



Husson University  
School of Nursing

Undergraduate B.S.N.  
Student Handbook

**2022-2023**

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**Letter from the Chair**

Welcome to the 2022-2023 Academic year!

This is your year to grow and develop your nursing knowledge, skills, and competencies to help you achieve your dream to become a professional registered nurse! As you start the academic year, we have some exciting information to share with you as you begin the year!

Administrative additions/changes:

- Dr. Alicia Murray has accepted the position of Online Director for the RN-BSN program. Dr. Murray will be working remotely as we are starting this new track for nurses who have an ADN or diploma degree and who want to increase their academic credentials.
- We are in the process of filling the position of Director of Simulation.
- Renee Butler has accepted the updated position of Clinical Coordinator and will be starting in October here at Husson University.

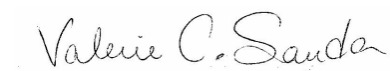
Staff additions:

- We welcome Hannah Roundy as the newest addition to our administrative assistant team. Hannah brings her experience in a healthcare setting as an administrative assistant to our administrative team to help with undergraduate nursing and the work of the School with the Chief Nurse Administrator.

As you start this academic year, Husson continues its focus on community safety as we continue to navigate COVID times. We are looking forward to having live class experiences, simulations and clinicals that will help you achieve your goal to become a BSN prepared nurse. There continues to be many resources available to you over this next year to ensure that you stay focused and have a successful academic experience while here in the School of Nursing. Finally, I am available to hear and discuss your experiences and to help meet your academic

needs over the academic year. Make an appointment, drop by my scheduled office hours, or send me a quick email-I am excited to hear about your successes within the school! Wishing each of you a great year and I look forward to helping you on your nursing academic journey of success!

Respectfully,



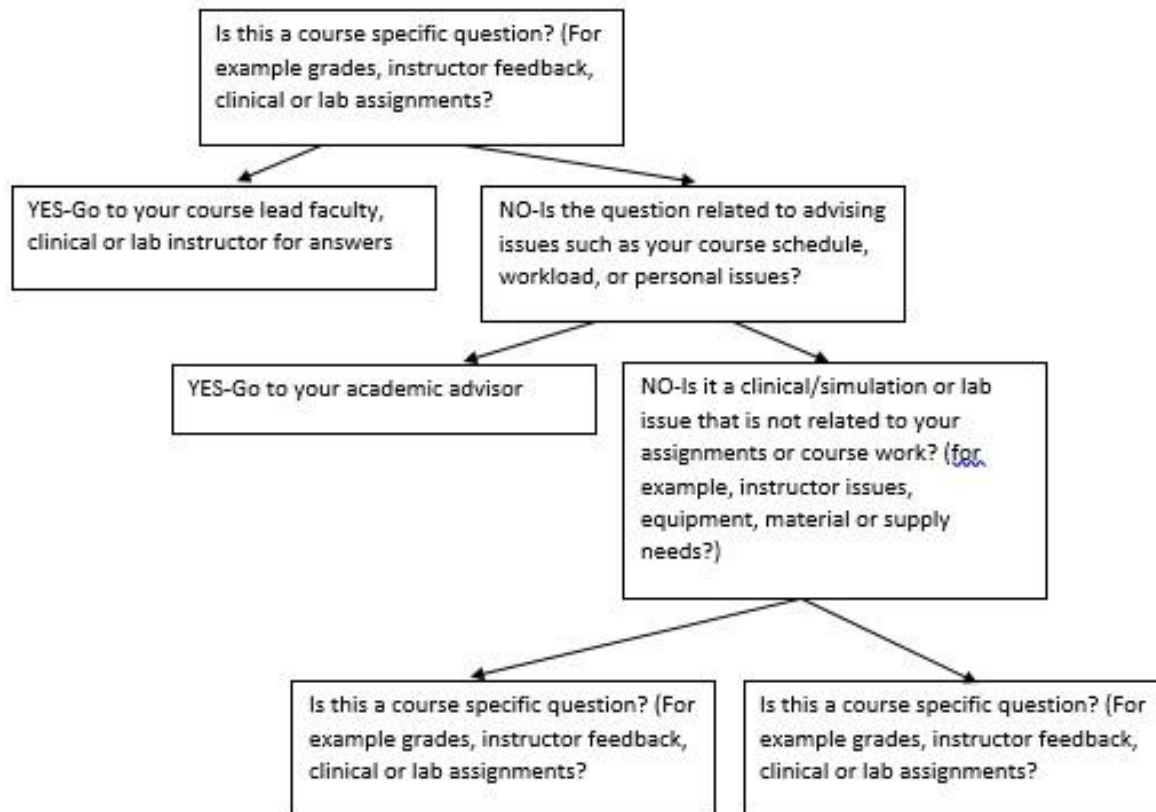
Valerie C. Sauda, PhD, GERO-RN™, CNE, MGSF

Chief Nurse Administrator/Undergraduate Director

### **Communication within the Husson University School of Nursing**

Having a question about a course, scheduling, advising or other topic requires a little thought as to who the best person to visit or reach out to would be. This decision making tree is available to you to help you decide who your best resource is related to your question.

Hannah Roundy ([roundyh@husson.edu](mailto:roundyh@husson.edu)) is the Administrative Assistant for Undergraduate Nursing and to the Chief Nurse Administrator and can assist with scheduling appointments with Dr. Sauda or the faculty as well as helping with general questions or registration.



## HUSSON UNIVERSITY SCHOOL OF NURSING

### Student Confirmation of Review Of Handbook Form

**(Please sign after reviewing the Handbook and submit scanned copy or a picture of your form to Hannah Roundy, [roundyh@husson.edu](mailto:roundyh@husson.edu))**

My signature below indicates that I have received an electronic copy of the 2022-2023 Husson University School of Nursing Undergraduate B.S.N. Student Handbook. I assume responsibility for reading the contents, seeking clarification if

necessary, and abiding by the policies and processes stated within the handbook.

