5 x 11-inch paper. Do not justify right margin. Do not break words at the end of a typed line. Use italics; do not underline.
2. The entire paper should be double-spaced.
3. Margins should be at least one inch on all sides.
4. All pages should be numbered in sequence, starting with title page.
5. The recommended title is ten to twelve words.
6. Indent each paragraph 5-7 spaces. Each paragraph should be no shorter than one sentence but no longer than on manuscript page.
7. Level headings should accurately reflect the organization of the paper.
8. All headings of the same level should appear in the same format.
9. Any unnecessary abbreviations should be eliminated and any that are used should be explained.

10. Whether paraphrasing or quoting an author directly, you must credit the source. For a direct quotation in the text, give the author, year, and page number in parenthesis. All references are cited both in the text and in the reference list.
11. Check all references in text and reference list to be sure spelling and dates correspond. Each citation on the References page starts flush with the left margin and each subsequent line of the individual citation is indented by five spaces, called a hanging indent. Use italics from periodical titles through volume number.
12. All journal titles in the reference list are spelled out fully.
13. References should be ordered alphabetically by the author's surname.
14. Sections of the Publication Manual for the American Psychological Association that are particularly important to students include the following:
    - Quotations
    - Examples of Reference Citations
    - Manuscript Preparation Instructions
    - Sample Paper & Outline

More information about APA guidelines can be found at
- https://apastyle.apa.org
- https://writing.wisc.edu/handbook/documentation/docapa/

Recommended Nursing Major Computer Skills

Students must have access to a computer. Use of a computer to access information is an important skill for the professional nurse, and development of and use of computer skills is incorporated throughout the nursing curriculum. Course work is reliant upon the student's basic understanding of computer operations, including a working knowledge of Windows, Microsoft®, and the ability to use electronic mail, the Internet, word processing, and computer presentation programs. Students with minimal or no computer skills should consider taking the required computer technology course at the onset of their studies.

The following computer skills are recommended:

System Use
- Turn computer on/off
- Format a disk
- Create directory/subdirectory
- Move between directories
- Rename files
- Scan for viruses
- E-Mail
- Use network menus
- Change Drives
- Display directory contents
- Copy files
- Delete files
- Move files

Define
- Thumb Drive
- Memory Card/SD Card
- Modem (*Cable or DSL*)
- Router
- CD-ROM
- DVD ROM
- Blu-Ray
- Tape Backup
- Spreadsheet
- RAM
- Hard Drive

Demonstrate word-processing skills in a Windows environment
- Start program
- Type new document
- Correct errors
- Check spelling
- Check grammar
- Reveal codes
- Format document with line spacing, margins, tabs, centering, and page numbering
- Print document
- Alter appearance of text (**Bold**, underlining, *italics*, FONT)
- Move text by blocking, copying, and retrieving
- Save the file to the default drive and/or a floppy drive
- Retrieve the file from the default drive and/or floppy drive
- Send e-mail; send e-mail with attachments
- Retrieve attachments from e-mail
- Create PowerPoint presentation

Brightspace Course Access Instructions

Step 1: Go to the University of Maine at Fort Kent's campus portal at https://my.umfk.edu/. Your login and password are the same as your MaineStreet and email login and password.

Step 2: Click on the Brightspace icon located in the portal LaunchPad, which will bring you to the Brightspace home page. For your convenience, your Brightspace account has already been created and the Internet course you registered for has already been added to you list of courses.

Should you have difficulty with these instructions, please contact Loni Nadeau 207-834-8623 or communicate with her via e-mail at loni@maine.edu.

Blake Library Services

Library resources from UMFK and the University of Maine System (UMS) are available to all students and can be accessed by calling 834-7525 (1-888-TRY-UMFK) or online at https://library.umfk.edu/.

ATI Testing Fee

A Testing Fee will be charged for each student upon entrance to the nursing program. This fee includes ATI books, online study materials, online quizzes, exams, and remediation materials. Please see course syllabi for more information.

In some cases, an exam may be repeated as part of a course. The initial Testing Fee will be applied to the student's account as part of the course registration process. However, for additional exams, above and beyond the HESI/ATI testing package, the Nursing Department will send written notice to the Business Office and the fee will be charged accordingly.

