

Husson University
School of Nursing



Student Handbook
2017-2018

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August 2017

Dear Nursing Student,

On behalf of the faculty and staff of the Husson University School of Nursing (HUSoN), it is my pleasure to welcome you to the Husson University. The fabric of healthcare is changing rapidly, and the role of the nurse is more important than ever in directing, designing and providing quality healthcare to consumers of all ages. An undergraduate or graduate degree in nursing will prepare you for numerous professional opportunities from nursing at the bedside to population-based care to primary care provider. The possibilities of how you might put your nursing degree use are literally mind-boggling!

Successful completion of a nursing degree is challenging and requires a balance among studying, working, and other obligations. The university and the nursing programs have multiple opportunities to support your academic success and personal growth. The School of Nursing has services in place to help you meet your academic goals highly qualified faculty and staff, your academic advisor, student tutors and mentors, career and counseling services, open labs for practicing, and simulation experiences. To make the most of your university experience, Husson University has numerous student activities including clubs, student government and organizations, athletics, and professional organizations.

Nursing is a profession that demands multi-tasking, problem-solving, expert clinical judgment, superior communication skills and self-reflection in the provision of patient-centered, quality care. During your time here at Husson, you will learn the knowledge and skills necessary to provide safe, high quality care as well as grow in the professional behaviors and attitudes that are expected outcomes of the profession.

We will provide you with the opportunity for success and hope that you take full advantage of all Husson University has to offer.

Sincerely,

Donna Beuk, EdD, MSN, RN, CNE
Chair, School of Nursing

HUSSON UNIVERSITY
SCHOOL OF NURSING PROGRAM

My signature below indicates that I have received a copy of the 2017-2018 Husson University School of Nursing Student Handbook. I assume responsibility for reading the contents, seeking clarification if necessary, and abiding by the policies stated herein.

I assume responsibility for maintaining program specific current immunizations as required by law, current CPR and TB screening (refer to XIV-A, p.23 and XVII-A, p.26), and completing a background check prior to starting clinicals in the healthcare setting or community.

I have read and agree, to the best of my knowledge, that I meet the Essential and Technical Requirements as outlined in this handbook.

PRINT Student's Name

Student's Signature

Date

STUDENT INFORMATION FORM

Current name: _____ Date: _____

Please PRINT

Local Address/Dorm	Local City, State, Zip	Local Telephone #	E-mail Address
		Cell Number	husson.edu email: Personal e-mail:
Permanent Address	Permanent City, State, Zip	Permanent Telephone #	Circle one... Based on Program Level
			BSN (circle Level) Freshman Sophomore Junior Senior RN-to-BSN Graduate Nursing

Please notify administrative assistant x7058 or nursing@husson.edu



One College Circle • Bangor ME 04401 • 800-4HUSSON • www.husson.edu

Husson University School of Nursing Program

ATTESTATION OF BACKGROUND CHECK INFORMATION

(Note: Only for students who have previously completed a background check for Husson University)

By signing this document, I hereby attest that there have been no criminal or civil actions against me since I initially submitted my background check to the Husson University School of Nursing on (month and year) _____, and there are none pending.

If you are unable to attest that there have been no criminal or civil actions against you since you last submitted documentation, please have an updated background check done through CertifiedBackground.com/Husson.

Signed _____ Date: _____

Print Name: _____

HUSSON UNIVERSITY SCHOOL OF NURSING PROGRAM

VISION, MISSION & PHILOSOPHY

Vision

The School of Nursing will be an innovative leader in educating nurses who are caring, competent and committed to individual and global health.

Mission

The School of Nursing produces leaders in nursing and healthcare that provide thoughtful innovation in healing, teaching and discovery. The mission is accomplished through curricula grounded in experiential learning, evidence-based standards, and collaborative strategies to build effective interprofessional teams to ensure quality healthcare delivery for diverse populations.

HUSON identifies healing as an important dimension of the nursing role while recognizing that healing is not limited to nursing's domain. HUSON identifies healing as an important dimension of the nursing role while recognizing that healing is not limited to nursing's domain. HUSON faculty encourage students to engage in healing techniques that support the nurse-patient therapeutic relationship in all aspects of care. Students are mentored in self-care and developing a life of balance via self-reflection, awareness of spirituality, and multicultural sensitivity and the roles these concepts play in health.

Faculty believe that teaching is a core element of professional practice. To be effective teachers, students need to understand the teaching-learning process including such things as developmental stage, culture, patient preferences, and health literacy when educating patients or peers. According to Natale and Klevay (2013) being present in the moment, appreciating the perspectives of others, self-reflection, listening attentively, honoring wisdom, and unconditional acceptance are the underpinnings of meaningful discourse and students must master these skills for significant teaching-learning to occur. Clinical experiences are structured to provide opportunities for students to practice these skills and build confidence.

Discovery is the basis of student-centered learning, a process which embraces collaboration between faculty and students. Faculty strive to utilize thoughtful, evidence-based teaching strategies that encourage an environment of discovery in didactic and clinical settings. Students are encouraged to become lifelong learners by creating an

atmosphere of scholarly inquiry and discovery during their educational experience that will continue throughout their professional careers. By promoting scholarly inquiry and discovery, HUSON graduates are prepared to use scientific framework for the design of safe, high quality, patient-centered care.

Husson University School of Nursing achieve this professional preparation by supporting and emphasizing:

- Clinical excellence
- Critical thinking
- Student-centered learning
- Experiential learning
- Holistic and compassionate care
- Self-reflection
- Leadership
- Interprofessional collaboration
- Transformative curricula

Philosophy

The School of Nursing faculty believes that education provides students with opportunities to develop habits of critical and reflective thought and expert clinical judgment. This type of intellectual development can best be attained in an innovative and transformative teaching-learning environment that fosters sharing of knowledge, skills, and attitudes as well as scholarship. The faculty and students comprise a community of learners with the teacher as facilitator and the students responsible for their own learning.

HUSSON UNIVERSITY SCHOOL OF NURSING POLICIES

Husson University School of Nursing Essential Functional Requirements

The Baccalaureate of Science in Nursing (BSN) or Masters of Science in Nursing (MSN) degrees awarded by Husson University School of Nursing attests that the BSN or MSN graduate has acquired a broad base of knowledge, skills and abilities, for safe and competent practice as a professional nurse or advance practice nurse. Nursing education requires that the accumulation of evidence-based knowledge be accompanied by the simultaneous acquisition of technical skills, professional attitudes and professional behaviors. In addition to specific teaching clinical sites requirements, the following technical requirements have been adopted by the Husson University School of Nursing programs as requirements for **progression within, and graduation** from the BSN or MSN programs. In signing the student handbook, the student is attesting to and agrees to abide with the following:

- **Emotional Requirements:** Students must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing nursing in simulated and real patient situations while being observed by faculty, peers, clinical educators, and others. Students need to have the endurance to adapt to a physically and emotionally demanding program. Students must tolerate moderate personal stress levels to achieve success while adhering to the professional standards and requirements of the nursing program.

The skills essential to being a student nurse and ultimately, a nurse, include the following: Able to critically reason, and adapt to varying pressures, stress and changes, especially those in unpredictable crisis and emergencies. Students must be able to demonstrate self-control, patience, and tolerance. Students must be able to accept feedback and instruction. Emotional stability is required to be part of a positive learning environment, in respectful patient care and teaching, and with communication with peers, faculty, health care team, patients and families. Sensitivity and compassion is required in meeting the needs of all patients (geriatric, children, etc.). Patient's comfort, privacy and confidentiality must be maintained.

- **Cognitive Requirements:** The student must exhibit cognitive skills necessary for problem solving, clinical reasoning, and judgment. Students must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, interviews and assessments and reading from textbooks, journals, and medical records. Students must be able to identify and respond accurately to factual information as well as subtle nonverbal cues of mood, temperament, and gestures provided by others. Students must be attentive and be able to focus during class and clinical experiences to fully participate in the learning environment.
- **Social Requirements:** The student must have appropriate social skills for forming and maintaining relationships with a variety of people including faculty, peers, clinical instructors, patients and their families/significant others. Students must demonstrate the ability to participate as an effective group member. Flexibility and maturity in all interactions is required for this program. Verbal and nonverbal communications and interactions must be respectful, civil and professional in manner, demeanor and tone.

