

UNDERGRADUATE PROGRAM IN NURSING

The Husson University School of Nursing /Northern Light Eastern Maine Medical Center Bachelors of Science in Nursing (B.S.N.) program brings together two institutions that share a commitment to excellence in teaching through best practice based experiential learning. Graduates of the program are prepared to enter a wide variety of practice settings as beginning professional nurses. Potential settings for practice include acute care such as urgent care and hospitals, as well as community health and public health organizations, primary care clinics, psychiatric settings, and long term care settings including skilled nursing facilities, assisted living, and long term care settings. B.S.N. graduates are prepared to pursue specialized nursing study at the master's degree level to expand nursing knowledge in advanced practice, leadership or educational roles, or to obtain further certification/specialization.

The program provides the nursing student with a knowledge based in sciences, math, social sciences and the arts, both as a theoretical foundation for nursing practice and as a component of a comprehensive liberal education. Experiential learning within the program includes:

- laboratory skills practice sessions,
- targeted simulation experiences,
- virtual simulation to apply nursing knowledge,
- diverse clinical opportunities in groups or individually, and
- interprofessional experiences with other healthcare disciplines.

The nursing faculty are proficient in theoretical nursing knowledge and active as practitioners and nursing leaders in a diversity of practice settings and with a variety of different populations, providing students with role models for excellence in nursing practice and leadership.

State-of-the art simulation centers allow students to have extensive practice in developing and refining critical-thinking and psychomotor skills. High-fidelity and hybrid simulation opportunities provide valuable active learning in a safe practice environment for all students throughout the program. The goal of all learning experiences is to prepare professional nurses who, upon graduation, are theoretically knowledgeable, clinically competent, and compassionate care providers.

Throughout the program, emphasis is placed on building upon the student's past learning experience. In keeping with overall University policies, college transfer credits, advanced placement credits, and early college admissions (ECAP) courses may be accepted. Part-time alternatives for working students who wish to pursue a baccalaureate degree may be available.

Vision, Mission and 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 who 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.

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

Husson University School of Nursing identifies healing as an important dimension of the nursing role while recognizing that healing is not limited solely to nursing's domain. Husson University School of Nursing faculty encourage students to engage in healing techniques that support the nurse-patient therapeutic relationship in all aspects of care and maintain person focused care delivery. Students are mentored in self-care including focus on a life of balance via self-reflection and practices to strengthen their own nursing practice and well-being.

Faculty believe that teaching is a core element of professional practice. To be effective teachers, students need to develop knowledge and skills in the teaching-learning process including recognition of a person's developmental stage, culture, patient preferences, and health literacy when providing nursing focused education. 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. All experiential learning opportunities are structured for students to practice these skills and build self-confidence.

Discovery is the basis of student-centered learning, a process which embraces collaboration between faculty and students. Faculty strive to use 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, Husson University School of Nursing graduates are prepared to use a variety of thinking frameworks to help in the design of safe, high quality, patient-focused care.

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 which contributes 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.

Program Outcomes

Students will demonstrate competency within 10 domains in our spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative/restorative care, and hospice/palliative/supportive care) in the following domains in alignment with " *The Essentials: Core Competencies for Professional Nursing Education*" published by the American Association of Colleges of Nursing (2021).

- Knowledge of nursing practice (includes a foundation in liberal arts and natural and social sciences as a basis for clinical judgement and innovation in nursing practice.)
- Person centered care
- Population health
- Scholarship for nursing discipline
- Quality and safety
- Interprofessional partnership
- Systems based practice
- Informatics and healthcare technologies
- Professionalism
- Personal, professional and leadership development

Admissions

A. 4 year BSN program admissions

For consideration for admissions, a candidate must have graduated from an approved high school or have credentials indicating equivalent preparation. In addition, the following are the minimum requirements for admission:

- OPTIONAL: SAT combined score of at least 1030 (or ACT equivalent); students with lower SAT scores must have a high school average of at least 85 (GPA 3.0)
- High school average of at least 85 (GPA 3.0 on 4.0 scale or equivalent)
- Completion of the following high school subjects with a grade of B or better
 - o Four years of English
 - o Two years of mathematics, including algebra 1 and 2
 - o Two years of science including biology and chemistry
 - Health care provider examination and current immunization record
 - Meet Essential Functions qualifications

Students who do not meet the admissions criteria for the B.S.N. Nursing Program directly may be admitted to Husson University with 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 nursing freshman level program of study if they are admitted as an undeclared student with intent on entering the BSN program. There are a limited number of positions for change of major students and there is no guarantee of admission.