The Clinical Experience

The clinical experiences are designed to assist students in the application of nursing theory and process with supervision by skilled faculty. It is essential that students are adequately prepared for clinical.

Students will be assigned study questions or other study materials for clinical preparation. This is reflective of the philosophy of learning in this baccalaureate program. Students are expected to be engaged actively in self-learning and collaborative study with peers and faculty. During clinical, students are NOT expected to wait passively for a staff nurse or instructor to show or tell them what to do. Students are expected to come prepared to apply knowledge and skills learned in the classroom or lab and to learn from expert nurses through an active intellectual process. The knowledge students will have from preparing for the clinical will provide a basis from which more active learning can take place. This background is needed to give safe care in this setting. As the semester progresses, students will be expected to be capable of more advanced problem solving and application of additional content. Students who do not know the answers to the study questions in the clinical setting, or who come unprepared, will be evaluated as "unsatisfactory" in performance and sent home with a clinical failure for that day.

An important part of being a professional nurse is participating in self-evaluation. Each clinical course has developed objectives, which the student must fulfill in order to pass the course. The student will conduct self-evaluation, in consult with the clinical instructor, according to the course objectives at the mid-term and at the completion of the clinical experience. Additional evaluation is done through completion of clinical preparation work sheets, clinical logs, diaries/journals, student-faculty conferences, on the spot discussions, and through the written self-evaluation. Clinical faculty will keep anecdotal records about each clinical experience, and these and all clinical experiences are to be mutually shared for the purpose of the student's growth. A sample clinical evaluation form is available online at: https://mycampus.maine.edu/web/umfk/clinical-documents.

This evaluation will be submitted by students to faculty for input prior to meeting. All student and faculty notes will become part of the student's file. Faculty and students will sign this document in recognition of the process that has occurred. If a student is having difficulty meeting the objectives at mid-term, a warning grade of "fail" will be sent to the student by the Registrar. Faculty will discuss in detail with the student the reasons for this grade using criteria established for this course. A deficit grade should not come as a surprise to a student as conferences should be occurring on a regular basis throughout the semester. A contract will be developed to help guide the student in areas that need improvement.

The mid-term warning grade is not a permanent grade. At the completion of the term the student will receive either a permanent "Pass" or "Fail" grade for each clinical course. To receive a "Pass," the student must meet all of the clinical course objectives. A deficit or marginal performance in one or more of the objectives will result in a "Fail."

Or

There will be a minimum of one or two clinical evaluation conferences, depending on the length of the experience, scheduled for each student each semester: the mid-term evaluation conference and the final evaluation conference. The student and faculty review the written evaluation. The clinical faculty assist the students to identify areas for continued improvement. Clinicals will be scheduled during times when the University is in session. Any other times require written permission from the Director of the DON prior to the clinical experience.

Nursing Student Clinical Responsibilities

Clinical learning experiences take place in a variety of settings and geographic locations. Students must also provide their own transportation for clinical experiences. In this program, due to multiple clinical placements, inclement weather, travel distance, low agency census and many other variables, clinicals have to be changed from time to time.

Please take personal responsibility to review each assignment the day prior to the clinical with the clinic faculty member. The Clinical Preparation Worksheet is available on the course Brightspace site.

Professional liability insurance is strongly recommended and is required for those students enrolled in an internship, externship, or preceptorship experience. Students are encouraged to purchase liability insurance through Nurses Service Organization, more information is available at their website: http://www.nso.com/

The Maine State Board of Nursing may refuse to grant a license on the basis of the criminal history record information relating to convictions denominated in Title V Chapter 341 Section 5301 Subsection II of the Maine Revised Statutes Annotated. If you have been convicted of a crime, other than a minor traffic violation, please contact the Maine State Board of Nursing to discuss your licensing eligibility.

Hospital and Lab Dress Code

UMFK nursing program colors are dark green. Students are advised to wear dark green pants and tops when in lab sessions or practicing in the clinical area. Appropriate undergarments will be worn and will not be visible by style or color. Shoes may be of any type as long as they are black as a primary color and have good treads and closed toes and heels. Student identification in the form of a nametag, with picture, is mandatory for all settings and can be purchased through Student Services. Hair, if longer than collar length, must be worn up. Excessive jewelry, make-up or artificial nails, and perfume/cologne is not allowed. Students may be required to remove facial jewelry. Students may be required to cover tattoos or body art. Students must meet the dress code for each institution in which they complete a clinical rotation. Students are responsible for purchasing uniforms, a knee length lab coat, shoes, stethoscope, and a watch with sweep second hand. If a student's appearance is deemed to be unprofessional or distracting, the student will be asked to leave the clinical area.