I assume responsibility for maintaining program specific requirements including but not limited to:

- Current immunizations as required by the Husson University School of Nursing and/or policy of clinical site or placement locations including COVID 19 vaccination as required by specific sites. Refer to the BSN Clinical handbook for specific immunizations required this academic year.
- Current and up to date American Heart Association Basic Life Support level Cardiopulmonary Resuscitation training no later than the first clinical course in NL212 and prior to expiration.
- Tuberculosis screening (refer to XIV-A, p.23 and XVII-A, p.26) as required
- Completion of a background check prior to starting clinicals or experiential opportunities

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PRINT Student Name

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Student Signature and Date

## HUSSON UNIVERSITY SCHOOL OF NURSING

### Student Undergraduate Nursing Demographic Form

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Complete the Google Form using the link below “Student Undergraduate Nursing Demographic Form” and **submit online no later than Friday, October 7 , 2022.**



**Student Undergraduate Nursing Demographic Form**

**HUSSON UNIVERSITY SCHOOL OF NURSING**

**Academic Year 2022-2023 Attestation of Background Check Information**

**Note:** This form is required only for students who have completed a background check in the previous year for Husson University School of Nursing. All others must complete an initial background check through Castlebranch. Submit this form electronically in PDF format to Hannah Roundy, roundyh@husson.edu

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.

Please note: 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 Castlebranch.

Signed \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

**Husson University School of Nursing Business Hours and Contact Listing:**

- Husson University School of Nursing follows the Husson University Academic calendar located at <https://www.husson.edu/academics/assets/husson-academics-2022-2023-academic-calendar.pdf>
- School of Nursing Regular office hours are 7:30 am-4:30 pm Monday-Friday.
- Telephone: 207-941-7058

**School of Nursing Undergraduate Nursing Administration:**

Dean, College of Health and Pharmacy

Dr. James Nash, PharmD, MPH, BCPS

207-992-4913 [nashj@husson.edu](mailto:nashj@husson.edu) 333H Peabody Hall

Chief Nurse Administrator/Undergraduate Director/Associate Professor

Dr. Valerie Sauda, PhD, MSN, RN-BC, CNE, MGSF

207-941-7036 [saudav@husson.edu](mailto:saudav@husson.edu)

231 Commons

Administrative Assistant-Undergraduate Nursing/School of Nursing Administration

Hannah Roundy

207-941-7058 [roundyh@husson.edu](mailto:roundyh@husson.edu)

224 Commons

Administrative Assistant-Graduate Nursing

Lisa Ouellette

207-941-7723 [ouellette@husson.edu](mailto:ouellette@husson.edu)

Commons 238

### **Undergraduate Faculty team:**

Assistant Professor, Dr. Sarah Bedi, DNP, FNP-C

207-941-7769 [bedis@husson.edu](mailto:bedis@husson.edu)

227 Commons

Assistant Professor, Diane Jenks, MSN, RN, CCRN-K

207-973-1070 [jenksd@husson.edu](mailto:jenksd@husson.edu)

228 Commons

Assistant Professor, Dr. Ellen King, DNP, MSN

207-941-7745 [kinge@husson.edu](mailto:kinge@husson.edu)

230 Commons

Assistant Professor, Amanda Savage, DNP, MEd, BSN, RN

207-941-7610 [savagea@husson.edu](mailto:savagea@husson.edu)

Commons 237

Assistant Professor, Stephanie Seeley-Bishop, MSN, RN

207-941-XXXX [seeleybishops@husson.edu](mailto:seeleybishops@husson.edu)

229 Commons

### **Online RN-BSN Program:**

Dr. Alicia Murray, DNP, MSN, RN, CHPN

Director of Online RN-BSN program

[murrayal@husson.edu](mailto:murrayal@husson.edu)

Adjunct faculty, Denise Dunne, MA, BSN, RN

Online teaching faculty [dunned@husson.edu](mailto:dunned@husson.edu)

**Clinical/Simulation Program:**

Director of Simulation: VACANT

Undergraduate Clinical Coordinator, Renee Butler, RN, MS  
 Commons To be determined pending update upon hire in October 2022

Operations/Simulation Technology Specialist: VACANT

Simulation Technician, Sean Bechtel

207-941-7178 [bechtels@husson.edu](mailto:bechtels@husson.edu)

Commons 232A

Simulation Coordinator, Megan Harvey

207-992-1976 [harveyme@husson.edu](mailto:harveyme@husson.edu)

Commons 233

Simulation Instructor, Lindsey McAlpine

207-941-7086 [mcalpinel@husson.edu](mailto:mcalpinel@husson.edu)

Commons 235

**Graduate Nursing Program**

Graduate Director/Assistant Professor-

Dr. Annette DeRoche, DNP, MSN, BSN, RN

207-941-7073 [derochea@husson.edu](mailto:derochea@husson.edu)

236 Commons

Family Nurse Practitioner Track Coordinator

Brandy George, MSN, FNP-C

Online faculty [georgeb@husson.edu](mailto:georgeb@husson.edu)

Assistant Professor, Dr. Patricia Eldershaw, PhD, MSN, RN

207-941-7057 [eldershawp@husson.edu](mailto:eldershawp@husson.edu)

229 Commons

Adult Gerontology Acute Care Nurse Practitioner Track Coordinator

Assistant Professor, Jill Vaughn, MSN, APRN-CNP

207-941-7189 [vaughnj@husson.edu](mailto:vaughnj@husson.edu)