- **Communication Requirements:** Students must be able to communicate in written and oral English effectively with faculty, peers and patients in the classroom, clinical setting and community. Communication skills include oral speech, reading and writing in order to be able to complete written and oral assignments.
- **Physical Requirements:**
 - **Vision:** Able to assess patient's health status using visual inspection and observation to detect change in physical appearance, contour, and color. Able to accurately read labels on medications and calibration and monitoring devices (i.e. syringes, manometers and other monitoring; able to read and create written communication/charting and policies.
 - **Depth perception and fine motor skills:** Able to recognize objects that have depth, height and width such as needed to describe wounds, etc. Able to perform gross and fine motor skills such as what is needed to insert medical supplies and medication into the body (such as indwelling urinary catheters and injections). Able to write and type accurately and clearly on all required assignments, and patient records.
 - **Hearing:** Able to hear within normal range the spoken word, auditory monitoring devices (such as stethoscope) as well as hear mechanical alarms.
 - **Speech:** Able to communicate verbally in an understandable manner using the English language to communicate with patient/family and health care team. Able to provide patient specific teaching.
 - **Walking:** Able to walk and use stairs while in the clinical area.
 - **Standing:** Able to stand for prolonged periods of time while in the clinical area.
 - **Sitting:** Able to be seated in class, computer lab, clinical labs, in clinical conferences as well as during charting in the clinical area.
 - **Lifting/Carrying:** Able to lift and carry an average of 10-50 pounds such as medical supplies. Required to lift, transfer, and move patients in the nursing lab and clinical areas. Effectively assist patients in the rehabilitation process of ambulation, stair climbing, and transferring techniques.
 - **Tactile Sensation:** Able to detect condition and changes of the body by using the fingers and hands to touch. Able to feel vibrations, pulses and skin temperature.

- **Pushing/Pulling:** Able to pull, push, position and transfer patients. Able to perform cardiopulmonary resuscitation (CPR) such as with chest percussions, etc.
- **Bending/Reaching/Twisting/Turning and Stretching:** Able to reach, stoop, bend, kneel, crouch or other motions that are required when bathing patients, changing beds and using medical equipment.
- **Health and Safety Requirements:** Students must display good self-awareness of personal health practice and hygiene. They must understand the importance of good personal health habits and prevention of disease/infection control. They must display an awareness of personal issues and report any that would potentially interfere with their ability to completely care for others.

The nursing student may not pose a risk to the health and safety to themselves or others in the school, clinical area, or at any Husson University sanctioned event/activities. The student must always protect self and others from exposure to body fluids, and communicable diseases by using the education and training provided in labs and the clinical areas. The student, in a professional manner, must be able to tolerate unpleasant events as those found in accidents, injuries, illness and death.

Adapted from Husson University Occupational Therapy Program and the University of Maine, School of Nursing. Revised 8/2

I. POLICY ON PROFESSIONAL BEHAVIOR

Purpose: to provide an environment conducive to effective teaching and learning and to promote the development of professional behaviors among nursing students.

Rationale:

- According to the AACN's Essentials document, "In order to demonstrate professionalism civility must be present" (AACN, 2008, p. 26).
- Appropriate communication (in all forms) is central to providing safe and effective nursing care.
- Students learn best in an atmosphere of mutual trust and respect.
- Incivility interferes with teaching and learning.
- Unprofessional behaviors may lead to poorer patient outcomes.

Process:

- All students are expected to review the policy on professional behaviors annually.
- Professional behavior is expected at all times by nursing students, faculty, and staff. This includes but is not limited to: classrooms, learning laboratory, clinical agencies, advising meetings, email or any time that the student represents the Husson University School of Nursing, including wearing Husson name badges, uniform or logo.
- Faculty will establish class norms and expectations during the first week of the semester. Unprofessional behavior will be addressed by faculty at the time or as soon as possible after it occurs. Students will be

- given the opportunity to remediate.
- When a pattern of unprofessional behavior is noted, it will be documented and the student will be referred to the SON Admissions & Progression Committee.
 - Repeated incidences of unprofessional behaviors will be grounds for dismissal from the nursing program.

Professional Behaviors include but are not limited to:

- Accepting responsibility for own actions
- Treating others (peer, faculty, staff, patient) in a respectful, sensitive & nonjudgmental manner
- Using professional communication in all written and oral discussions
- Attending all scheduled orientations, classes, labs, and clinical experiences
- Arriving and leaving class and clinical at scheduled times
- Adhering to the appropriate dress code whether in the classroom, lab, or clinical setting
- Being flexible and adaptable
- Demonstrating initiative and motivation
- Being willing to accept and use constructive feedback
- Expressing own feelings effectively and appropriately
- Demonstrating awareness of the impact of own behaviors on others

Social Media Policy

Policy Purpose: First and foremost, student nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.

Policy:

1. The violation of the social media policy will result in course failure, and may result in dismissal from the nursing program. The student has appeal rights in accordance with Husson University policy.
2. Violations include but are not limited to the following list:

Adapted From NCSBN : National Councils of State Boards of Nursing. (2011, October 17). White paper: A nurse's guide to the use of social media. Retrieved November 30, 2016, from https://www.ncsbn.org/Social_Media.pdf

Students:

- Are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, students are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to

disclose the information or other legal obligation to do so.

- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Do not refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients with personal devices.
- Follow Husson University and clinical site policies for taking photographs or video of patients for treatment or other legitimate purposes including educational purposes with appropriate signed photographic releases.
- Do not initiate or accept any cyber relationships with patients/clients.
- Promptly report to the adjunct faculty/lead faculty/preceptor any identified breach of confidentiality or privacy.
- Are aware of and comply with Husson University and clinical site policies regarding use of computers, cameras and other electronic devices and use of personal devices in the workplace.
- Do not make disparaging remarks about individuals or institutions. For example, threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments are not acceptable.
- Do not post content or otherwise speak on behalf of Husson University/clinical site unless authorized to do so and follow all applicable policies of the Husson University.

Unprofessional behaviors may include but are not limited to:

- Excessive absence or tardiness
- Frequently missing deadlines
- Inappropriate attire
- Disrespectful communication
- Excessive defensiveness or blame when given constructive feedback
- Intolerance for unforeseeable or necessary changes
- Unwillingness to consider another's point of view
- Refusal to admit mistakes or examine own contribution to a problem
- Unwillingness to compromise in collaborative activities
- Violation of patient confidentiality
- Expression of feelings that is inappropriate to the setting

II. HONOR and HONOR CODE

Honor: Honor is a sense of personal satisfaction and worthiness derived from a confidence in one's proven value. This sense of honor is an integral part of living, and as such, influences nurses' thinking so that they understand and exhibit integrity, respect for individuals and groups, and also assume responsibility for their actions as professional individuals.

Each student in the Husson University School of Nursing is expected to abide by the honor code, which requires academic and professional integrity. As complete integrity is expected when nurses assume the care of others, it is vital that they be honest with themselves, other members of the health team, and patients with respect to professional judgment. It is through day-to-day living and practice of this honor code that students become members of a profession. To encourage a constant awareness of this professional identity, each student and faculty member is expected to assume responsibility for his/her own actions within the framework of ethically oriented professional and academic values.

Honor Code: Students will not ask for or receive help in examinations except to receive legitimate clarification from the faculty. They will not use supplementary materials during examinations in a manner unauthorized by the faculty. All course work in nursing and non-nursing classes, including examinations, papers, laboratory exercise presentations, and other written work will be the student's own; and the student will cite references properly. These sources include quotations, information, opinions or ideas contributing to his or her work.*

The following list comprises some examples of infractions of the Honor Code:

- copying answers from another student's examination
- using notes or other references during an examination in a manner not authorized by the faculty
- communicating with a student during an exam to share or obtain exam answers
- plagiarizing - using quotations, ideas, or other information from outside sources without citing references properly
- submitting or borrowing another person's work as one's original work without identifying it as such
- submitting own work used previously for another course, without identifying it as such
- using alcohol or drugs in the clinical area or classroom
- sharing patient information inappropriately
- downloading patient medical records

*For proper use and formatting of references, students are referred to the most recent edition of: The American Psychological Association (APA) Publication Manual.

Since the Honor Code is a self-imposed system, it is in effect whether or not a faculty member is present in the classroom or clinical setting when an infraction occurs; hence a student(s) may be reported by a fellow student(s). The Honor Code acknowledges the right of faculty to decide whether or not to proctor an examination.

Students will be asked to sign the statement at the beginning of this handbook indicating that they take responsibility for reading and abiding by the policies in the Handbook.

*Ref: Honor Codes of Barnard College, the University of Pennsylvania, and Columbia University.