Community Dress Code

A dress code has been established for community experiences in recognition of the fact that the mode of dress affects the establishment of a rapport and working relationships with patients, families, and colleagues. Students are expected to dress in a professional manner at community clinical sites and during patient interactions. Jeans, sweatshirts, t-shirts, very short skirts, low cut blouses or belly shirts, and overalls are not to be worn in the community setting at any time. Excessive jewelry, make-up or artificial nails, and perfume/cologne is not allowed. Lab coats or uniforms and nametags are to be worn at all times. If a student's appearance is deemed to be unprofessional, the student will be asked to leave the clinical area.

Eligibility for Extra-Curricular Activities

Eligibility for participation in extra-curricular activities is stated in the UMFK Student Handbook as well as in the University of Maine at Fort Kent catalog:

"Students considering participation in extra-curricular organizations and/or activities should be aware that a minimum grade point average of 2.0 is required of all officers of all clubs and organizations as well as all varsity sports team members during each semester."

The Constitution and Bylaws of the Student Nurses' Organization are consistent with this policy except that the GPA requirement is a cumulative GPA of 2.5 or higher.

Student Rights and Responsibilities

A statement of student responsibility is found in the UMFK Student Handbook. Students are notified of their rights of privacy of educational records, review of records, and correction of data as they are stated in the Family Educational Rights and Privacy Act of 1974.

Appeals Policies

Students wishing to appeal a policy related to billing or transfer evaluations, should refer to the UMFK Student Handbook at: https://s.umfk.edu/sthandbook. Students wishing to appeal a grade should refer to the UMFK policies on appeals found at: https://www.umfk.edu/catalog *(search for **appeal**)*.

Policy on Non-discrimination

The University of Maine at Fort Kent does not discriminate on the basis of race, color, creed, marital status, sex, age, national origin, or handicap in the recruitment and admission of students, recruitment of faculty and staff, or the operation of any of its programs.

Policy on Sexual Harassment

The University of Maine System Policy on Sexual Harassment is found in the UMFK Student Handbook and the UMFK catalog.

Clinical Sites

Students should be aware of the Infection Control Protocols of the structured and unstructured settings in which they participate for clinical. Students should review infection control manuals whenever applicable.

Nursing Resource Center

The Nursing Resource Center (NRC) consists of three clinical skills labs, study, and classroom areas. The NRC Manager office is located in the Center. The NRC houses equipment and resource tools for students as they practice clinical nursing skills. It is expected when students use NRC equipment, that equipment is returned to its proper location in a comparable condition. Any damages to equipment will be the responsibility of the student(s) using that equipment. A grade of "incomplete" will be given until students make restitution for damaged equipment.

Please see the Nursing Resource Center Manual for a complete description of NRC policies. This document is located on the Web: https://s.umfk.edu/nrcmanual

Policy for Printer Use

Once students register at UMFK/UMPI, they will get a printing account to which they must sign in with a temporary password to activate their account. The student will use his/her username from their maine.edu email account. They will use a temporary password as prompted. Once logged in, students are prompted to change their password. If a student tries this and is still unable to create an account,

please see either IT or Library staff for assistance. Once the account is activated, students can add money to their account for printing.

With regard to printing research projects and reports, ask the Library if there are computer stations that allow free printing for research only material.

NCLEX Success and Remediation Plan and Testing Success Policy

Please see individual clinical course syllabi for policies related to testing and NCLEX Success.

Students are expected to pass all standardized exams (HESI/ATI) and academic progression is dependent on student achievement of established passing standards. Students must familiarize themselves with these policies. A link on Brightspace is established under Organizations as a repository of resources for all nursing majors to support NCLEX success.

Policy for Essential Qualifications for Traditional, Accelerated, and Transfer Students

The University of Maine at Fort Kent nursing graduates are educated to competently practice nursing in all healthcare settings. To do so, nurses assimilate knowledge, perform psychomotor skills, and demonstrate professional behaviors and values. Further, nurses collaborate with patients, nurses, physicians, and other members of the healthcare team.