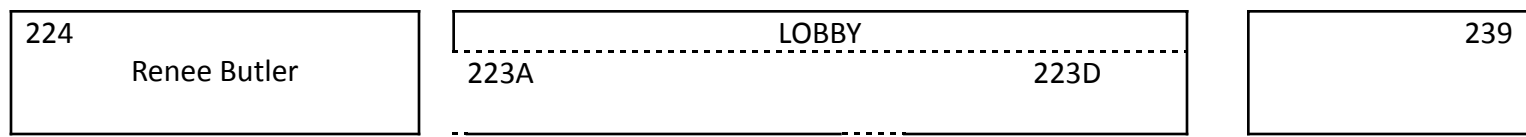
Commons 238


Dr. Priscilla Young, Psychiatric Mental Health Nurse Practitioner Track Coordinator

[youngpr@husson.edu](mailto:youngpr@husson.edu)

**2022-2023 Husson School of Nursing Office Layout Plan**

NOTE: One vacant office space -Layout updated pending approval as of 9/29/2022



<p>Undergraduate Clinical Coordinator (Pending) (X 7654 )</p>	<p>Nursing Reception Hannah Roundy Administrative Assistant- Administration/Undergraduate Nursing</p>		<p>Alicia Murray, Director of Online RN-BSN program (X7046)</p>
<p>225 Sean Bechtel, Simulation technician (PENDING NEW BSN FACULTY) (X 1050)</p>			<p>238 Lisa Ouellette, Administrative Assistant-Graduate Director/Clinical Education (x7723 )</p>
<p>227 Faculty-Sarah Bedi (x7769)</p>	<p>226A Graduate or Visiting Faculty</p>	<p>226B Graduate Faculty</p>	<p>237 Faculty-Amanda Savage (x7106)</p>
<p>228 Faculty-Diane Jenks (x1070)</p>	<p>226C Copier and Break room</p>		<p>236 Annette DeRoche, Graduate Director (x7073)</p>
<p>229 Faculty-Stephanie Seeley-Bishop (x7057)</p>	<p>223B PPE and lab storage</p>	<p>223C Fit testing for COHP</p>	<p>235 Lindsey McAlpine, Simulation Specialist (x7086)</p>
<p>230 Faculty-Ellen King (X7745 )</p>			<p>234 VACANT (x) pending</p>
<p>231 Valerie Souda Chief Nurse Administrator Undergraduate Director (X7036)</p>	<p>233 Megan Harvey, Simulation Specialist- (x 1976)</p>	<p>STAIRS AND EMERGENCY EXIT </p>	

## **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. We achieve this career 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 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.

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.

### **Husson University General Policies**

Please refer to the Husson University Student Handbook for all general policies for students found at <https://www.husson.edu/student-life/assets/student-handbook.pdf>



Please refer to the Husson University Academic Undergraduate policies for the most current and updated policies found at

<https://www.husson.edu/academics/academic-policies/undergraduate-policies>.

### **I. Title IX and Sexual Misconduct**

For information about reporting and the Husson University policy, please refer to the link at

<https://www.husson.edu/about/human-resources/title-ix>

### **II. Academic Integrity**

The Husson University School of Nursing follows the academic policies of the University for academic integrity found <http://catalog.husson.edu/generalinformation/academicpolicies/>

### **III. Students with Accessibility Needs**

Please refer to Accessibility Services for further information about accessibility, accommodations or any questions that you may have about how to meet the Essential Functions for the nursing program.

<https://www.husson.edu/academics/academic-support-oasis/accessibility-services/>

### **IV. Non-Discrimination**

For a copy of non-discrimination disclosure, go to the direct link found at

<http://catalog.husson.edu/supplementstothiscatalog/supplementstothiscatalog.pdf>

### **VII. Religious observance policy**

For a copy of the religious observance policy, go to

<https://sites.google.com/husson.edu/student-policies/home>

### **VII. Consent to use data for research**

For a copy of the consent to use data for research policy, go to

<https://sites.google.com/husson.edu/student-policies/home>

Our assessment data, which can include exams and quizzes, may be used for research on how students learn, and how to improve instruction. Any data used for research purposes would be deidentified and no names would be used in publications. If you have questions/concerns or do not want your coursework used for research purposes, please contact your instructor. Note that consent is not needed for internal use of data for purposes such as assessment validation or course improvement.

### **VIII. Instructors Discretion to Modify the Syllabus**

From CANVAS at <https://sites.google.com/husson.edu/student-policies/home>

The instructor has the authority to modify the syllabus based on (her/his) determination that such changes would better meet the learning objectives of the course. It is the responsibility of the student to maintain awareness of those modifications and note them as necessary. The instructor also has full discretion to determine the extent to which (if at all) technology will be used and/or available within the classroom. Such determination could be based on technology as a learning tool or simply to minimize distractions among students.

## **Husson University School of Nursing General Policies**

### **I. Essential Functions within the Husson University School of Nursing**

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 (BSN) 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 Husson University School of Nursing in determining the 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 Husson University 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 for review. The Husson University 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 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/pdffiles/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 answers, 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:**

- o Vision: Student demonstrates (with or without reasonable accommodations):
  - Ability to assess a 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)
  - Ability to read written communication/charting and policies.
- o Depth perception and fine motor skills: Student demonstrates (with or without assistive devices)

- 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: Student demonstrates (with or without hearing assistive device)
    - 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: Student demonstrates:
    - 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: Student demonstrates:
    - Ability to stand for prolonged periods of time while in the clinical area.
  - o Sitting: Student demonstrates:
    - Ability to be seated for extended periods of time including but not limited to participating in classroom, clinical training, in patient rooms while collecting assessment data, and in clinical conferences.
  - o Lifting/Carrying: Student demonstrates:
    - Ability to lift up to 35 pounds in lifting, transferring, and moving patients in nursing laboratory and clinical settings.
  - o Tactile Sensation: Student demonstrates:
    - Ability to conduct patient assessments by using the fingers and hands to touch (palpation).
    - Ability to assess patients by feeling vibrations, pulses, and skin temperature.
  - o Pushing/Pulling: Student demonstrates:
    - Ability to pull, push, position and transfer patients including using transfer assistant devices as required.
    - Ability to perform cardiopulmonary resuscitation (CPR) chest compressions 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.