III. MISCELLANEOUS POLICIES

A. Student CPR Requirements

All students must successfully complete a Red Cross or American Heart Association approved course in Basic Cardiopulmonary Resuscitation for Healthcare Providers by August 1st prior to the sophomore year for undergraduate and before clinical placements for graduate. Students must renew their CPR before the expiration date. Written proof of such completion is required; submit to Gloria Brawn. Non-adherence to this policy will result in denial of clinical access

B. Standardized Testing

Each program participates in standardized testing for assessment of student learning at key points in the curriculum.

i. Undergraduate

In the undergraduate nursing program freshman through senior students will participate in external assessments, and billed each year for standardized assessment testing in selected topic areas. When the results are used as part of course grade, specific grading criteria are identified in the course syllabi. Students will be required to participate in a **LIVE** NCLEX-RN review course as part of NU 425 during the last semester of the program.

ii. Graduate

Graduate students are required to participate in three (3) assessments over their course of study, two (2) external and one (1) internal; students will pay fees only for the external evaluations. When assessment outcomes are graded for specific courses, grading criteria will be delineated in each syllabus.

C. Husson University School of Nursing Student Clinical Accident/Injury Policy

Purpose: The policies outlined below exist for the protection of students, patients, clinical personnel and faculty the clinical setting. To be permitted to remain in any instructional setting, students should be physically able to meet the objectives of the course or clinical requirements.

Health Insurance Coverage: All full-time undergraduate students are required to have some form of accident and sickness insurance coverage. Husson University offers a plan of accident and sickness insurance to full-time students. A student already insured by another plan is exempt from this requirement upon proof of continuous coverage throughout the school year. If a student is injured during a clinical experience, he or she is responsible for filling out any paperwork required by the insurance company.

Liability Insurance Coverage: Husson University has purchased general liability insurance and professional

liability insurance that extends to protect Husson University faculty and students for their acts within the parameters outlined in clinical agreements. However, students may still wish to secure their own insurance coverage for professional liability.

Possible risks to students: Nursing is a profession that exposes its members to occupational hazards. Nursing students need to remain cognizant of the possible hazards and must follow safety policies to avoid accident or injury to self or others. Possible sources of injury include musculoskeletal strains, infectious disease, and working with difficult patients.

Procedures for handling blood and body fluids:

- The student should follow the policies and procedures of the institution where they are assigned.
- Take the blood borne pathogen training and sign Exposure Control Procedure
- Anticipate possible exposure and use personal protective equipment appropriate to the procedure being performed
 - Use Standard Precautions in any patient care situation where there is a chance of coming in contact with blood and other body fluids. Students exposed to any of the following body fluids in the clinical practicum setting should notify the preceptor, assigned clinical faculty, and the appropriate supervisory person at the agency: blood; cerebrospinal, synovial, pleural, pericardial, and amniotic fluids.
- Wash hands and body surfaces before and immediately after contact with any body fluids.
- Do not recap needles. Immediately place sharps in a puncture resistant container Reporting illnesses and accidents:
- Any accident or injury experienced by a student while in a nursing class or clinical should be reported immediately to the nursing instructor and /or the preceptor who is supervising that student experience. The faculty member will advise or refer the student for treatment as necessary. If the severity of the injury precludes delay, the student will be referred to the emergency department. For less severe injuries, the student should be seen at Concentra (34 Gilman Road, Bangor). The student and faculty member will file out all required reports on the next business day.
- Students who have experienced a hospitalization or extensive illness (3 days or more) must submit to the course faculty, in writing, an official statement from the health care provider permitting the student to return to the clinical practicum. The letter should define the classroom and clinical activities the student is allowed as well as any specific limitations or restrictions.

V. STUDENT COMMUNICATION PROCESS

Students are required to have an active Husson email account. Written communication from the School of Nursing or individual programs will be sent via the Husson Google email. Undergraduate students are expected to check their account per program specific guidelines with minimum of every 2-3 days; Graduate students are expected to check their email daily. In the event of an emergency or an informational mailing, the School of Nursing is not

responsible for communication to students who do not utilize his/her active Husson Google email account.

VI. STUDENT HEALTH POLICIES

A. Student Health Forms (Undergraduate only)

All students attending Husson University School of Nursing must submit the completed health form by August 1 of each year to the Student Health Center and HUSoN Administrative Assistant. Students who do not have a completed or updated health form will not be allowed to register for courses or participate in clinical. Students should keep a copy of all health data submitted in their own personal health file. No copies will be provided by the School of Nursing.

B. Immunization requirements:

- Rubeola (measles) – one time only if vaccinated after 1969 (if born before 1957, no measles immunization is required). A titer is required of all nursing students.
- Mumps – one time only.
- Rubella (German measles) followed by titer.
- Diphtheria Tetanus, Pertussis (Tdap) booster – within ten (10) years of expected graduation date.
- Tuberculin test (PPD/ PPD2) – Proof of PPD 2-step process prior to sophomore year and PPD yearly thereafter. If your PPD is not replanted within one year, the students will be required to have an additional 2-part series.
- Hepatitis B (begin the series of three injections upon admission if not previously completed).
- Varicella (Chicken Pox) titer. Students with negative titers will need two varicella vaccines.

C. Health Insurance

All full-time undergraduate students are required to have some form of accident and sickness insurance coverage. Husson University makes available a plan of accident and sickness insurance to its full-time undergraduates. A student covered by other insurance may waive this plan with proof of other insurance coverage.

D. Background Check

All HUSoN students are required to have a background check completed. This background check will be completed by Certified Background, accessed online at www.CertifiedBackground.com. Even if the student has had a background check elsewhere, he or she must have a new background check prior to beginning the first clinical placement. In subsequent years, students must sign an attestation stating that there have been no changes their background status. If there has been any change in the student's status he or she must repeat the background check. Students need to be aware that certain violations/crimes may prevent students from attending clinicals depending on the healthcare organizational policies. Additionally, the SBON has limitations for licensure and students may not be issued a license even if successfully passing the NCLEX exam or National Board Certification.

VII. SIGMA THETA TAU International:

Sigma Theta Tau is the International Nursing Honor Society. Husson University, University of Maine – Orono,

and University of Maine – Augusta, sponsor a local chapter, Omicron Xi. Junior and senior undergraduate nursing students and upper level graduate students are nominated by faculty for membership into this honor society. Membership is by invitation only, conferred upon nursing students who demonstrate excellence in nursing and the potential for development of leadership qualities. The goal of Sigma Theta Tau International is to promote nursing excellence by supporting a global community of nursing scholars.

VIII. NURSING MENTOR PROGRAM

The mentoring program in the school of nursing is a voluntary program supporting nursing students in helping to meeting their needs and helping them develop both confidence and competence. The nursing mentors help connect students to campus resources, provide networking opportunities and help answer questions and be a general support. They are empathetic listeners.

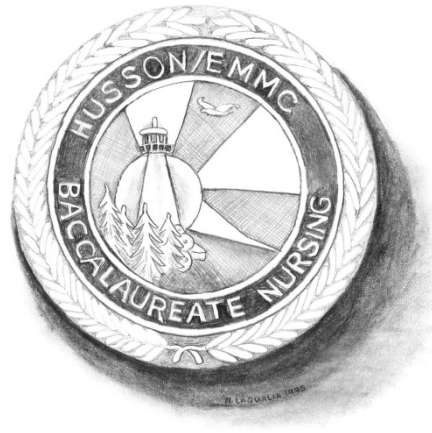
IX. NURSING TUTOR PROGRAM

Tutoring is provided for all freshmen through junior level nursing courses. Students may be referred for tutoring by their course instructor and/or academic advisor. All nursing students, regardless of ability, are welcome to attend tutoring sessions free of charge.



HUSSON UNIVERSITY SCHOOL OF NURSING
NURSING PROGRAM

HUSON



Husson University School of Nursing (HUSoN) BSN Program Outcomes

At the completion of the program, graduates will be expected to:

1. Synthesize evidence-based knowledge from liberal education, nursing and other disciplines to guide baccalaureate generalist nursing practice (*Essential I*).
2. Design culturally appropriate, holistic, patient-centered strategies to promote health and manage illness for diverse individuals, families, groups, communities, and populations across the lifespan. (*Essential VII, IX*)
3. Engage in inter- and intra-professional communication and collaboration that promotes the achievement of quality patient outcomes and safety in various environments and healthcare settings. (*Essential II, III, & VI*)
4. Demonstrate skills in the use of informational and health care technologies that support quality outcomes and improve care. (*Essential III & IV*)
5. Adhere to a professional moral, ethical, and legal framework to guide conduct and decision-making. (*Essential VIII*)
6. Investigate current issues in healthcare policy, finance, and regulatory environments and propose initiatives that will impact the quality and safety of healthcare delivery. (*Essential II & V*)