To obtain the requisite knowledge and skills of a registered nurse, nursing students engage in a variety of complex and specific experiences. This policy outlines the performance expectations of baccalaureate nursing students. Nursing students must be able to meet these qualifications with or without reasonable accommodation. The use of a trained intermediary is not allowed as nurses must be able to utilize their own judgment and function independently. Essential qualifications necessary for academic progression in the UMFK nursing program include, but are not limited to, the following skills and abilities:

Motor Skills
Nursing students must, within reasonable limits, have sufficient gross motor function to provide general care and treatment to patients in all healthcare settings. For example, nursing students are required to obtain certification in Cardiopulmonary Resuscitation (CPR) and must be able to perform chest compressions and basic life support techniques. They must also be able to safely assist patients with transferring, for example, from bed to chair and to assist with ambulation.

Fine motor skills are also an essential qualification to successful nursing practice. Necessary fine motor skills include those clinical nursing skills essential for patient care such as, but not limited to, manipulating equipment, entering client data both with a pen or pencil and keying in information on a computer keyboard, using fingertips to feel pulses, twisting vials and syringes, opening packages, and so forth.

Sensory/Observation Skills
Nursing students must be able to accurately observe a patient, at a distance and close at hand, and assess signs and symptoms of disease, infection, or distress manifested by patients. These skills include, but are not limited to, observing nonverbal behaviors when performing nursing assessment and intervention or administering medication, visually examining body surfaces, palpating and percussing body tissues, and auscultating heart, lung, and bowel sounds.

Communication Skills
Therapeutic communication is foundational to nursing practice, which means nursing students must communicate effectively and sensitively in verbal and written forms with students, faculty, staff, patients, family, and other professionals. Nursing students must be able to interview patients, obtain a health history, identify subjective and objective data, discuss expected patient care outcomes with the patient and members of the healthcare team, advocate for those expected patient care outcomes, give directions, and explain pending treatments. Nursing students are required to achieve independence in documenting all nursing care delivered. Additionally, nursing students must express their ideas and feelings clearly and demonstrate a willingness and ability to give and receive constructive feedback as well as to seek supervision and consultation in a timely manner.

Cognitive Skills
Nursing students begin with remembering and understanding nursing science and, through progression in the nursing program, they develop the ability to assimilate, reason, analyze, evaluate, and synthesize in the context of undergraduate nursing education. Nursing students must be able to read, comprehend, and respond to complex and extensive written, scientific data, for example, course textbooks. Reading information from a computer screen is also a required skill. Nursing students must engage in critical thinking in the classroom and clinical setting.

Arithmetic Competence
Nursing students are expected to correctly add, subtract, multiply, and divide. Nursing students must also be able to read digital displays, compute fractions, measure dosages of medications, use the metric system, calibrate equipment, and document numbers in the patient's chart.

Behavioral/Emotional Skills
Nursing students must possess the emotional health required to use their intellectual abilities to exercise good judgment and to promptly complete their responsibilities in the assessment, diagnosis, and care of patients and families. In addition, students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals under all circumstances including highly stressful situations.

Nursing students must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning or in unpredictable ways. Students must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. Students must know that their values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and change their behavior when it interferes with productive individual or team relationships, whether with patients, patient families, other nursing students, nursing faculty, practicing nurses, physicians, and other members of the healthcare team. They must possess the skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

Nursing students must demonstrate the behaviors, ethics, attitudes, values, and standards expected of professional nurses as described in the Code of Ethics for Nurses with Interpretative Statements, Scope and Standards of Practice, as well as Social Policy Statement, each document published by the American Nurses Association in 2015. As well, students must have the ability to give and receive constructive feedback in classroom, laboratory, and clinical settings. Additionally, students are expected to demonstrate integrity in all their academic work, e.g., assignments and testing (UMFK Student Handbook, 2019).

Professional Conduct

Nursing students must possess the ability to reason morally and practice nursing in an ethical manner. Students must be willing to learn and abide by professional standards of practice. Nursing students must not engage in unprofessional conduct and must demonstrate professional attributes including compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance. Students must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including, but not limited to, children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.

Nursing students are expected to arrive at didactic, laboratory, and clinical sessions on time, adherent to the dress code for UMFK student nurses, and prepared to actively participate in learning activities.

