

UNDERGRADUATE PROGRAM IN NURSING

The Husson University School of Nursing /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 and to the relevance of practical experience. 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, continue in leadership roles, or obtain further certification or specialization.

The program provides a strong base 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. Clinical experiences including simulation and experiential clinical opportunities throughout the region are integrated throughout the program of study. 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 located on the University campus and a short drive from campus 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 to nursing's domain. Husson University School of Nursing identifies healing as an important dimension of the nursing role while recognizing that healing is not limited 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. 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, Husson University School of Nursing graduates are prepared to use a scientific framework for the design of safe, high quality, patient-centered 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.

Programmatic Outcomes

Students will demonstrate proficiency in:

- Liberal education for baccalaureate generalist nursing practice.
- Basic organizational and systems leadership for quality care and patient safety.
- Scholarship for evidence-based practice.
- Information management and application of patient care technology.
- Healthcare policy, finance, and regulatory environments.
- Interprofessional communication and collaboration for improving patient health outcomes.
- Clinical prevention and population health.
- Professionalism and professional values.
- Baccalaureate generalist nursing practice.

Admissions

The admissions requirements for the Husson University School of Nursing Undergraduate BSN Nursing Program include:

- 1) Graduation from an approved high school or credentials indicating equivalent preparation.
- 2) SAT combined score of at least 1030 (or ACT equivalent); students with lower SAT OR ACT scores may be considered if the student has a high school average of B (83-86) on a scale of 100 or a GPA of 3.0 on a 4.0 scale (or equivalent).
- 3) Completion of the following high school subjects with a grade of B (83-86) or better:
 - Four years of English
 - Two years of mathematics, including algebra 1 and 2
 - Two years of science with lab including biology and chemistry
- 4) Students are required to complete a document signed by a primary care provider outlining ability to meet the School of Nursing Essential Functions, submit a current immunization record, and complete a criminal background check prior to starting the clinical portion of the program.

Change of Major (Internal Transfer) to the Undergraduate Nursing Program

Students may apply for a change of major no later than March 1st. Transcripts will be reviewed after completing two semesters of academic work at Husson University. Preference is given to internal change of major students for admission for the fall semester. To be strongly considered for internal transfer, students should have a GPA of at least 2.7 and grades of C or better in all science and math courses. Students interested in the nursing major must submit a Change of Major form along with an unofficial transcript, and an essay that describes their rationale for selecting the profession of nursing and the potential strengths the student 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 and is contingent upon a health care provider examination outlining ability to meet Essential Functions, current immunization record, and a criminal background check.

External Transfer to the Undergraduate Nursing Program

External transfer entry is highly competitive and limited. To be considered for external transfer, applicants must have a minimum GPA of at least 2.7. Applicants must submit an essay that describes the rationale for selecting the profession of nursing and the potential strengths that the student would bring to the profession. Two letters of support from professors and/or employers are required. A copy of an official transcript is also required for consideration of transfer credits. Admission is based on space available and is contingent upon a health care provider examination outlining ability to meet Essential Functions, current immunization record and a criminal background check.

Transfer of Credit

The Husson School of Nursing expects that students will take all required CORE Math, Science, and Nursing courses at Husson University. Transfer of credit will be considered as follows:

- If a student is transferring into the nursing program from another institution, CORE Math, Science and/or Nursing credits may be transferred if they are deemed comparable to the Husson CORE Math, Science or Nursing courses (See section on External Transfers) by the University Registrar and the School of Nursing. A grade of C or above may be considered for transfer credit.
- If a required CORE Science or Math course is not offered and a student's advancement through the program of study would be delayed, the student may request permission to transfer credit from another institution and may take the CORE Math or Science course elsewhere only after permission has been granted by the University and/or the School of Nursing.
- Any other requests for transfer of credits will be taken on a case by case basis.

If there is an identified pattern of difficulty in meeting these requirements, an individualized student success plan may be required to strengthen necessary skills before students are allowed to progress in the program.

Progression and Graduation

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

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

Benchmark Grades for progression:

1. Entering freshmen or level one nursing students for the first year of the nursing program, must receive a grade of C (73-76) or better for all CORE science and math courses in order to progress to the second

level or sophomore year within the nursing program. The student must also maintain a cumulative GPA of 2.7 or better.