B. 3 year program BSN admissions

For consideration for admissions, a candidate must have graduated from an approved high school or have credentials indicating equivalent preparation. In addition, the following are the minimum requirements for admission:

- All requirements for admission for the 4 year program, and
- Completion of Advanced Placement (AP), Early College Admissions program (ECAP) and/or college level transfer credits approved for transfer by the Husson Registrar (see VII. Transfer Credit and Proficiency for further information)

Change of Major (Internal Transfer) to the 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 should have a cumulative GPA of 2.7. Students interested in the nursing major must submit a Change of Major form, a letter outlining the reason for choosing nursing major, and a current up to date unofficial transcript. Change of Major applications and reviews occur on March 1st for admission to the fall semester and November 1st for entry in spring semester. 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 Functions requirements of the Husson University School of Nursing as well as all other requirements of the Husson University School of Nursing for program entry.

External Transfer to the Undergraduate Nursing Program

To be considered for external transfer, applicants must have a cumulative GPA of at least 2.7. To receive transfer credit, each potential transfer course must be comparable to courses offered by Husson University and the nursing program. A minimum grade of C+ is needed for transfer of core science, math, and nursing courses. A minimum grade of C is needed for transfer of all other courses for credit to the nursing curriculum. Applicants must submit an essay that describes their rationale for selecting the profession of nursing and the potential strengths they would bring to the profession. Two references from professors and/or employers are required. Exceptions to the grade requirement will only be made by the Chief Nurse Administrator or as approved by the Dean of College of Health and Pharmacy. Applicants must meet Essential Functions as well as all other requirements of the Husson University School of Nursing for program entry.

Transfer of Credit

A. The Husson University School of Nursing adheres to all transfer policies of the University. In order to receive a BSN degree from Husson University and be eligible to apply for RN licensure, students transferring into the program must complete their senior level nursing classes through Husson University.

B. 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. Courses older than five (5) years may not be eligible for transfer and may be required to be repeated as determined by the School of Nursing in consultation with the Registrar. A minimum grade of C+ is needed for transfer of core science, math, and nursing courses. Nursing courses may be considered for transfer credit on an individual basis.

C. The School of Nursing follows Husson University academic policies relating to transfer credit and course repeats.

Progression and Graduation

Successful progression in the undergraduate BSN nursing program is based on meeting program learning outcomes. The student demonstrates the meeting of program learning outcomes through a pattern of effective demonstration of competency in a diversity of ways across the curriculum. The methods which the faculty use to evaluate the pattern of effective demonstration of competency include:

- clinical practice and simulation performance based assessments,
- criterion-referenced projects,
- objective and performance-based assessments for classroom performance,
- standardized ATI proctored assessments and remediation,
- adherence to the ANA Code of Ethics and professional behaviors policy.

Progression Standards

For all BSN students (3 year and 4 year schedules), minimum grade and cumulative GPA standards are as follows:

- Grade of C (73-76) or better in all first level CORE science and math courses including SC 195 Introduction to Life Science, Math I (Deductive) College Algebra or equivalent, and SC 221/SL 221 Anatomy and Physiology I Lab as outlined in the most current curriculum sheet.
- Grade of C+ (77-79) in all CORE science, math, and nursing courses after first level courses outlined by most current curriculum sheet.
- Students who transfer into the nursing program are required to maintain the grades as above dependent on the entry status.
- All levels of BSN students must maintain a cumulative GPA of 2.7 or better each semester.
- If a student does not meet the passing benchmark of a C (73%) for level one courses or C+ (77%) for all other level CORE science, math and nursing (NU/NL) courses, the student will be required to repeat the course at Husson University in accordance with University policy. Please academic policies as they related to transfer credits and course repeats.