Revised May/2015

**HUSoN BACCALAUREATE NURSING PROGRAM
LEVEL OUTCOMES I-III**

Level I Outcomes – Freshman/Sophomore	Level II Outcomes -- Junior	Level III/Terminal Outcomes -- Senior
Acquire evidence-based knowledge from liberal education, nursing and other disciplines to guide baccalaureate generalist nursing practice.	1. Interpret evidence-based knowledge from liberal education, nursing and other disciplines to guide baccalaureate generalist nursing practice.	1. Synthesize evidence-based knowledge from liberal education, nursing and other disciplines to guide baccalaureate generalist nursing practice
Define culturally appropriate, holistic, patient-centered strategies to promote health and manage illness for diverse individuals, families, groups, communities, and populations across the lifespan.	2. Apply culturally appropriate, holistic, patient-centered strategies to promote health and manage illness for diverse individuals, families, groups, communities, and populations across the lifespan.	2. Design culturally appropriate, holistic, patient-centered strategies to promote health and manage illness for diverse individuals, families, groups, communities, and populations across the lifespan.
Recognize inter- and intra-professional communication and collaboration that promotes the achievement of quality patient outcomes and safety in various environments and healthcare settings.	3. Practice inter- and intra-professional communication and collaboration that promotes the achievement of quality patient outcomes and safety in various environments and healthcare settings.	3. Engage in inter- and intra-professional communication and collaboration that promotes the achievement of quality patient outcomes and safety in various environments and healthcare settings.
Identify skills in the use of informational and health care technologies that support quality outcomes and improve care.	4. Practice skills in the use of informational and health care technologies that support quality outcomes and improve care.	4. Demonstrate skills in the use of informational and health care technologies that support quality outcomes and improve care.
Describe a professional moral, ethical, and legal framework to guide conduct and decision-making.	5. Apply a professional moral, ethical, and legal framework to guide conduct and decision-making.	5. Adhere to a professional moral, ethical, and legal framework to guide conduct and decision-making.
Discuss current issues in healthcare policy, finance, and regulatory environments and propose initiatives that will impact the quality and safety of healthcare delivery.	6. Discover current issues in healthcare policy, finance, and regulatory environments and propose initiatives that will impact the quality and safety of healthcare delivery.	6. Investigate current issues in healthcare policy, finance, and regulatory environments and propose initiatives that will impact the quality and safety of healthcare delivery.

Revised July/2017

BACCALAUREATE NURSING PROGRAM

Yearly Responsibilities

Requirements – Due by Aug 1	Requirements – Due Aug 1	Requirements – Due Aug 1	Requirements –<u>Due by Aug 1</u>
<p>Handbook receipt and student info form completed</p> <p>Health form/ Immunizations completed</p>	<ul style="list-style-type: none"> • Handbook receipt and student info form completed • Health form/ Immunizations completed – update PPD • CPR class completed • Background Check Completed • On-line clinical placement training 	<ul style="list-style-type: none"> • Handbook receipt and student info form completed • Attestation or Background Check • Health form/ Immunizations completed – update PPD (p. 25) • On-line clinical placement training • Clinical paperwork 	<ul style="list-style-type: none"> • Handbook receipt and student info form completed • Attestation or Background Check • Health form/ Immunizations completed – update PPD • CPR class completed • On-line clinical placement training • Clinical paperwork
	Clinical Responsibilities: See Nursing Student folder for site specific requirements	Clinical Responsibilities: See Nursing Student folder for site specific requirements	Clinical Responsibilities: See Nursing Student folder for site specific requirements
Investments	Investments	Investments	Investments
<p>Assessment Fee--first of 4 payments</p> <p>Medical dictionary – optional</p>	<ul style="list-style-type: none"> • Assessment Fee--second of 4 payments • Blood pressure cuff • Stethoscope • Uniforms, Lab Coat, shoes and Name Pin Background Check Fee 	<ul style="list-style-type: none"> • Assessment Fee --third of 4 payments • NCLEX review book – optional 	<ul style="list-style-type: none"> • Final Assessment Fee <p><u>Graduation Costs</u> Mandatory:</p> <ul style="list-style-type: none"> • Graduation Fee billed to account ~\$100.00 • State Board of Nursing License Application Fee ~\$75.00 • NCLEX Exam Fee ~\$375.00 <p>Optional:</p> <ul style="list-style-type: none"> • Nursing Pin – February ~ \$50.00 - \$200.00
FRESHMAN	SOPHOMORE	JUNIORS	SENIORS

HUSoN
BACCALAUREATE NURSING PROGRAM OF STUDY WITH GENERAL
EDUCATION REQUIREMENTS
(Effective for Entrants Fall 2015 and After)

Freshman-Fall Year One	Freshman- Spring Year One
Eh123 Rhetoric & Composition I (C2) 3 cr. Py 111 General Psychology (D3) 3 cr. Sc/Sl 221 Anatomy & Physiology I /Lab (C7) 4 cr. SC191 General Biology (NU Elective)* *OR 3 cr. Sc/Sl 180 General Chemistry/Lab* 4 cr. He111 Husson Experience <u>1 cr.</u> 14-15 cr.	Eh 124 Rhetoric & Composition II (C3) 3 cr. Ms 141 Contemporary College Algebra (C6) 4 cr. Sc/Sl 222 Anatomy & Physiology II/Lab 4 cr. Nu 100 Nursing Concepts (C1) 3 cr. Sc/Sl 180 General Chemistry/Lab* OR 4 cr. SC 191 Biology (Nu Elective)* 3 cr. 17-18 cr.
Sophomore-Fall Year Two	Sophomore – Spring Year Two
Nu/NL208 Health Assessment 4 cr. Nu/NI 211 Nursing Interventions I 3 cr. Eh 200 Approaches to Literature (C4) 3 cr. Sc 333 Pathophysiology 3 cr. Sc 234 Nutrition <u>3 cr.</u> 16 cr.	Nu/NI 212 Nursing Interventions II 4 cr. Nu 214 Pharmacology 3 cr. Sc/Sl 241 Microbiology/Lab 4 cr. Sy 201 Principles of Sociology (D9) 3 cr. Py 141 Growth & Development 3 cr. 17 cr.
Junior- Fall Year Three	Junior- Spring Year Three
NU/NL 322 Adult Family Health I (D1) *OR 5 cr. Nu/NI 323 Adult Family Health II 5 cr. Nu/NI 315 Child Health *OR 5 cr. Nu/NI 324 Maternal and Newborn Nursing 5 cr. Ms 132 Statistics (C8) 3 cr. Elective (D6) <u>3 cr.</u> 17 cr.	Nu 320 Nursing Research (D4) 3 cr. Nu/NI 323 Adult Family Health II *OR 5 cr. Nu/NI 322 Adult Family Health I 5 cr. Nu/NI 324 Maternal and Newborn Nursing *OR 5 cr. Nu/NI 315 Child Health 5 cr. Ph110 Ethics (D2) <u>3 cr.</u> 17 cr. Fine Art Elective D7 or D8* <u>3 cr.</u>
Senior – Fall or Spring Year Four	Senior – Fall or Spring Year Four
Nu/NI 412 Community Health *OR *5 cr. Nu/NI 422 Community Mental Health (D5) (5 cr.) Nu 424 Adult Family Health III (C9) *OR *3 cr. NI 427 Senior. Partnership 4 cr. Nu 426 Policy, Leadership, & Management in Nursing (3 cr.) NU425 Senior Capstone Seminar AND 1 cr. NU425 (03)Capstone RN Prep (Dec Grads only) 1 cr. Elective (D7 or D8) <u>3 cr.</u> 14-15 cr.	Nu/NI 422 Community Mental Health (D5) *OR *5 cr. Nu/NI 412 Community Health (5 cr.) NI 427 Senior. Partnership *OR *4 cr. Nu 424 Adult Family Health III (C9) (3 cr.) Nu 426 Policy, Leadership, & Management in Nursing (3 cr.) NU425 Senior Capstone Seminar AND 1 cr. NU425 (03) Capstone RN Prep (last semester) 1 cr. Elective (D7 or D8) <u>3 cr</u> 12-13 cr.

126 credits to graduate

UNDERGRADUATE NURSING POLICIES

I POLICY REGARDING DISTRIBUTION OF ELECTIVE CREDITS

A. The following section identifies courses that fulfill the General Education Requirement for the School Nursing

- C1: Freshman Seminar: HE 111
- C2: Eh 123: Rhetoric and Composition I
- C3: Eh 124: Rhetoric and Composition II
- C4: Eh 200: Approaches to Literature
- C6: Math I: Ms 141 Contemporary College Algebra (or higher level math)
- C7: Lab Science: Sc/Sl 221 Anatomy and Physiology
- C8: Ms 132 Probability and Statistics
- C9: Senior Seminar: NU 425 Capstone and NL427 Senior Practicum

B. The following represent student choices for Distribution Electives:

- D1: Experiential Learning: Nu212, Nu 315, Nu 322, Nu 323, Nu 324, Nu 412, Nu 422, and NI427
- D2: Ethics Elective: Ph 110 Introduction to Ethics or Qualifying Ethic Elective
- D3: Psychology Elective: Py 111 General Psychology
- D4-6: Communication Electives:
 - D4: Nu 320 Nursing Research
 - D5: Nu 422 Community Mental Health
 - D6: All Eh and Cm courses, Py341 or Hu201
- D7: Foreign Culture and Conversation Elective: Lc111, Lc112, Lc121, Lc131, OT499; American Sign Language, or approved travel or study abroad
- D8: Fine Arts Elective: all FA courses, Eh 232, Hu 203, Hu 299 (selected courses), Hu 320
- D9: Global Elective: Sy 201 Sociology

Co-Curricular or Community Service Experiences

In addition to successful completion of general education electives, students also must document learning through co-curricular or community service experiences in order to complete the General Education requirements.