## II. Academic Honor and Honor Code

**Honor:** Honor is a sense of personal satisfaction and worthiness derived from a confidence in one's proven values. 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 academic honor code, which requires academic and professional integrity. As complete integrity is expected when nurses assume the care of others, it is vital that nurses 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.

**Academic 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 exercises, presentations, and other written work will be the student's own. The expectation is also that the student will cite references/sources properly. These references/sources include quotations, information, opinions or ideas contributing to his or her work.\*

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

The following list comprises some examples of violations of the Academic 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

Since the Academic 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 a violation occurs; peers may provide reports of violations of the Honor Code. The Academic Honor Code affirms proctoring decisions made by faculty.

Adapted from :

Barnard College (2018). Honor Code. Retrieved from <https://barnard.edu/dos/honorcode>

Columbia University (2018). Honor Code and Guidelines on Professionalism. Retrieved from <https://www.dental.columbia.edu/students/honor-code-and-guidelines-professionalism>

University of Pennsylvania (2018). Code of Academic Integrity. Retrieved from <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>

### III. Professional Behaviors

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

#### **Rationale:**

- According to the American Association of Colleges of Nursing, “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 laboratories, clinical agencies, advising meetings, email or any time that the student represents the Husson University School of Nursing, including times when wearing Husson name badge, 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. This may include formal processes through the Husson University process for academic integrity violations.

- Unprofessional behavior may result in a required remediation plan, assignment of grade of “0” for assignment/examination/simulation/clinical , and/or course failure.
- When a pattern of unprofessional behavior is noted, it will be documented and the student will be referred to the academic advisor and the Undergraduate Director. Further review of the patterns of behavior with next actions may occur with course lead faculty, academic advisor, and the Undergraduate Director.
- 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

**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



Reference:

American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. AACN: Washington, DC. Retrieved at <http://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf>

#### IV. Use of Social Media

**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. The policy is adapted from the National Council on State Boards of Nursing white paper as follows:

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](https://www.ncsbn.org/Social_Media.pdf)

#### Policy:

1. Students will not record, film or photograph, or otherwise record any patient or clinical information/situation at any time during a clinical experience for any public or personal use including but not limited to social media postings..
  - a. Students who are completing a project involving patients/clinical sites for any course, or research in a clinical setting must adhere to all Husson University requirements including submission for approval through the [Institutional Review Board](#) and must receive appropriate approvals from the Dean of College of Health and Pharmacy, as well as the Chief Nurse Administrator.
2. Violation of the social media policy may result in course failure, and/or dismissal from the nursing program. The student may appeal faculty and administrative decisions in accordance with Husson University policy.
  - a. Examples of violations include but are not limited to the following:
    - 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.
    - Sharing, 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.
    - identifying 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.

- referring to patients in a disparaging manner, even if the patient is not identified.
- taking photos or videos of patients with personal devices.
- initiating or accepting any cyber relationships with patients/clients.
- Failing to promptly report to the adjunct faculty/lead faculty/preceptor any identified breach of confidentiality or privacy.
- Failing to 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.
- Making disparaging remarks about individuals or institutions. For example, threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments are not acceptable.
- Posting content or otherwise speaking on behalf of Husson University/clinical site unless authorized to do so and following all applicable policies of Husson University.

## **V. Student communication**

Students are required to have an active Husson University email account. Written communication from the School of Nursing will be sent via the Husson Google email (Gmail). Undergraduate students are expected to check their Husson Google email account **a minimum of once every school day when classes are in session as well as checking a minimum of once daily all CANVAS course related information in announcements or updates.** When school is not in session, students are expected to check email at least every three days in order to receive the most recent updates and information from the Husson University School of Nursing. Course specific information will be communicated primarily through the CANVAS learning management system and/or Husson University Gmail.

In the event of an emergency, the School of Nursing will utilize all communication methods available including Husson Gmail and the University Emergency texting system or other University system made available to all Husson University students. The School of Nursing is not responsible for communication to students who do not utilize the active Husson Google email account or CANVAS learning management system.

## **VI. Student Requirements for Participation in School of Nursing Courses, Labs, Clinicals or Experiential Opportunities**

Please refer to the final copy of the 2022-2023 BSN clinical handbook for more detailed information.

### A. Castlebranch Student Information Management System

All students, at the beginning of sophomore year, will be required to complete a background check and upload their immunizations, tuberculosis screen results, and American Heart Association Basic Life Support for Healthcare Provider CPR card through Castlebranch.

**Completion of the immunization requirements, CPR, and tuberculosis screening is required before the start or participation in any clinical experiences.** There is a fee (subject to change) to complete the background check (\$55.75) and unlimited immunization uploads (\$35.00); these should be one time fees pending results. Please refer to the clinical handbook for more information about Castlebranch. The student is responsible to maintain and update all requirements for clinical participation and progression throughout the program.

### B. Student Meeting Essential Qualifications Forms

All students attending the Husson University School of Nursing undergraduate B.S.N. programs are required to submit a completed Report of Meeting Essential Qualifications form known as the “Report of Medical History” (Appendix B-Report of Medical History) prior to the first week of the semester of each year to the Husson University School of Nursing Chief Nurse Administrator or designee. If a student has listed exceptions or is not able to meet the Essential qualifications, the form will be sent to the Office of Student Accessibility Services for review and further follow-up with the student as needed. Students who do not have a completed or updated Report of Medical History form will not be allowed to participate in clinical, simulations, or laboratory until submission is completed. If a student has a change in ability to meet the Essential Qualifications, additional requests for information may be required.