2024-2025 Listing of ALL OTHER LEVEL CORE Math, Science and Nursing Courses for BSN program (77 or better final course grade)

Math II (Inductive) MS 132 Probability and Statistics

SC222 and SL222 Anatomy & Physiology II/Lab

SC241 and SL241 Microbiology/Lab

SC333 Pathophysiology

NU208 Nursing assessment and NL208S Simulation/Lab: Health Assessment

NU210 Fundamentals of Nursing and NL210S Simulation/lab: Fundamentals of Nursing

NU212 Introduction to Medical Surgical Nursing, NL212S Simulation/Lab: Introduction to Medical Surgical Nursing, NL212 Clinical: Introduction to Medical Surgical Nursing

NU214 Pharmacology, NL214 Simulation/lab: Medication Administration and Dosage Calculations

NU315 Family Centered Care-Children, NL315S Simulation/lab: Family Centered Care-Children, NL315 Clinical: Family Centered Care-Children

NU322 Medical Surgical Nursing I, NL322 Simulation/lab: Medical Surgical Nursing I, NL322 Clinical: Medical Surgical Nursing I

NU323 Medical Surgical Nursing II, NL323S Simulation/lab: Medical Surgical Nursing II, NL323 Clinical: Medical Surgical Nursing II

NU324 Family Centered Care-Women and Infants , NL324S Simulation/lab: Family Centered Care-Women and Infants, NL324 Clinical: Family Centered Care-Women and Infants

NU412 Population Focus: Community Health , NL412S Simulation/lab: Population Focus: Community Health, NL412 Clinical: Population Focus: Community Health

NU422 Population Focus: Mental Health , NL422S Simulation/lab: Population Focus: Mental Health, NL412 Clinical: Population Focus: Mental Health

NL427 Senior Practicum

NU442 Health Informatics & Technology

NU443 Quality Improvement in Healthcare Systems

NU445 Evidence-Based Practice for the Professional Nurse

NU455 Gerontological Nursing, NL455S Simulation/lab: Gerontological Nursing, NL455 Clinical: Gerontological Nursing

Retaking CORE courses:

The expectation of the BSN faculty is that a student passes any pre-requisite CORE Math, Science or Nursing course before progressing to the successive course. A student who earns less than the program benchmark grade or receives a grade of withdrawal failing (WF) or withdrawal (WW) must retake the CORE science, math, or nursing course in the next semester the course is offered at Husson University.

Other requirements for progression

- Once starting level two or sophomore level coursework, the student must complete all BSN degree requirements within four years. Exceptions may be made for extenuating circumstances.
- Students must demonstrate standards of moral, ethical, and legal conduct expected of nursing professionals to continue progression to graduation. These standards include fulfilling expectations established by the ANA Code of Ethics, AACN Baccalaureate Essential VIII: Professionalism and Professional Values, the School of Nursing Essential Functions and the School of Nursing Professional Behavior policy. Failure to meet standards of moral, ethical and legal conduct may risk dismissal from the BSN nursing program.

Progression, Review, and Notification Process

If any CORE science, math or nursing course grade is below the program benchmark, the student will receive a formal notification in email related to progression. The progression email will outline the course/s which may need repeating as well as expectations of further academic skills or services that the student may need to access. Two types of progression letters will be used:

1. First Progression letter-student needs to retake one or two CORE science, math or nursing courses which are below benchmark grade by level, or
2. Progression warning letter-student needs to retake CORE science, math or nursing courses which have been previously taken one time due to below benchmark grade by level, and/or have a cumulative GPA that is less than the 2.7 required benchmark, OR both.
3. Program dismissal letter-student has not consistently met the required cumulative GPA of 2.7 after having received first progression and progression warning letters OR has not met benchmark grades in CORE math, science or nursing courses OR has not met professional behavior standards outlined by the School of Nursing after receiving verbal and written warnings OR a combination of two or more of the above.

A progression action plan will be reviewed between the student, academic advisor, and Student Success advisor. As needed, the Undergraduate Director, Chief Nurse Administrator or the Dean of the College of Health and Pharmacy may review the plan. Failure to adhere to the progression action plan may result in dismissal from the nursing program. If a student has an approved leave of absence after receiving a progression action plan, the student continues the plan in the semester that the student returns to the program. A student will be identified as successful if the student successfully completes the progression action plan.

Administrative Progression Review Process

The Undergraduate Director will review all BSN students' grades and cumulative GPA results at the end of each semester. This process leads to academic action in line with expected policies of the School of Nursing. Academic actions may include no action needed, academic progression letter #1, progression warning, or dismissal from the nursing program as stated in the progression standards.