Evaluation of Skills

Nursing students will be monitored and evaluated in classroom, laboratory, and clinical settings by their instructors to ensure their performance is in compliance with these essential qualifications. Students will receive regular, on-going evaluation as measured by the qualifications outlined.

In situations when a student does not meet expectations for the essential behaviors, the following steps will be followed:

1. The problematic behavior will be discussed with the student and documented on the student's file.
2. If a pattern of problematic behavior or a single, serious lapse in the essential behaviors becomes evident, then the lapse is documented in the student's file. A learning contract will be developed identifying what the student must demonstrate within a specified timeframe in order to meet the essential behaviors and to thus remain in the nursing program.
3. If the contract is not upheld by the student, the student may be dismissed from the program.

Immunization Requirements/Criminal Background Check

Nursing students are required to establish an account with Verified Credentials. This agency maintains student immunization records and criminal background history. Nursing students provide evidence of a health history, physical examination, and immunization history acceptable for institutions in which clinical experiences occur, including Hepatitis B series and titer, MMR, a two-step PPD, with annual repeat testing, and Varicella.

A criminal background check will be conducted by Verified Credentials prior to beginning any clinical experience. A criminal history may prevent placement in a clinical setting and, therefore, may prevent completion of degree requirements and graduation. Prospective and current students with a criminal history are responsible for contacting the Maine State Board of Nursing to determine their licensing eligibility.

Nursing students must also provide evidence of current certification in CPR. Failure to comply with the above requirements will result in withdrawal from clinical courses.

Reasonable Accommodation for Disabilities

The UMFK Nursing Program is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, and education for students with disabilities. The nursing staff and faculty work closely with the UMFK

Accessibility Coordinator in this process. The Accessibility Coordinator is the person who is contacted with requesting accommodations due to a documented disability.

Students who wish to request accommodations should note the need for the following steps to be followed:

1. Obtain a copy of your disability documentation. This copy should include diagnosis, recommendation and provider signature.
2. Complete a Request for Accommodation form which can be found on the UMFK portal or in the Student Success Center.
3. Set up an appointment with the Accessibility Coordinator via the booking site or email. Be prepared to discuss the need for accommodations, type of accommodations and to review and sign the Rights and Responsibility form.

IV. Student Health Clinic

The UMFK Student Health Clinic, a service of Valley Medical Association, provides a comprehensive array of primary health care services for UMFK students by a medical doctor, a family nursing practitioner, and a physician assistant. The clinic is in operation during the academic year. It is closed for student breaks and during the summer months. Hours of operation, which is subject to change as the need arises, are posted on the Student Health Clinic door. The clinic is open Monday through Friday, but hours of operation may vary by semester.

For more information concerning the UMFK Student Health Clinic, contact the Student Services Office at 834-7513.

The UMPI Student Health Clinic is open each weekday and is managed by a full time nursing practitioner. For more information concerning the UMPI Student Health Clinic, contact the Student Health Clinic at (207) 768-9586.

For students at the UMPI campus, student health insurance will be managed by UMPI for all students formally admitted by UMPI to the first two years of the nursing program. This management includes communications, billing, enrollment, waiver and appeal processes. All of these processes will be managed by UMFK for students in the third and fourth year of the nursing program after completion of the student transition process.

V. Nursing Honor Society

The UMFK Nursing Honor Society was formed in the Spring of 1998 for the purpose of recognizing and fostering academic excellence and scholarship among students, alumni, and community leaders in nursing. Students with a grade point average (GPA) of 3.0 or above, who are in the top 35% of graduating class, with 2/3 of the program requirements completed, and represent the attributes of scholarship as defined by Boyer (1990) and Sigma Theta Tau, the International Honor Society for Nursing are eligible for induction to the Honor Society.

The Honor Society holds two scholarly events each year in an effort to promote nursing scholarship in the St. John Valley and Aroostook County. Participation in the scholarly activities is not limited to members of the honor society.

VI.STUDENT NURSES' ORGANIZATION (SNO)

This is the student organization for nursing majors. Membership is open to all nursing students. Every student is expected to participate as described in course syllabi. Specific information about events and membership may be obtained from the President of SNO.

UMFK STUDENT NURSES' ORGANIZATION
CONSTITUTION AND BYLAWS

Article I: Name

The name of this organization shall be the Student Nurses' Organization of the University of Maine at Fort Kent, hereinafter referred to as SNO.