### C. Immunization requirements

The Husson University School of Nursing adheres to the requirements for vaccination outlined by the U.S. Centers for Disease Control for health care providers, Husson University vaccination requirements, and clinical site policies for vaccination. For a complete schedule for adult vaccinations recommended by the CDC, please refer to the following schedule for 2020:

<https://www.cdc.gov/vaccines/schedules/downloads/adult/adult-combined-schedule-bw.pdf>

**Additional vaccinations may be required as determined by state and federal public health officials.**

The following vaccinations are required to participate in clinical experiences (as per CDC, 2020). Any students who are not able to receive a vaccine due to a medical condition or who have contraindications to a vaccination must provide a medical note from a health care provider.

- Influenza-one time yearly. Students who refuse vaccination or are not able to have a vaccination for medical reasons, must sign and submit a declination form electronically

to the School of Nursing. Students who decline the flu vaccination must comply with clinical site policies for those who are unvaccinated. Please note, clinical sites may refuse a student participation if a vaccination is not obtained to protect the public interest or may require personal protective equipment or other special precautions during clinical experiences.

- COVID 19 vaccination (one or two as per manufacturer) or as recommended by the CDC
- Tdap/TD (tetanus, diphtheria, and pertussis) 1 dose Tdap, and Td booster every 10 yrs or titer
- MMR (measles, mumps and rubella) 1 or 2 doses depending on indication OR titer
- Varicella-2 doses OR titer or as recommended by the CDC
- Hepatitis B series OR titer or as recommended by the CDC
- Tuberculosis screening-Acceptable options include: Tspot, QuantiFERON-TB Gold, or two step Mantoux test
  - Note: if a student has previously had a positive screening result and has had a negative chest x-ray within the past five years, the student will need to complete a tuberculosis screening questionnaire annually. Students who have received BCG vaccination, will need to follow CDC tuberculosis screening guidelines.
- Recommended NOT required: Vaccinations as recommended by the US CDC if over 50 years of age/special populations.

A copy of the upload requirements for vaccination and CPR is located in Appendix C-Castlebranch Required Immunizations and CPR -Upload screens. Review the upload requirements before uploading required documents in Castlebranch.

#### **D. Health Insurance**

All full-time Husson University 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. Criminal Background Check**

All Husson University School of Nursing students are required to have a background check completed. This background check will be completed by Certified Background, accessed online through Husson University Castlebranch system. 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 in their background status. If there has been any change in the student's status he or she **must** repeat the background check (additional fee required). **Students need to be**

**aware that there are certain violations/crimes that may prevent students from attending clinicals or community experiences depending on clinical site or program policy.**

Additionally, the State Boards of Nursing have limitations for licensure based on criminal status.

All background checks are reviewed by the Clinical Director. Any potential of any background check findings will be submitted to the Undergraduate Director for further review with the student and academic advisor. Clarification of the process is as follows:

## **E. Process for Criminal Background Check**

### **Instructions for Student Disclosure of Criminal Convictions, Pending Criminal Charges and Certain Qualifications**

#### **Requirement to Disclose**

The University and Husson University School of Nursing requires you to provide Student Disclosure of Criminal Convictions, Pending Criminal Charges and Certain Disqualifications through the criminal background check process because at least one clinical site where you are to be placed for your clinical(s) and/or practicum(s) require(s) the University and School of Nursing to do so.

#### **Use of the Criminal Background Check Findings**

Your criminal background check will be used to determine whether the clinical site will accept your placement and findings may be shared with the clinical site(s) upon the student's consent. The existence of a conviction, pending charge or other disqualification does not necessarily mean that you will be denied admission to a site. The site will evaluate each case on its own facts, looking at the nature, severity, recency of the crime, charge or disqualification, as well as the interests and needs of the site. A meeting will be held between the student, academic advisor, and Undergraduate Coordinator to discuss the background check findings prior to release of information to a clinical site and to obtain student consent. The Chair of the School of Nursing will act as a consultant in the discussions as needed prior to disclosure and for student and faculty clarification of next steps.

#### **Full Disclosure Required**

You must share all background check information to the best of your ability. This means that your answers must be truthful, accurate and complete. If you know of certain information yet are

unsure whether to disclose it, you must disclose the information. The site will later determine whether the disclosure was required and, if so, whether the information is material.

### **Consequence of Failure to Disclose**

When sharing the background check information or signing the attestation form, you certify that you understand and agree that your failure to disclose material information may result in immediate exclusion, suspension or expulsion from the site or the University or School of Nursing.

### **Continuing Duty to Disclose**

You also certify that you understand and agree that you will notify the University immediately of any inaccuracies in, or corrections to, the information you disclose there. You also certify that you understand and agree that you have a continuing duty to notify the University of any conviction, charge or disqualification after you have completed the background check and until you have completed all of your practicums or clinicals.

### **F. Student CPR Requirements**

All students must successfully complete an American Heart Association (AHA) approved course in Basic Life Support Cardiopulmonary Resuscitation for Healthcare Providers (BLS level) in the semester prior to the start of any clinical experience. Students must renew the CPR requirement before the expiration date. Failure to renew CPR may result in removal from clinical site placement as required by the clinical site. A copy of a current CPR card must be uploaded to Castlebranch. Non-adherence to this policy may result in denial of clinical access and affect progression within the program.

## **VII. 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 in the clinical setting. To be permitted to remain in any instructional setting, Husson University School of Nursing students should be physically able to meet the objectives of the course or clinical requirements.

**Health Insurance Coverage:** All full-time Husson University 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 covers 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 but not limited to musculoskeletal strains, infectious disease exposure, and working with difficult patients. Husson University is not liable for injury that results from occupational hazards. Rather, workers' compensation coverage provides for a no-fault resolution of substantiated injuries and their impact on life functions.