THE UNIVERSITY COMMUNITY SERVICE REQUIREMENTS:

A student can satisfy the University and Community Service requirement for the General Education curriculum through either a qualitative or quantitative approach. Under the qualitative approach, there is no specific time requirement or length of the service involvement, but the student must submit one thoughtful essay detailing the value of one significant and substantial post high school service and leadership experience. Many students are, or have already been, community leaders in various groups, and these students may wish to exercise the qualitative approach. This documentation should be filed with the essay in the student's folder using the qualitative approach.

Alternatively, a student may wish to exercise the quantitative approach. In this approach the student submits this documentation form for four different service and leadership experiences while at Husson University. This experience may be a club, organization, or team within, or outside, the school. One discrete experience may, for example, be participation at a weekend retreat for an organization, or it may be that a student is a bona fide member of a group. An experience counts toward satisfying the requirement if a minimum of ten hours was invested in the group, organization or project. A student is required to have four documented experiences using the quantitative approach. A student may not count a single team sport or single club four times for their four years of involvement at Husson University.

II. BSN ADMISSION POLICY

A. BSN Admission Requirements:

- Graduation from an approved high school or credentials indicating equivalent preparation.
- SAT combined score of at least 1400 (or ACT equivalent); students with lower SAT scores must have a high school average of at least 89 (GPA 3.3)
- High school average of at least 86 (GPA 3.0)
- Completion of the following high school subjects with a grade of B or better
 - Four years of English
 - Two years of mathematics, including algebra 1 and 2
 - Two years of science including biology and chemistry
- Health care provider examination and current immunization record
- Meet essential qualifications

Students who do not meet the admissions criteria for the Nursing Program may apply for undeclared status and submit a Change of Major request at the end of the first academic year. It is recommended that students take courses from the freshman level program of study. There are a limited number of positions for change of major students and there is no guarantee of admission.

B. Change of Major to Undergraduate Nursing Program

Students may apply for a change of major after completing two semesters of academic work. To be considered for internal transfer students must have a GPA of at least 3.0. Students interested in the nursing major must submit a

Change of Major form along with an essay that describes their rationale for selecting the profession of nursing and the potential strengths they would bring to the profession. The Change of Major process is competitive and students with the highest potential for success are selected. Admission is based on space available. An interview may be required. Students must meet the Essential Qualifications.

C. External Transfers to the Nursing Undergraduate Nursing Program

To be considered for external transfer, applicants must have a GPA of at least 3.0.

Applicants must submit an essay that describes their rationale for selection the profession of nursing and the potential strengths they would bring to the profession. Two references from professors and/or employers are required. For transfer credit, each course must be comparable to courses offered by Husson University and the nursing program. Grades of C or above (C+ or above for core science and nursing courses) will be considered for transfer credit. Applicants must meet Essential Qualifications standards.

III. POLICIES RELATED TO TRANSFER CREDIT AND PROFICIENCY

- A. In order to receive a degree from Husson University and be eligible to apply for RN licensure, students transferring in must take at least the final 30 credits and complete their senior level nursing classes through Husson University. (See Husson University Catalog).
- B. When transferring from another nursing program the student must provide the following:
 - i. A reference from the nursing faculty member who taught the last nursing course(s) the student completed.
 - ii. A letter (written on nursing program letterhead) from the Dean/Chair/Director of the nursing program from which the student is transferring.
- C. Transferable credits will be considered on an individual basis relevant to the length of time that has elapsed since the transfer courses have been taken. A minimum grade of C+ is needed for transfer of CORE (Science and Nursing) courses. A minimum grade of C is needed for transfer of all other courses.
- E. Eight (8) credits of Anatomy and Physiology may be accepted from other institutions for transfer. If a student has taken less than eight (8) credits of Anatomy and Physiology, he/she may be allowed to take proficiency exams in order to receive credit for all eight (8) credits of Anatomy and Physiology. This will be considered on an individual basis by the science faculty. If course is offered at Husson, it must be taken at Husson.
- F. Art and music courses may be accepted for transfer credit if they meet the Husson University General Education requirements.
- G. Nursing courses may be considered for transfer credit on an individual basis.
- H. According to the Husson Catalog, "Depending upon the program of study, entering students may be awarded advanced standing to a maximum of thirty credit hours on the basis of advanced placement examinations.

College credit can be earned through the College Level Examination Program (CLEP), Advanced Placement (AP) through testing with the College Board or the International Baccalaureate (IB). Students must attain a minimum of 3 or better on the AP and 4 or better on the IB. Six (6) credit hours per subject area may be awarded for the American Council on Education based on recommended passing scores attained on the CLEI as administered by ETS. Other recognized college-credit granting programs may also provide a student advanced standing at Husson. Students are encouraged to present earned credit for evaluation when applying for admission.”

- I. Students transferring into the Nursing Program from another major at Husson University must complete a change of major form. Change of Major applications must be submitted to the Administrative Assistant during the semester before proposed entry. The Nursing Admissions and Progression Committee will act on Change of Major applicants after grades have been posted at the end of the semester.

IV. POLICY RELATED TO CREDIT HOURS

The ratio of clinical hours to credit hours in the Baccalaureate Nursing courses is as follows: three (3) clinical or laboratory hours equal one (1) credit hour.

IV. PHARMACOLOGY AND MATHEMATICS REQUIREMENT

Each nursing level has specific pharmacology and medical mathematics outcomes. Students must meet stated requirements.

V. POLICY ON COURSE MATERIALS

- A. Syllabi and other nursing course materials will be available to students in the Canvas Course Folder. Additional materials may be placed on reserve in the library for student use. Students may use reserved materials in the library or make copies for personal use.
- B. Students are required to utilize the Learning Resources Center in preparation for clinical experiences. Students are accountable for practicing required skills prior to demonstration, competency testing, or clinical simulation.

VI. GRADING POLICIES

- A. Students in the Baccalaureate Nursing Program must pass all CORE courses with a grade of C+ (77%) or better. *All Nursing courses are CORE courses. In addition, the following science courses are CORE course: Sc 221, SI 221, Sc 222, SI 222, Sc 180, SI 180, Sc 233, Sc 234, Sc 241, SI 241
- B. Students will receive one final grade for each nursing course, including those courses with a lab or clinical component. All course assessments are included in the final grade and determined by the course syllabus.
- C. If a student does not meet the passing benchmark of C+ (77%) on any CORE Science and Nursing (NU/NL) course, the student must repeat the course only at Husson University to be considered for the nursing program of study. No course transfer will be accepted for these repeat courses.

VII. APA format will be used for all formal written assignments. *Students who have demonstrated writing deficiencies will be required to go to the University's Learning Center.* All students are encouraged to obtain feedback for preparation of written assignments prior to submission.

VIII. NURSING ACADEMIC REVIEW, PROGRESSION, AND APPEAL POLICIES

A. Criteria for Progression in the Undergraduate Nursing Program

Successful progression in the undergraduate nursing program is based on meeting program outcomes and require a pattern of effective demonstration of proficiencies in clinical practice, criterion-referenced projects, objective a performance-based assessments.

Successful progression criteria:

- Grade of C+ (77) or better in all CORE Science and Nursing (NU/NL) courses. CORE Science courses for the nursing major are listed below.
- Grade of “pass” in all nursing clinical/lab courses that are graded as pass/fail
- Students must satisfactorily complete both the theoretical and clinical components of nursing clinical courses in order to receive a passing grade for the course. Nursing clinical courses are listed below.
- If a student has an interruption in progression beginning in the sophomore year, the Nursing Admission and Progression Committee may require the student to repeat foundational courses, such as pharmacology, health assessment, etc., to re-establish current nursing knowledge and safeguard patient safety.
- Once a student begins sophomore level nursing courses (NU208, NU211), the student must complete all degree requirements within four years.
- Students must demonstrate standards of moral, ethical, and legal conduct expected of nursing professionals. These standards include fulfilling expectations established by the ANA Code of Ethics, AACN *Baccalaureate Essential VIII: Professionalism and Professional Values*, and SON's *Essential Qualifications* and the *Professional Behavior* policy.