A student may be academically dismissed from the School of Nursing BSN nursing program whenever one or more of the following conditions are met:

- Failure to execute and meet prescribed benchmarks of the student success action plan.
- Falling within the criteria for nursing academic progression warning as described above for more than two semesters over the course of obtaining a degree.
- Demonstrating behavior or practice that is unsafe, illegal, unethical, or unprofessional as outlined by the ANA Code of Ethics and policies and practices of the School of Nursing and/or its partner clinical sites and laboratories.

The School of Nursing Chief Nurse Administrator will take appropriate action with respect to decisions of dismissal. Such actions may include but are not limited to:

- Notifying the student in writing of any review decision, and recommendation for dismissal. Notification of dismissal from the nursing program will be made using any reasonable means of communication which could include email or standard/registered U.S. Mail.
- Notifying course faculty and academic advisor of decision for dismissal and further recommendations, if applicable.

BSN Nursing Student Appeal Process

A student who wishes to appeal the progression or dismissal decision of the School of Nursing may do so to the Dean of the College of Health and Pharmacy. The student must submit the appeal in writing within 14 days of notification. The grounds by which the Dean may grant an appeal include, but are not limited to whether the student is able to show significant extenuating circumstances and, in the event of dismissal from the program, whether there is a reasonable prospect for academic and/or professional success.

These policies apply at the School of Nursing level and do not replace Husson University academic actions and appeal processes which are available online at <http://catalog.husson.edu/generalinformation/academicpolicies/>

TOEFL Examinations

International students will be required to take the TOEFL examination. A minimum score of 550 is strongly recommended. Students wishing to transfer credits awarded at a foreign college or university need to submit a World Education Service evaluation of credits. Additional information about World Education Service is available online at www.WES.org

NOTE: Each student applying to the B.S.N. program will be considered on an individual basis. Specific requirements may be waived in exceptional circumstances.

Essential Functions

The essential functions listed below are minimal qualifications for admission to, promotion within, and graduation from this program.

Purpose: The Baccalaureate of Science in Nursing (B.S.N.) program provided by Husson University School of Nursing focuses on providing education to ensure that students provide safe and competent practice as a professional nurse. In practicing in the role of a professional nurse, the student is engaged in laboratory and/or clinical experiences which require specific social, cognitive, and physical functions in order to be safe and effective. The Essential Functions serve as guidelines for both students, faculty, and staff in the School of Nursing in determining ability of students to perform skills and maintain professional attitudes and behaviors within the program in provision of safe and competent practice. The Essential Functions are also used by the School of Nursing to help guide students who may need accommodations for academic learning in collaboration with Husson University Accessibility Services.

Rationale: In addition to specific clinical site requirements, the following essential functions have been adopted by the Husson University School of Nursing programs to ensure that students are able to fulfill the didactic, clinical and laboratory requirements of the program. These Essential Functions are identified to ensure that students are able to

maintain personal safety as well as safety for patients, families and others.

For purposes of the Essential Functions, the Husson University School of Nursing requires that a student obtain a medical examination and completes a form that confirms the student's ability to meet the Essential Functions on an annual basis from the sophomore year through senior year. The completed form is kept in the student's advising folder unless there is a need for accommodation, in which the form is forwarded to Accessibility Services. The School of Nursing works collaboratively with the student and Husson University Accessibility Services to ensure access to reasonable accommodations as needed as identified by the medical examination and as requested by the student. Students who are not able to meet the essential functions with or without reasonable accommodations may be deemed unqualified to participate in the Nursing program. A change in condition at any time in the program which has the potential to affect the student's meeting of learning outcomes related to skills, attitudes or behaviors within a nursing course as defined in to the Essential Functions may require additional documentation or a request for additional documentation from a medical provider.

References: The Essential Functions are developed based on guidelines, professional organization recommendations, and nursing practice rules found below:

American Association of Colleges of Nursing (AACN) Sample Technical Standard-University of Miami School of Nursing and Health Studies "Technical Standards" <http://bulletin.miami.edu/undergraduate-academic-programs/nursing-health-studies/nursing/>

American Heart Association "Part 5: Adult Basic Life Support and Cardiopulmonary Resuscitation Quality" Retrieved at <https://eccguidelines.heart.org/wp-content/themes/eccstaging/dompdf-master/pdf/files/part-5-adult-basic-life-support-and-cardiopulmonary-resuscitation-quality.pdf>

Job Accommodation Network Retrieved at <https://askjan.org/info-by-role.cfm#for-employers>