Article II: Purpose

The purpose of SNO is:

a. to assume responsibility for contributing to nursing education in order to provide for the highest quality health care;
b. to provide programs representative of fundamental and current professional interests and concerns; and,
c. to participate in community service in order to show appreciation of the community and members supporting our nursing education; and
d. to aid in the development of the whole person, one's professional role, and one's responsibility for the health care of people in all walks of life.

SNO's aim is to aid future nurses in developing skills to create well-rounded healthcare professionals by participating in the community events and promoting health and wellness.

Article III: Functions

The function of SNO shall include the following:

a. to provide direct input into standards of nursing education and influence the process of professional undergraduate nursing education;
b. to influence health care, nursing education and practice through legislative activities as appropriate;
c. to promote and encourage participation in community affairs and activities toward improved health care and the resolution of related social issues;
d. to promote awareness and knowledge of health/healthcare issues.
e. to represent nursing students to the consumer, to institutions and other organizations;
f. to promote and encourage students' participation in interdisciplinary activities;
g. to promote and encourage recruitment efforts, participation in student activities, and educational opportunities regardless of a person's race, ethnicity, color, creed, gender, age, lifestyle, national origin, or economic status; and
h. to promote and encourage collaborative relationships with other professional organizations in the state and nation.

Article IV: Members

Membership to SNO shall be open to any undergraduate student pursuing a Bachelor of Science in Nursing degree, who maintains a GPA of 2.5 or better, and meets the Student Senate criteria (see UMFK Catalog).

IV.1   Active Membership

Active members are required to fulfill the following:

a. Participation in one of the scheduled SNO meetings in the fall semester;
b. Participation in one of the scheduled SNO meetings in the spring semester;
c. Participation in two events in the fall semester;
d. Participation in two events in the spring semester;
e. And participation in the quilt raffle in the spring semester.
f. Missing an event that one signed up to participate in without prior knowledge/reason for not being able to participate will result in a negative point.
g. A total of three points are required in the fall semester for credit, and a total of four points required for the spring semester.
h. Only one of the participation points can be earned through donation, with the minimum of a $10 donation.
i. The other point must be earned through active participation in an activity hosted by SNO or within the community, with a 2-hour minimum of participation time.
j. If members are late to a meeting, event or activity, or leave early they will not receive a point.

IV. 2   Membership Expectations

a. members shall maintain professional attitude, conduct and attire at all meetings and SNO related events.
b. Active participation and learning is required at events and meetings, no cell phones.
c. If a member signs up for an event and is unable to attend, it is their responsibility to find a replacement for their spot, or to contact a SNO officer as soon as possible.
d. Bring fresh and original ideas to meetings and events.
e. Represent UMFK, the nursing program, and the Student Nurses Organization at events, and while in the community wearing the UMFK SNO logos.

A current list of members shall be maintained by the secretary.

All members have an open invitation to attend any SNO meeting or SNO Executive meeting. All members shall be kept apprised of any SNO information or activities by the SNO recording secretary.

Article V: Dues

Dues will be in the form of quilt raffle tickets of $30 worth each spring semester.

Article VI: Officers

VI.1   Officers

a. The officers of SNO shall be President, Vice President, Treasurer, Recording Secretary, Historian, Activities Coordinator.
b. Only members who maintain the privileges of active membership shall be eligible for these offices.

VI.2   Terms of Office

a. The term of office shall be from May of the year of election to the following May, not to be held for more than two years consecutively.
b. In the event that a SNO officer needs to step down, elections will be held at the end of the current semester to appoint/select new officer.
c. In the event that a SNO officer is only serving for one semester, due to preceptorship, current officers can choose to fill in the vacant positions and the positions they leave will be voted on.