A student who does not meet this standard for either a nursing didactic course or its associated clinical must repeat both. A student who receives less than a C+ in any nursing or science course may repeat the course only one time. If the student receives a grade of less than C+ for the repeat course or receives grades less than C+ in two nursing or science courses in one semester, the student may be dismissed from the program.

At the completion of each semester (in January and May), all nursing students' records are reviewed for compliance with the progression criteria. Students who do not meet the criteria are referred to the SON Admissions & Progression committee and notified as to whether they will be required to engage in remedial action or are being dismissed from the program. Students must continue to meet the Essential Requirements Standard.

B. Process for Academic Review

- i. Advisors notify the Coordinator of the Baccalaureate Nursing Program regarding students with actual or potential problems of progression.
- ii. Student is reviewed by SON Admissions & Progression Committee with recommendations sent to Coordinator of BSN program
- iii. In collaboration with the BSN Coordinator, the SON Director reviews recommendations and notifies student of outcomes.

C. Student Academic Appeal & Student Complaint Process

- i. The student with concerns about a grade in a nursing course should follow the "Student Appeal of a Course Grade" process as outlined in the Husson University Catalog.
- ii. Students are accountable for adhering to all policies of the School of Nursing and the University; therefore should review all undergraduate policies in the Husson University Catalog. Failure to do so may warrant dismissal.

IX. ATTENDANCE POLICIES

A. Class Attendance Policy

Students are expected to attend all scheduled class and clinical sessions for courses in which they are enrolled. Faculty are required to keep class attendance records for all the courses they teach. Faculty may file a request to deny course credit to any student who has been absent for more than fifteen percent of the scheduled class time. Clinical is mandatory. (See Clinical Absence policy).

B. Punctuality in Class and Clinical

Students are expected to arrive for class and clinical on time. Once class has started, the classroom door will be closed. In order to avoid disruption of the class and the faculty, tardy students are asked to return to class at the class break. This will count as a class absence. Students late for clinical will be sent home. This will count as a clinical absence.

C. Make-Up for Class and Clinical Work, Exams or Quizzes

- i. There is no makeup for scheduled quizzes, exams, papers and other assignments. Extenuating circumstances will be evaluated by the course faculty.
- ii. Clinical work is due at the time selected by the clinical faculty. Extensions will be given only for extenuating circumstances. The grade of F will be given for clinical if the student's clinical paperwork is late on more than one occasion.

D. Clinical Absence

- i. Students are expected to be present for all clinical assignments. Absences from clinical assignments must be reported to the clinical agency and instructor prior to the expected time of arrival at the agency.
- ii. A first clinical absence will be made up at the discretion of the faculty member.
- iii. A second clinical absence in a course requires make up at an assigned setting.
- iv. A required clinical make-up must be completed before the student may take the final examination for the course.
- v. An absence of more than two clinical days per course requires that the student withdraw. A failing grade may be assigned.
- vi. In a situation such as agency or program problem or inclement weather whereby the clinical session becomes unavailable for the student experience, the Nursing Program becomes responsible for arranging the clinical experience which is needed. No fee is incurred by the student in such an instance.
- vii. Simulation can be used as clinical make up when appropriate.

X. UNIFORM POLICY: The official uniform must be purchased at Super Shoes located on Hogan Road, Bangor, Maine.

A. School BSN Uniform

- i. The designated selected green scrub pants with white stockings, or white knee-highs.
- ii. The designated white top with the Husson/EMMC patch and appropriate level bars sewn on the left sleeve.
- iii. Clean white shoes with no open toes or heels.
- iv. A white lab coat/jacket may also be worn.
- v. Husson/EMMC green name pin or appropriate badge, watch with a second hand, and pen with black ink.

B. Uniform Dress Code for Researching Clinical Assignment for ALL BSN Nursing Students

Hair must be neat and clean; if worn loose, it must be off the face and no longer than to the shoulder; however, if long enough to pull back, it must be secured with a white or dark green elastic, cotton band, or in a braid. No large barrettes or hair accessories are permitted. Hair may not be tinted an unnatural color. The only jewelry allowed is an engagement ring +/- or wedding band, one pair of stud earrings (one per earlobe), and a watch. No noticeable piercing (except for one in each earlobe) is permitted. Nails should be short and without polish. Artificial nails are not allowed. No strongly scented aftershave, perfumes, colognes, or body lotions, sprays, splashes, mists or deodorants are allowed. Students are requested not to smoke while in the clinical setting.

A white lab coat/jacket with the Husson/EMMC patch on the left sleeve and the Husson/EMMC name pin or appropriate badge must be worn when students obtain/research their clinical assignment. No jeans, sweat pants, shorts, T-shirts, halter tops, exercise attire, or sandals are permitted in any clinical setting even under the lab coat.

When students are assigned to outside agencies for clinical experiences, the agency dress code may apply. Clinical faculty will provide information regarding appropriate attire as needed.

XI. STUDENT CLINICAL PLACEMENT POLICY

A. Program Level

- i. Level I First (Freshman) year program of study.
Second (Sophomore) year program of study.
- ii. Level II Third (Junior) year program of study.
- iii. Level III Fourth (Senior) year program of study.

B. Level Progression

- i. Nursing students must complete one level before progressing to the next
- ii. Nursing students must earn an overall 3.0 cumulative grade point average in order to progress through the Nursing Program

C. Clinical Placement

- i. Students will be registered for clinical groups by the clinical coordinator.
- ii. Clinical groups will be filled as seats based on academic and educational needs.
- iii. Individual requests will be considered but not guaranteed.
- iv. Students may be reassigned to clinical groups at the discretion of the faculty.

XII. Testing Policy

Testing Environment:

- No personal equipment or items will be allowed during testing period, including hats, phones, calculators, pens, paper, water bottles, Smart watches, etc.
- Students will be assigned a testing room and must be present prior to the beginning of the test unless other arrangements have been made with the faculty. If a student is not present when the test begins they will not be allowed in the testing area.
- Any unexcused absence will likely result in a zero for the test.
- Consequences for violations in academic dishonesty are outlined in the SON student handbook.
- Students must notify the faculty of any testing accommodations and provide a letter from OASIS prior to the first exam.

External Assessments:

- If a student scores $>$ than or equal to 1000 on version 1 of any HESI RN Specialty or Exit Assessment, the student will not be required to remediate or take version 2 of the HESI assessment, if offered. If the student chooses to take version 2, the higher of the two scores will be recorded as part of the course assessment.
- If a student scores between 900 and 999 on version 1 of any HESI RN Specialty or Exit assessment, the student will not be required to remediate but will be required to take version 2 of the HESI assessment. The higher of the two scores will be recorded as part of the course assessment.
- If a student scored $<$ than or equal to 899 on version 1 of any HESI RN Specialty or Exit assessment, the student will be required to complete a remediation plan as outlined by the course faculty and provide

- documentation of remediation before being admitted to the second assessment (version 2), if offered.
- The student is strongly encouraged to complete a second remediation as outlined in the student's individual RN Specialty or Exit report of version 2.

Internal Assessments

- All nursing course exams will be given through ExamSoft.
- All assessments will align with the NCLEX 2016 Blueprint (12-18% pharmacology, 11-17% physiologic adaptation, etc.) and The AACN Baccalaureate Essentials
- Rounding of Assessment Scores: When the final course grade is calculated, the standard rounding rules are applied. Individual assessment scores are not rounded.
- Testing Blocks will be implemented in the spring of 2017. Students will be required to complete assessments within the scheduled block period unless prior approval is obtained from the course faculty.

XIII. ORGANIZATION OF STUDENT NURSES (OSN)

Purpose and Functions The major purposes of this organization are to provide programs representative of current professional interests and concerns and to promote and encourage participation in community affairs and activities directed toward improved health. Members of the organization also sponsor social activities within the School of Nursing and participate in fundraising to support organizational activities. In this endeavor, the OSN seeks to promote leadership, professional growth, and healthy dialogue between faculty and students. OSN participates in fundraising to support such things as: promoting nursing within Maine, participating in community service, attending state and national conferences, and providing educational opportunities for the Husson community.

The OSN Believes In

- being an organized representative to the community and other health disciplines
- ensuring that every citizen has a right to the highest quality of health care
- developing the whole person within his/her professional role
- providing activities which are participatory not purely philosophical or ideological
- offering quality and quantity of participation to promote the profession of nursing



RN-to-BSN PROGRAM



RN-to-BSN PROGRAM

August 2017

Dear RN to BSN Student,

Thank you for choosing Husson University for the continuation of your education. To provide excellent patient care, nursing professionals must be lifelong learners. We realize this may be a huge transition for you and the faculty and staff is here to assist your success. We pride ourselves in this program as it not only satisfies your baccalaureate requirements but starts you on a graduate education journey.