2. Once a student begins level two or sophomore level nursing courses, the student must maintain grades of C+ (77-79) in all CORE science, math, and nursing courses. The student must maintain a cumulative GPA of 2.7 or better for rest of the program.

Required benchmark scores for ATI proctored examinations and remediation:

All graduates of the BSN program, to practice as a Registered Nurse, are required to complete an entry into practice examination administered by the State Boards of Nursing, called the NCLEX-RN™ examination.

Nursing students must participate in assessment examinations as required by the department. These standardized assessments are included in the determination as to whether students may progress in the program. The faculty and University stakeholders, including the Dean of the College of Health and Pharmacy, receive an overall program report of scores by exam to help inform teaching across the curriculum within specific course content areas.

Progression process

If any CORE science, math or nursing course grade is below the program benchmark, the student will receive a formal letter notification by email (Husson gmail account) related to progression. The progression email will outline the course/s which need repeating as well as expectations of further academic skill development or services which the student may need to access for success. The action plan will be reviewed between the student, academic advisor, and as needed, the Undergraduate Director and the Office of Student Success. Failure to adhere to the 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 the student returns to the program. A student will be identified as successful if the student successfully completes the action plan.

Retaking CORE courses:

A student who earns less than the program benchmark grade or withdraws failing must retake the CORE science, math, or nursing course the next semester the course is offered at Husson University. If a course that is required for progression is not offered at Husson University, a request for permission to take the course off campus will be made as per University policy. A student must pass any pre-requisite CORE Math, Science or Nursing course before progressing to the successive course, e.g., Anatomy and Physiology I before Anatomy and Physiology II. This may cause a possible delay in progression to graduation.

Listing of CORE Math and Science Courses for BSN Program

- Math elective (Math 1-Deductive) by math placement
- MS 132 Probability and Statistics
- SC 191 and SL 191 General Biology I/Lab
- SC 180 and SL 180 Principles of General Chemistry I/Lab
- SC 221 and SL 221 Anatomy & Physiology I/Lab
- SC 222 and SL 222 Anatomy & Physiology II/Lab
- SC 241 and SL 241 Microbiology/Lab

- SC 333 Pathophysiology

Listing of CORE Nursing Courses for BSN Program

- NU 210 and NL 210 Fundamentals of Nursing/lab
- NU 212 and NL 212 Introduction to Medical Surgical Nursing/Lab/clinical
- NU 315 and NL 315 Family Centered Care-Children/clinical
- NU 322 and NL 322 Medical Surgical Nursing I/clinical
- NU 323 and NL 323 Medical Surgical Nursing II/clinical
- NU 324 and NL 324 Family Centered Care-Women and Infants/clinical
- NU 412 and NL 412 Population Focus-Community Health/clinical
- NU 422 and NL 422 Population Focus-Community Mental Health/clinical
- NL 427 Senior Practicum
- NU 442 Health Informatics & Technology
- NU 443 Quality Improvement in Healthcare Systems
- NU 445 Evidence-Based Practice for the Professional Nurse
- NU 455 Gerontological Nursing for the Professional Nurse

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.
- If a student has an interruption in progression of more than one academic year, the School of Nursing may require the student to repeat foundational CORE science, math or nursing courses to re-establish current nursing knowledge and safeguard patient safety.
- 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 Process

The Undergraduate Director will review all BSN student grades and GPA at the end of each semester and submit a formal letter notification of progression status by Husson email to the student and advisor which may include a student success action plan. Academic actions may include no action needed, academic progression warning, or dismissal from the nursing program. The Undergraduate Director has an option to request a meeting of the adhoc Nursing Admission and Progression (NAP) Committee comprised of nursing faculty/directors to conduct a blind review of any referred students who do not meet the progression criteria for further recommendation prior to submission of the formal email notification. The Committee may review

each student's internal (course assignments), external (standardized exams), and/or performance-based assessments, as applicable and give recommendation to the Undergraduate Director about progression and/or student success plans as requested. The Dean of the College of Health and Pharmacy and the Dean of Student Success both receive copies of progression emails sent to students. The expectation is that the student meet as soon as possible with the academic advisor after receipt of notification to develop further action plan items which meet the goal of the progression action plan.

Academic Dismissal

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.

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 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.
 - 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.