**Student handling of blood and body fluids (Bloodborne pathogens):**

- The student must follow the bloodborne pathogen policies and procedures of the clinical site while participating in clinicals. In addition, policies and procedures for management of bloodborne pathogens must also be followed while at Husson University School of Nursing/Husson University including while in the simulation centers or practice laboratories.
- The student must complete bloodborne pathogen training annually and submit proof of completion (certificate) prior to the start of the academic year or prior to participating in clinical experiences. Failure to complete required training may impact ability to participate in laboratory or clinical experiences.
- The student should anticipate possible exposure to blood or body fluids and use personal protective equipment appropriate to the procedure being performed according to best practice policies and procedures.
- To prevent exposure during venipuncture, administration of injections or other procedures which require use of needles, students must not recap needles and immediately place sharps in a puncture resistant container.
- The student must use Standard Precautions in any patient care situation where there is a chance of coming into contact with blood and other body fluids. Students exposed to any of the following body fluids in the clinical setting should notify the preceptor, assigned clinical faculty, and the appropriate supervisory person at the agency: blood; cerebrospinal, synovial, pleural, pericardial, and amniotic fluids. If exposed, a student must wash hands and body surfaces before and immediately after contact with any body fluids. The Husson University School of Nursing adheres to the most current

procedures/processes identified by the U.S. Centers for Disease Control for use of transmission based precautions which can be retrieved at:

<https://www.cdc.gov/infectioncontrol/basics/transmission-based-precautions.html>

### **Accident, Injury, and Illness Reporting**

- Any accident, injury, or illness experienced by a student while in a nursing class, laboratory, or clinical experience should be reported immediately to the nursing instructor and /or the preceptor who is supervising the student. The faculty member/preceptor will advise and refer the student for treatment as necessary. If the severity of the injury or illness precludes delay, the student will be referred to the closest emergency department. The student and faculty member/preceptor will fill out all required incident reports at the clinical site and at the Husson University School of Nursing as soon as possible or at the latest on the next business day and submit to the Clinical Coordinator and Undergraduate Coordinator/Chair for review and further follow up. Copies of the incident report are shared with the Chair, Husson University Human Resources/risk management team, and with the contracted clinical site personnel as applicable.

## **VIII. Children in the Husson University School of Nursing**

The Husson University School of Nursing supports families and is committed to helping its students with work/life balance. We are committed to the safety of all visitors, including children. These guidelines have been developed to protect visitors to the school as well as protect the integrity of the learning process for all students.

Children are an important part of the lives of our students who are actively parenting. However, there are times and locations in which, due to the nature of nursing practice and education, the presence of children is not appropriate. These locations and times include but are not limited to:

- Simulation, laboratory, and clinical settings
- Examination or testing periods
- Classroom settings in which discussions will be hindered with minors present due to the adult nature of the topics. Examples may include, but are not limited to, description of wound care involving graphic visual displays or discussions of confidential case information, or discussion of materials that involve sexuality or sexual images.

We acknowledge that there are circumstances in which a parenting student may have an emergency situation in which a child needs to accompany the student to class. Approval from the course lead faculty member must be obtained prior to class in order for a student to bring a child to class. The course lead faculty member also has sole discretion over whether to provide options for use of technology, alternative assignments, or other modifications.



Any student granted permission to bring their child is responsible for ensuring that the child is not disruptive, remains safe and is supervised during visits to the Husson University School of Nursing. Children are welcome to all Husson University and Husson University School of Nursing events that are specifically designed for families or children including but not limited to tours, camps, or special events.

### **IX. Sigma Theta Tau International Membership**

Sigma Theta Tau International (STTI) is the International Nursing Honor Society. Husson University, University of Maine – Orono, and University of Maine – Augusta, are charter members of the local chapter, Omicron Xi-At-Large Chapter. Junior, senior, and RN-BSN students are nominated by active Sigma members for membership into this honor society. Membership is by invitation only, conferred upon nursing students who demonstrate excellence in nursing with potential in leadership and research. The goal of Sigma Theta Tau International is to promote nursing excellence by supporting a global community of nursing scholars and practitioners who influence global health.

### **X. Husson University Student Nurses Association**

Purpose and Functions: The major purpose of this organization is 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 Husson University Student Nurses Association seeks to promote leadership, professional growth, and healthy dialogue between faculty and students. Husson Student Nurses Association 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 Husson Student Nurses Association 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 healthcare
- 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

## **XI. Peer Mentor Program**

The mentoring program is part of the Center for Student Success and is a voluntary peer support program supporting students in helping to meet their needs and develop both confidence and competence in academic nursing. Peer mentors help connect students to campus resources, provide networking opportunities and help answer questions and be a general support. Refer to the Center for Student Success or your academic advisor for more information about current mentorship opportunities.

## **XII. Tutoring**

Tutoring is provided for BSN nursing students across all levels of the program through the Center for Student Success. In addition, students may be referred for tutoring by their course instructor and/or academic advisor through services offered at Student Success. All nursing students, regardless of ability, are welcome to attend tutoring sessions free of charge and are encouraged to participate in tutoring opportunities throughout the course work and program as offered to help maximize academic success. For more information about tutoring, refer to the Tutoring Center site at <https://www.husson.edu/student-success/learning-center-tutoring/>

# **Husson University School of Nursing**

## **Academic Policies and Processes**

### **I. BSN Program Outcomes (Performance Indicators)**

Students in the Husson University School of Nursing BSN program are expected to meet the following learning performance outcomes by end of program:

- BSN.E1.P1 Integrate theories and concepts from liberal education into nursing practice. (E1.1)
- BSN.E1.P2 Use written, verbal, non verbal, and emerging technology methods to communicate effectively. (E1.4)
- BSN.E1.P3 Apply knowledge of social and cultural factors to the care of diverse populations. (E1.5)
- BSN.E1.P4 Apply the ANA nursing code of ethics in promoting advocacy, collaboration, and social justice. (E1.6)
- BSN.E2.P1 Apply leadership concepts, skills, and decision making in varying healthcare settings for the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings (EII.1)
- BSN.E2.P2 Explain complexity theories and systems thinking. (From EII.3)
- BSN.E2.P3 Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team (EII.5)
- BSN.E2.P4 Promote factors that create a culture of safety while caring for diverse populations. (EII.7)
- BSN.E2.P5 Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse sensitive indicators in the microsystem of care (EII.9)
- BSN.E2.P6 Employ principles of quality improvement, healthcare policy, and cost effectiveness to assist in the development and initiation of effective plans for the microsystem and/or systemwide practice improvements that will improve the quality of healthcare delivery (EII.11)
- BSN.E3.P1 Collaborate in the collection, documentation, and dissemination of evidence. (EIII.7)
- BSN.E4.P1 Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice in varying patient populations. (EIV.1)
- BSN.E4.P2 Recognize that redesign of workflow and care processes should precede implementation of care technology to facilitate nursing practice. (EVI.11)
- BSN.E5.P1 Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends. (EV.1)
- BSN.E5.P2 Evaluate the impact of socio cultural and economic factors influencing healthcare delivery and practice. (EV.2)
- BSN.E5.P3 Evaluate the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practice. (EV.3)

- BSN.E5.P4 Participated as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy. (EV.11)
- BSN.E6.P1 Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., scope of discipline, education and licensure requirements). (EV1.1)
- BSN.E7.P1 Perform comprehensive, holistic assessments.
- BSN.E7.P2 Use evidence based practices to guide health promotion and wellness throughout the lifespan. (EVII.5)
- BSN.E7.P3 Assess the health, healthcare, and emergency preparedness needs of a defined population. (EVII.8)
- BSN.E7.P4 Collaborate with others to develop health and wellness intervention plans across the continuum of care that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death. (EVII.10)
- BSN.E8.P1 Demonstrates accountability for personal and professional behaviors by recognizing the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations. (VIII.2)
- BSN.E8.P2 Reflect on one's own beliefs and values as they relate to professional practice. (EVIII.6)
- BSN.E8.P3 Students will prioritize care based on population or client needs.
- BSN.E8.P4 Demonstrate civil communication and behavior with others including courtesy, dignity and respect.
- BSN.E8.P5 Students will demonstrate accountability to handbook requirements.
- BSN.E8.P6 Students will demonstrate professional dress as outlined in handbook requirements.
- BSN.E8.P7 Students will articulate acceptance of responsibility and consequences for their decisions.
- BSN.E8.P8 Students will demonstrate adherence to the ANA Code of Ethics.
- BSN.E8.P9 Students will apply principles of emotional intelligence to stress management in nursing practice.
- BSN.E9.P1 Implement patient and family care around resolution of end of life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences
- BSN.E9.P2 Provide patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care
- BSN.E9.P3 Implement evidence based nursing interventions as appropriate for managing acute and chronic care.

- BSN.E9.P4 Monitor client outcomes to evaluate the effectiveness of psychobiological interventions
- BSN.E9.P5 Facilitate safe, patient- centered transitions of care
- BSN.E9.P6 Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team
- BSN.E9.P7 Manage care to maximize health, independence, and quality of life for a group of individuals that approximates a beginning practitioner's workload
- BSN.E9.P8 Manage the interaction of multiple functional problems affecting patients across the lifespan, including common geriatric syndromes

NOTE: Learning outcomes are derived from the American Association of Colleges of Nursing (AACN) [Essentials for Baccalaureate Education for Professional Nursing Practice](#)

Updated 9/5/2022 VCS

## **II. Husson University School of Nursing BSN Programs of Study**

The 2022-2023 program of study for BSN nursing students for the BSN traditional or RN-BSN program is available online and will be used by all first level freshman and incoming transfer students. For returning students, please refer to your specific curriculum sheet for the academic year in which you were admitted to the BSN program for details about your specific course of study. <https://eagleconnect.husson.edu/Connect/registrar/curriculum-sheets.aspx>

## **III. General Education Requirements**

Students should refer to the Registrar website or the academic advisor for the most current and up to date [General Education requirements](#) including community service requirements for graduation. Community service requirements are currently being updated and are anticipated to be released within the 2022-2023 academic year-you will be notified by the Undergraduate director and your academic advisor when new guidelines are available. Your academic advisor will help you track your general education requirements.

## **IV. BSN Program Admissions**

### **A. BSN Traditional Track**

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:

- 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
  - 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 Functions qualifications

Students who do not meet the admissions criteria for the 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. RN-BSN Track**

Pending update as of 9/29/2022-Email Dr. Alicia Murray for more information.

### **V. Change of Major within Husson University 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 should have a GPA of 3.0 but a minimum 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 reviews occur in March of each academic year for admission in the Fall semester. Applications for Change of Major MUST be received no later than March 1st for consideration of admission. 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.

### **VI. External Transfers to the Nursing Undergraduate Nursing Program**

To be considered for external transfer, applicants must have a GPA of at least 3.0 and demonstrate C+ or better in core nursing and science coursework. 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. 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 possible transfer credit. Exceptions to the grade requirement will only be made by the Chief Nurse Administrator 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.

## **VII. Transfer Credit and Proficiency**

- A. In order to receive a BSN degree from Husson University and be eligible to apply for RN licensure, students transferring into the program must take at least the final 30 credits and complete their senior level nursing classes through Husson University. (Refer to Husson University Catalog for full policy). The Husson University School of Nursing adheres to all policies of the University related to transfer of credits.
- 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. A minimum grade of C is needed for transfer of all other courses.
- C. 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.
- D. Art and music courses may be accepted for transfer credit if they meet the Husson University General Education requirements.
- E. Nursing courses may be considered for transfer credit on an individual basis.
- F. For current Husson University School of Nursing students, if a course is offered at Husson University, it must be taken at Husson University. If the course is not being offered at Husson University, but is required for progression within the nursing program, a student may request to take a course at another accredited institution. The academic advisor and Undergraduate

Coordinator/Chair will work with the student to ensure that the course meets the requirements for transfer to both Husson University and Husson University School of Nursing. There are instances in which a student may have a delay in progression if a course is not offered in a semester with no equivalent course available at another institution. Students are strongly encouraged to request transfer coursework early to avoid taking courses that will not be accepted for transfer or accepted by the Husson University School of Nursing as equivalent. Communication with the academic advisor is essential in this process.