As an RN you come to Husson University with incredible nursing experience which you will share with your peers and faculty. We recognize, however, that this program will entail some personal sacrifice and hard work as many of you are parents and work actively in the field. As your advisor, I am here to assist you to be successful and enjoy your experience.

We welcome you to the RN to BSN program and wish you well in the program.

Sincerely,

Donna Beuk, EdD, MSN, RN, CNE
Chair, School of Nursing

Program Outcomes

At the completion of the program, graduates will be expected to:

1. Synthesize evidence-based knowledge from liberal education, nursing and other disciplines to guide baccalaureate generalist nursing practice (*Essential I*).
2. Design culturally appropriate, holistic, patient-centered strategies to promote health and manage illness for diverse individuals, families, groups, communities, and populations across the lifespan. (*Essential VII, IX*)
3. Engage in inter- and intra-professional communication and collaboration that promotes the achievement of quality patient outcomes and safety in various environments and healthcare settings. (*Essential II, III, & VI*)
4. Demonstrate skills in the use of informational and health care technologies that support quality outcomes and improve care. (*Essential III & IV*)
5. Adhere to a professional moral, ethical, and legal framework to guide conduct and decision-making. (*Essential VIII*)
6. Investigate current issues in healthcare policy, finance, and regulatory environments and propose initiatives that will impact the quality and safety of healthcare delivery. (*Essential II & V*)

RN-to-BSN

The RN-to-BSN program requires a minimum of 120 credits to graduate from the School of Nursing. As part of the

application process, official transcripts will be evaluated by the Husson University Admissions Office and applicable transfer credits awarded. Depending on the individualized progression plan, to seamlessly move RNs to the BSN level at Husson University and integrate with existing structure will require completion of coursework in general education and nursing courses. With completion of all program requirements, student is awarded a BSN.

Program requirements are as follows:

- Admission requirements of GPA 2.5
- Transfer up to 90 applicable credits toward the total of 120 credits needed for BSN
- Award block transfer nursing credits or equivalents at ADN/diploma level up to 39 credits
- Dual admission into both BSN and MSN programs for those potential candidates indicating desire to continue at the graduate level.

General Education Courses Required for BSN at Husson (total 53 credits)

- EH 123 Rhetoric & Composition I (3)
- EH124 Rhetoric & Composition II (3)
- EH200 Approaches to Literature (3)
- MS 132 Probability & Statistics (3)
- MS 141 Contemporary College Algebra (or higher) (4)
- PH 110 Introduction to Ethics (3)
- PY 111 General Psychology (3)
- SY 201 Principles of Sociology (3)
- PY 141 Human Growth & development (3)
- SC/SL 121 Anatomy & Physiology I/Lab (4)
- SC/SL 122 Anatomy & Physiology II/Lab (4)
- SC/SL 241 Microbiology/Lab (4)
- Fine Arts Elective (3)
- Foreign culture and Conversation Elective (3)
- Communications Elective (3)

Nursing Courses Required for ADN-BSN at Husson University (total 30 Credits)

- NU 441 Role Transition to BSN (3)
- NU 442 Health Informatics & Technology (3)
- NU 443 Quality Improvement in Healthcare Systems (3)
- NU 445 Evidence Based Practice for the Professional Nurse (3)
- NU 445 Nursing practice Science and Skills for the Professional Nurse (3)
- NU 447 Leadership Development for the Professional Nurse (3)
- NU 448 Interprofessional Collaboration in Rural Public Health (4)
- NU 449 Health Policy Issues and Challenges (3)
- NU 455 Gerontological Nursing for the Professional Nurse (3)
- NU 495 Capstone for Professional Practice (4)



GRADUATE NURSING PROGRAMS



GRADUATE NURSING PROGRAMS

August, 2017

Dear Graduate Nursing Student:

Welcome to the Husson University Master of Science in Nursing Program! You are ready to begin an exciting journey in higher education that will expand your scope of practice. You will have many opportunities to grow, both personally and professionally, as you advance your education and skills.

Your decision to further your studies reflects your desire to expand your role -- to become a Nurse Practitioner. Program administration, faculty and staff are eager to help you fulfill those goals.

Included in this Handbook are Graduate policies from both Husson University and the College of Health and Education. It is crucial that you become familiar with these policies and keep them for future reference.

You've made a great decision to pursue graduate education -- Best of luck in your graduate nursing experience!

Warm regards,

Donna Beuk, EdD, MSN, RN, CNE
Chair, School of Nursing

The Graduate Program at Husson University prepares graduates to sit for the National Certifying Examination for either Family or Psychiatric Nurse Practitioners

ADMISSION STANDARDS

Minimum admission requirements for the Graduate Nursing Program include at least two years recent acute or primary care experience, a 3.0 GPA in BSN/MSN coursework and a successful interview. Admission to the graduate program gives permission to the student to attempt graduate level work at Husson University. Admission does not imply that Husson guarantees that a student will necessarily graduate. Once admitted, it is up to the student to demonstrate the ability to perform at the graduate level. Students who do not demonstrate this ability will be dismissed.

When a student begins study at Husson University leading to a degree or certificate, he or she must meet the curriculum requirements in effect at that time. Should the curriculum requirements change, the student may choose to meet the new requirements or those in effect at the beginning of his or her enrollment. However, without prior notice, Husson University may at any time replace or update curricula and courses. All courses may not be offered during a given academic year. If a student should take a leave of absence for a calendar year or more, he or she is obligated to meet any new course curriculum requirements imposed by Husson University during that absence. Students must complete their degree within five years of matriculation. Courses are only accepted for transfer credit if they are less than five years old. We can only accept a maximum of nine (9) credits in transfer.

I. PROGRAM PROGRESSION

Students must maintain a “B” average in order to progress in their graduate program. A student whose average falls below a 3.0, who earns a grade lower than a “C,” or who earns more than two grades of “C” or “C+” in non-clinical/ non-internships courses will be reviewed by the Graduate Committee, which may dismiss the student or determine conditions under which the student may continue in the program. No more than six credits of course work in the “C” range can be applied toward the master’s degree. A student who has not attained a grade point average of 3.0 or better at the end of his or her program of study will not graduate.

No grade below “B” will be accepted in any graduate clinical/internship nursing course. Students in the MSN program may retake a clinical course for a passing grade only once. If they earn a second grade below a “B” in another clinical/internship course, they will be dismissed from the program.

Students will receive one final grade for each nursing course. The clinical/internship course component will be graded on a “Pass/Fail” basis. If a student fails the clinical/internship component, he or she receives an “F” for the overall course grade.

II. GRADUATE NURSING PROGRAM OUTCOMES

Upon completion of the program, graduates will be expected to:

- Provide holistic healthcare to individuals, families and communities, within diverse practice settings.
- Synthesize relevant theoretical and empirical knowledge as a framework for advanced nursing practice.
- Analyze and apply research literature to investigate problems that influence advanced practice nursing.
- Operationalize the advanced practice nursing role by exhibiting competence in clinical practice, teaching, counseling, consultation, research, leadership and collaboration.
- Utilize an interprofessional focus in the delivery of comprehensive health care.
- Contribute to the improvement of health care by influencing health policy.
- Utilize and apply health care informatics in the advanced practice role.
- Practice with personal integrity and a willingness to search for ethical truths in a constantly changing environment.
- Assume responsibility for continued professional growth and development.

Nurse Practitioner Core Competencies
A delineation of suggested content specific to the NP core competencies
(2014 -- NP Core Competencies Content Work Group)

Competency Area	NP Core Competencies
Scientific Foundation Competencies	<ul style="list-style-type: none"> · Critically analyzes data and evidence for improving advanced nursing practice. · Integrates knowledge from the humanities and sciences within the context of nursing science. · Translates research and other forms of knowledge to improve practice processes and outcomes. · Develops new practice approaches based on the integration of research, theory, and practice knowledge
Leadership Competencies	<ul style="list-style-type: none"> · Assumes complex and advanced leadership roles to initiate and guide change. · Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care. · Demonstrates leadership that uses critical and reflective thinking. · Advocates for improved access, quality and cost effective health care. · Advances practice through the development and implementation of innovations incorporating principles of change. · Communicates practice knowledge effectively, both orally and in writing. · Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.
Quality Competencies	<ul style="list-style-type: none"> · Uses best available evidence to continuously improve quality of clinical practice. · Evaluates the relationships among access, cost, quality, and safety and their influence on health care. · Evaluates how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care. · Applies skills in peer review to promote a culture of excellence. · Anticipates variations in practice and is proactive in implementing interventions to ensure quality
Practice Inquiry Competencies	<ul style="list-style-type: none"> · Provides leadership in the translation of new knowledge into practice. · Generates knowledge from clinical practice to improve practice and patient outcomes. · Applies clinical investigative skills to improve health outcomes. · Leads practice inquiry, individually or in partnership with others. · Disseminates evidence from inquiry to diverse audiences using multiple modalities. · Analyzes clinical guidelines for individualized application into practice
Technology and Information Literacy Competencies	<ul style="list-style-type: none"> · Integrates appropriate technologies for knowledge management to improve health care. · Translates technical and scientific health information appropriate for various users' needs. <ul style="list-style-type: none"> a. Assesses the patient's and caregiver's educational needs to provide effective, personalized health care. b. Coaches the patient and caregiver for positive behavioral change. · Demonstrates information literacy skills in complex decision making.