VI.3   Duties of Officers

a. The President shall:

    i. preside at all meetings of SNO;
    ii. determine schedule of meetings;
    iii. appoint volunteers and special committees;
    iv. serve as ex-officio member of all committees, except the nominating committee;
    v. assume treasury responsibilities in the absence of the treasurer;
    vi. attend or delegate attendance at Student Senate meetings'
    vii. maintain communication with the membership at large, the student body of SNO, SNO Faculty advisor; the Maine State Student Nurses' Association; and any other organization with which SNO is affiliated;
    viii. preside over SNO elections;
    ix. submit annual report to Faculty Advisor;
    x. communicate participation of community service projects to Faculty Advisor;
    xi. support, guidance and leadership to fellow officers, SNO members and students;
    xii. attend as many events and meetings as possible, if able/available.

b. The Vice President shall:

    i. assume the duties of the President in the absence of the President;
    ii. review/revise annually SNO bylaws with Activities Coordinator and Historian;
    iii. explore and implement community service opportunities available in the local and regional areas;
    iv. share community service ideas with all nursing students through written communication to the Activities Coordinator and Faculty Advisor;
    v. provide support, guidance and leadership to fellow officers, SNO members and students;
    vi. attend as many events and meetings as possible, if able/available.

c. The Activities Coordinator shall:

    i. plan, organize, coordinate, and delegate responsibility for the projects agreed upon by membership;
    ii. arrange for guest speakers, refreshments, location, publication, and anything else needed for the monthly meetings;
    iii. send thank-you notes to the guest speakers, to people and/or businesses for any donations;
    iv. maintain a record for historical purposes of SNO activities and events;
    v. provide support, guidance and leadership to fellow officers, SNO members and students;
    vi. attend as many events and meetings as possible, if able/available.

d. The Recording Secretary shall:

   i. maintain accurate minutes of all regularly scheduled SNO and Executive meetings, including start and end time;
   ii. Maintain accurate attendance count of all regularly scheduled SNO and executive meetings;
   iii. document which member makes a movement, and which seconds that movement pertaining to voting on a proposed topic;
   iv. document the number of students in favor, opposing, or abstaining from the proposed movement;
   v. distribute typewritten minutes to the membership and Faculty Advisor after meetings;
   vi. be responsible for all communication and correspondence related to SNO activities;
   vii. provide support, guidance and leadership to fellow officers, SNO members and students;
   viii. attend as many events and meetings as possible, if able/available.

e. The Treasurer shall:

   i. act as custodian of SNO funds;
   ii. be responsible for maintaining, handling, and reporting a true record of all SNO accounts;
   iii. present a financial report at each regularly scheduled SNO meeting;
   iv. initiate the annual audit procedure prior to the January meeting;
   v. provide support, guidance and leadership to fellow officers, SNO members and students;
   vi. attend as many events and meetings as possible, if able/available.

f. The Historian shall:

   i. be responsible for the maintaining and updating the SNO album/SNO Facebook page with all relevant articles, photos, or information pertaining to SNO activities;
   ii. maintain a record of all events, including participants and other details pertinent to the activity;
   iii. be responsible for the safe keeping of the SNO album.
   iv. be responsible for taking photographs of events

Article VII: Nominating and Elections Procedure

a. A Nominating Committee shall consist of the Vice President (chair), Historian, Activities Coordinator, and the Secretary, who shall obtain nominations by the second week of April in for all offices and roles.
b. A call for nominations from the floor will take place.
c. Voting shall occur by ballot with a majority vote required for election.
d. The officers shall be elected by the voting membership at the last April general meeting. Any tie votes shall be to revote, and if still necessary, by casting a lot.
e. ballots/votes shall be counted and kept by the SNO advisor.

Article VIII: General Meetings

a. General membership meetings of SNO shall be held monthly on different days to increase ability for active members to make a meeting from September through May.
b. General meetings shall be for the purpose of carrying out the business of SNO.
c. Notice, cancellation, or postponement of a meeting shall be given to active members by any

officer with an explanation and a make-up meeting will be made.

d. The privilege of making motions and voting shall be limited to the voting body.
e. A voting member shall have but one vote in an election or on any question.
f. All meetings of SNO shall be open unless voted otherwise by the voting body.

VIII.2   Quorum of General Meetings

A quorum at general meetings shall consist of the President or Vice President, one other officer, and all those present and eligible to vote.

VIII.3   Individual Committee Meetings

Individual committees will meet as deemed necessary by the respective membership to accomplish committee goals.

Article IX: Executive

a. The Executive shall consist of all elected officers.
b. All the powers of SNO are vested in and shall be exercised by the Executive during the interim between meetings of the association, except that the Executive shall not nullify nor modify any action taken by the voting body at the monthly meetings, and subject to the provision of these bylaws.
c. The Executive shall not be responsible for any contract, claim, or obligation of any kind incurred, nor for any position taken by any officer or member of SNO unless the same was duly authorized in writing by the Executive.