Maine State Board of Nursing Rules and Regulations Chapter 4- Disciplinary Action and Violations of the Law Retrieved at <https://www.maine.gov/boardofnursing/docs/Chapter%204.pdf>

National Alliance for Mentally Ill "Succeeding at Work" Retrieved at <https://www.nami.org/Find-Support/Living-with-a-Mental-Health-Condition/Succeeding-at-Work>

National Network Information, Guidance and Training on the Americans with Disabilities Act Retrieved at <https://adata.org/factsheet/health>

U.S. Centers for Disease Control "Safe Patient Handling Training for Schools of Nursing" Retrieved at <https://www.cdc.gov/niosh/docs/2009-127/>

Emotional Requirements: Student demonstrates:

- Regulation of emotion in all settings
- Ability to relate to others including but not limited to performance of patient care activities, clinical emergency situations, and within laboratory and classroom settings
- Ability to perform daily activities of a nursing student including classroom, laboratory, and clinical attendance and participation

Cognitive Requirements: Student demonstrates:

- Ability to problem solve and develop and use, clinical reasoning, and judgment.
- Ability to read a variety of types of materials with increasing complexity including textbooks, journals, and medical records.
- Ability to identify and respond to nonverbal cues of mood, temperament, and gestures provided by others.
- Ability to maintain focus and concentration for extended (one hour or more) periods of time in all academic learning environments.

Social Requirements: Student demonstrates:

- Ability to form and maintain relationships in a professional setting and academic environment including but not limited to group work, clinical team practice, and professional faculty and staff interactions.
- Ability to be flexible in response to change with behavior and/or thinking

Communication Requirements: Student demonstrates:

- Ability to use verbal and non-verbal professional communication in a respectful and civil manner including tone, affect, and language choice.
- Ability to communicate orally in English to patients, colleagues and others
- Ability to communicate in written English in a variety of styles including but not limited to nursing notes, papers, short answer, essays, and journaling.
- Ability to engage with interpreters and patients/others in clinical setting to manage effective communication for patient safety
- Ability to communicate through use of technology including but not limited to use of a computer, intravenous pumps, simulation mannequins, and electronic medical records.

Physical Requirements: Student demonstrates (with or without reasonable accommodations):

- o Vision:
 - Ability to assess patient's health status using visual inspection and observation to detect changes in physical appearance, contour, and color.
 - Ability to accurately read labels on medications and calibration and monitoring devices (i.e. syringes, manometers and other monitoring devices)
- o Depth perception and fine motor skills:
 - Ability to recognize objects that have depth, height and width, including but not limited to wound measurement, skin assessment, newborn assessment.
 - Ability to use gross and fine motor skills to perform nursing skills including but not limited to insertion of indwelling catheters or intravenous catheters, use of assessment equipment or performing injections.

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- Ability to write and/or keyboard/ type accurately and clearly on all required assignments, and patient records.
- o Hearing:
 - Ability to hear within normal range the spoken word such as but not limited to communication with clinical instructors or with patients and families,
 - Ability to use auditory assessment devices (such as stethoscope)
 - Ability to hear mechanical alarms or emergency alarms in all settings.
- o Walking:
 - Ability to walk and use stairs while in the clinical area.
 - Ability to assist patients using assistive devices and transporting equipment such as but not limited to stretchers, wheelchairs, and walkers or canes.
- o Standing:
 - Ability to stand for prolonged periods of time while in the clinical area.
- o Sitting:
 - Ability to be seated for extended periods of time including but not limited to participating in classroom, clinical trainings, in patient rooms while collecting assessment data, and in clinical conferences.
- o Lifting/Carrying:
 - Ability to lift up to 35 pounds in lifting, transferring, and moving patients in nursing laboratory and clinical settings.
- o Tactile Sensation:
 - Ability to conduct patient assessments by using the fingers and hands to touch (palpation).
 - Ability to assess patient by feeling vibrations, pulses, and skin temperature.
- o Pushing/Pulling:
 - Ability to pull, push, position and transfer patients including using transfer assistant devices as required.
 - Ability to perform cardiopulmonary resuscitation (CPR) chest compression's at the recommended depth determined by the most current guidelines by the American Heart Association.
- o Bending/Reaching/Twisting/Turning and Stretching: Student demonstrates:
 - Ability to reach, stoop, bend, kneel, crouch and other motions as required to provide patient care in the clinical and laboratory setting including but not limited to bathing patients, changing beds, treatments, and using medical equipment.