	<ul style="list-style-type: none"> · Contributes to the design of clinical information systems that promote safe, quality and cost effective care. · Uses technology systems that capture data on variables for the evaluation of nursing care.
Policy Competencies	<ul style="list-style-type: none"> · Demonstrates an understanding of the interdependence of policy and practice. · Advocates for ethical policies that promote access, equity, quality, and cost. · Analyzes ethical, legal, and social factors influencing policy development. · Contributes in the development of health policy. · Analyzes the implications of health policy across disciplines. · Evaluates the impact of globalization on health care policy development.
Health Delivery System Competencies	<ul style="list-style-type: none"> · Applies knowledge of organizational practices and complex systems to improve health care delivery. · Effects health care change using broad based skills including negotiating, consensus-building, and partnering. · Minimizes risk to patients and providers at the individual and systems level. · Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders. · Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment. · Analyzes organizational structure, functions and resources to improve the delivery of care. · Collaborates in planning for transitions across the continuum of care.
Ethics Competencies	<ul style="list-style-type: none"> · Integrates ethical principles in decision making. · Evaluates the ethical consequences of decisions. · Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.
Independent Practice Competencies	<ul style="list-style-type: none"> · Functions as a licensed independent practitioner. · Demonstrates the highest level of accountability for professional · Practices independently managing previously diagnosed and undiagnosed patients. · Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care. · Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings. · Employs screening and diagnostic strategies in the development of diagnoses. · Prescribes medications within scope of practice. · Manages the health/illness status of patients and families over time. · Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision- making. · Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration. · Creates a climate of patient- centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect. · Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care.

2014 National Organization of Nurse Practitioner Faculty (NONPF) Nurse Practitioner Core Competencies Content Work Group. <http://c.ymcdn.com/sites/nonpf.site.ym.com/resource/resmgr/Competencies/NPCoreCompsContentFinalNov20.pdf>

**Family and Community Nurse Practitioner Track
Program of Study**

	<u>Credits</u>
<u>Fall</u>	
NU 700 Theories and Roles for Advanced Practice Nursing	3
NU 706 Advanced Pathophysiology	3
<u>Spring</u>	
NU 710 Nursing Research	3
NU 740 Public & Health Policy Issues & Challenges	3
<u>Summer</u>	
NU 702 Advanced Pharmacotherapeutics	3
<u>Fall</u>	
NU 704 Advanced Health Assessment	3
IP 730 Interprofessional Collaboration in Rural Public Health	3
<u>Spring</u>	
NU 802 Family Health II – Adult Health (168 Internship Hours)**	6
<u>Summer</u>	
NU 807 Family Health I- Pediatrics (168 Internship Hours)**	6
NU 841 Family and Community Nurse Practitioner Capstone*	1
<u>Fall</u>	
NU 808 Family Health III - Women’s Health (168 Internship Hours)**	6
NU 841 Family and Community Nurse Practitioner Capstone*	1
<u>Spring</u>	
NU 806 Family Health IV – Integrating Primary Care (168 Internship Hours)**	6
NU 841 Family and Community Nurse Practitioner Capstone*	1
Total Credits =	48 Credits
Total Clinical Hours =	672 Hours

NU 841 FCNP Capstone (by permission) – complete 1 cr. at a time for a total of 3 cr. required.**Clinical Course hours are based upon a 3:1 contact hour to credit ratio. Refer to College of Health and Education Program Information for prerequisites for each clinical course.

**Family and Community Nurse Practitioner
POST-MASTER'S CERTIFICATE
Program of Study**

The following is the required Program of Study for the Post Master's Certificate Option. The identification of courses within this Program of Study to be challenged and/or transferred will be determined on an individual basis upon review of graduate transcripts.

	<u>Credits</u>
NU 700 Theories and Roles for Advanced Nursing Practice* (TR)	0-3
NU 702 Advanced Pharmacotherapeutics* (TR)	0-3
NU 704 Advanced Health Assessment* (C, TR)	0-3
NU 706 Advanced Pathophysiology* (C, TR)	0-3
NU 710 Nursing Research* (TR)	0-3
IP 730 Interprofessional Collaboration in Rural Public Health* (TR)	0-3
NU 740 Public and Health Policy Issues and Challenges* (TR)	0-3
NU 802 Family Health I – Adult Health (168 Internship Hours)	6
NU 807 Family Health II – Pediatrics (168 Internship Hours)	6
NU 808 Family Health III - Women’s Health (168 Internship Hours)	6
NU 806 Family Health IV – Integrating Primary Care (168 Internship Hours)	6
NU 841 Family and Community Nurse Practitioner Capstone*	0-3

*Upon review of student's previous MSN program, credits required may be reduced, ranging from 24-48 total credits. **Total Credits 24 – 48**
Total Internship Hours 672

Students with a Master’s degree in Nursing who wish to apply for this option will complete the online application process. We strongly encourage prospective applicants to contact the Graduate Nursing Program to discuss their individual situation.

Internship Placements

There is a 168 hour internship requirement in NU 802, NU 806, NU 807 and NU 808 (672 hours total).

Certification Eligibility And Advanced Practice Licensure:

Upon completion of the outlined course of study, the student is awarded a Post Master’s Certificate. Each graduate is eligible to apply to their State Board of Nursing for licensure as an advanced practice nurse and sit for certification as a **Family Nurse Practitioner** through the American Nurses’ Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Students are encouraged to begin both APN licensure and FNP certification applications early in their last semester prior to graduation; both processes require significant lead-time to complete the application.

**Family Psychiatric Nurse Practitioner
Program of Study**

<u>Core Courses</u>	<u>Credits</u>
NU 700 Theories and Roles for Advanced Nursing Practice	3
NU 702 Advanced Pharmacotherapeutics	3
NU 704 Advanced Health Assessment	3
NU 706 Advanced Pathophysiology	3
NU 710 Nursing Research	3
NU 740 Public Health Policy Issues and Challenges	3

<u>Specialty Courses</u>	<u>Credits</u>
NU 705 Advanced Psychopharmacology	3
NU 707 Neurobiology	3
NU 810 Advanced Mental Health Assessment (168 Clinical Hours)	5
NU 801 Family Psychiatric Nursing I (210 Clinical Hours)	6
NU 812 Family Psychiatric Nursing II (210 Clinical Hours)	6
NU 814 Family Psychiatric Nursing III (210 Clinical Hours)	6
NU 842 Family Psychiatric Nurse Practitioner Capstone (Student takes this over three semesters for a total of 3 credits)	<u>3</u>

Total Credits = 50
Total Clinical Hours = 798

**Family Psychiatric Nurse Practitioner
POST MASTER'S CERTIFICATE
Program of Study**

<u>Core Courses</u>	<u>Credits</u>
NU 700 Theories and Roles for Advanced Nursing Practice* (T, TR)	3
NU 702 Advanced Pharmacotherapeutics* (T, TR)	3
NU 704 Advanced Health Assessment* (T, C, TR)	3
NU 706 Advanced Pathophysiology* (T, C, TR)	3
NU 710 Nursing Research* (T, TR)	3
NU 740 Public Health Policy Issues and Challenges* (T, TR)	3

<u>Specialty Courses</u>	<u>Credits</u>
NU 705 Advanced Psychopharmacology	3
NU 707 Neurobiology	3
NU 801 Advanced Mental Health (168 Clinical Hours)	5
NU 810 Family Psychiatric Nursing I (210 Clinical Hours)	6
NU 812 Family Psychiatric Nursing II (210 Clinical Hours)	6
NU 814 Family Psychiatric Nursing III (210 Clinical Hours)	6
NU 842 Family Psychiatric Nurse Practitioner Capstone* (Students take this course over 3 semesters for a total of 3 credits)	<u>3</u>

*if not taken in previous MSN program

Total Credits

29-50