IX.1   Management by the Executive

Management by the Executive of SNO functions and activities shall include the following responsibilities:

a. review and approve the terms of official relationships established with other organizations and committees on campus, singly or in coalition;
b. approve any commitment in the form of action, statement of policy or position, or financial obligations involved in SNO relationships with other agencies, organizations, or committees;
c. approve the budget and provide the annual audit of accounts at the close of the fiscal year. The audit is to be completed by the advisor, the treasurer and one other executive member.
d. have the power to fill vacant positions for the remainder of the term unless otherwise specified in these bylaws;
e. if a member of the Executive fails to fulfill the responsibilities of the elected office as defined in the Bylaws, the Executive shall have the option of removing that Executive member from office.
f. The action will require a 3/4 vote of the Executive. An appeal to this decision must be submitted in writing to SNO within two (2) weeks of the decision. The appeals case will be considered by the Executive via conference call or meeting within two (2) weeks of receipt of appeal. Reinstatement of the appealing officer shall be determined by a 3/4 vote of the Executive.
g. in case of emergency, votes by referendum vote or by conference call may be taken by the Executive, provided the content is conveyed in the same words to each member.
h. shall establish committees as deemed necessary to carry on the work of SNO and to determine the functions, terms, and membership of the committees.

IX.2   Executive Meetings

a. A minimum of two (2) general meetings of the Executive shall be held:

    1)   in the Fall semester, prior to the first general meeting; and
    2)   following election of officers; and at other times as deemed necessary.

b. The President shall determine with the other officers the date and place of meetings for the semester.
c. Quorum for Executive meetings shall be a majority of the voting members of the Executive, including the President or Vice President.

IX.3   Budget

a. An annual budget will be prepared by the Treasurer, approved by the Executive, and ratified by the general membership.
b. The SNO treasury will be distributed as follows: a. 50% SNO b. 25% Pinning Ceremony c. 25% Community and Service Activities
c. Withdrawal of funds requires approval and signature from the: 1) Treasurer, and 2) President or Vice President.
d. In the absence of the Treasurer and President or Vice President, responsibility shall fall to the Secretary, Historian, and Activities Coordinator in descending order.
e. In the event of an emergency, the Treasurer may, with the approval of the Faculty Advisor, withdraw necessary funds.

Article X: Amendments

a. SNO bylaws may be amended by a 2/3 vote of the SNO membership present at any meeting.
b. Proposed amendments shall be introduced to the general membership by a member of the Executive only.
c. Proposed amendments shall be submitted in writing, carrying proponent's signature, to the Executive for review.
d. Proposal to amend bylaws must be made by an Executive member at the general membership meeting, with a second reading and voting on the proposed change at the following general membership meeting.
e. Notification of amendment will be sent to the Student Senate not more than two (2) weeks after the vote.

Article XI: Harmony

a. All functions and activities of SNO shall be in keeping with the rules, regulations and policies of UMFK, the Board of Trustees, and the State of Maine.
b. All members of SNO are included in all SNO activities.
c. The University of Maine System policy on hazing is hereby adopted and included in this constitution and bylaws.

Article XII: Parliamentary Authority

All meetings of SNO shall be conducted according to parliamentary procedures as set forth in Robert's Rules of Order Newly Revised where the rules apply and are not in conflict with these bylaws.

Article XIII: Faculty Advisor

A Faculty Advisor shall be appointed by the Division of Nursing to SNO to:

a. serve as a resource and liaison between Division of Nursing, SNO, UMFK, and the wider community regarding SNO needs and activities;
b. serve as a resource person for SNO Executive and general members to advise and in the planning implementing and evaluating all SNO functions and activities;
c. attend general and Executive meetings of SNO;
d. notify the Director of UMFK Communications of SNO activities and accomplishments for public relations benefit;
e. provide guidance to officers and members to meet their responsibilities;
f. provide information and guidance for financial planning and record keeping;
g. provide guidance to Executive officers to ensure that meetings are conducted effectively.

Adapted from National Student Nurses' Association, Inc, NSNA Bylaws, 1999. *Revised January 2000; January 2016, November 2016*