### **VIII. Credit Hours**

Lecture courses vary from 1-3 credits. The faculty based homework expected time outside of class for lecture courses based on a ratio of three (3) clock hours of homework per 1 credit hour (for example, a 3 credit course would require 9 clock hours of homework per week). In simulation/laboratory and clinical courses, the ratio of clinical hours to credit hours is as follows: three (3) clock hours of clinical/laboratory time equals one (1) credit hour. Students are expected to participate in all lecture, simulation/laboratory and clinical hours as scheduled to meet the credit hour requirements for the course.

### **IX. Course Materials and Supplies**

- A. Textbooks for BSN core nursing courses are available at the Husson University Bookstore. Many of the nursing textbooks are bundled by level as indicated on the course syllabus as INCLUDEd book bundles. Any books that are bundled are charged directly to the student ledger. To review textbooks by course, go to the website-<https://www.bkstr.com/hussonstore/shop/textbooks-and-course-materials>
- B. Syllabi and additional course readings/videos and other materials will be available to students on the Canvas Learning Management system by course. Additional materials may be placed on reserve by the course lead faculty in the library for student use. Students may use reserved materials in the library or make copies for personal use.
- C. All students are required to have ready access to a laptop or portable computer that meets course requirements including but not exclusively for accessing Husson email, virtual products used in courses, CANVAS learning management system, ATI, and ExamSoft products or any other products used in nursing courses. Students are required to update computers as needed if program or course updates are available.

### **XI. Writing and APA format**

The Husson University School of Nursing has a commitment to providing support in student



writing. As such, the required formal paper format for the school is the American Psychological Association (APA) Publication Manual most current edition which is the most common format used in nursing scholarly writing today. Students who have demonstrated writing needs will be encouraged to go to the University's Writing Center. All students are encouraged to obtain feedback for preparation of written assignments prior to submission. Course lead faculty and academic advisors are available to assist in identifying writing resources.

## **XII. Attendance**

### **A. Attendance and Punctuality**

The Husson University School of Nursing follows the attendance policies of the University related to the classroom and simulation/laboratory settings. In addition, in order to foster professional expectations as found in the employment environment, and as a result of the difficulty of rescheduling clinical assignments, Husson University School of Nursing students must attend all clinical sessions. Exceptions to the policy may be granted by the course lead faculty upon request. Decisions to grant exceptions are at the sole discretion of the course lead faculty and may include considerations such as :

- Medical issues requiring absence such as flu/COVID 19 or other infectious illness, injuries, or unanticipated surgeries
- Family emergencies

At the discretion of the course lead faculty, a note from a qualified health practitioner may be required to help determine safety for self and others in returning to clinical settings. Exceptions to the policy will not be granted for issues such as routine child care or scheduled vacations.

Students are expected to arrive for classes, laboratory sessions, and clinicals on time. In order to avoid disruption of the learning environment, notify faculty via Husson gmail of potential tardiness as soon as possible.

### **B. Make-Up for Missed Class, Simulation, Clinical Work, Exams or Quizzes**

- i. A student must notify the course lead faculty/clinical preceptor/simulation faculty as soon as possible if the student is not able to attend a scheduled examination, quiz, simulation or clinical. A grade of zero may be given if the student does not notify the instructor.
- ii. Missed exams may be given using an alternative examination format and **must be taken within three scheduled academic days** or as determined by the course lead faculty.

- ii. Missed quizzes or in class assignments will not be made up and will receive a score of 0. Course lead faculty may permit opportunity for exception and/or remediation on an individual basis.
- iii. Simulation/laboratory and clinical work is due at the time selected by course lead faculty. Late or missed clinical assignments may result in a score of 0 at the discretion of the faculty..
- iv. Makeup clinical/simulation or laboratory hours may not be possible in the semester missed due to the scheduling demands on clinical sites or simulation/laboratory. Scheduling of makeups may be deferred to the next available semester/time and may result in incomplete course grade until makeups are completed.

### **XIII. Progression Standards**

- A. For BSN traditional students, minimum grade and GPA standards are as follows:
  - Freshmen (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 including General Biology/Biology lab, Principles of General Chemistry and lab, College Algebra or equivalent, and Anatomy and Physiology I and lab.
  - Sophomores (level 2), Juniors (level 3) and Seniors, (level 4), must maintain grades of C+ (77-79) in all CORE science, math, and nursing courses.
  - 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 GPA of 2.7.
- B. RN-BSN students must maintain grades of C+(77) or higher in all CORE science, math and nursing courses.
- C. All BSN nursing students must maintain a cumulative GPA of 2.7 or better over the course of the program.

#### **Listing of CORE Math and Science Courses for BSN Program (For academic year 2022-2023):**

Math elective (Math 1-Deductive) by math placement

Math elective (Math 2-Inductive) 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

**CORE Nursing Courses for BSN Program (For academic year 2022-2023)**

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 andNL 422 Population Focus-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

- B. If a student does not meet the passing benchmark of a C (73%) for freshman or C+ (77%) for sophomore or higher on any CORE science, math and nursing (NU/NL) course, the student

will be required to repeat the course at Husson University in accordance with University policy. No course transfer will be accepted for these repeat courses without prior approval of the Chief Nurse Administrator of the Husson University School of Nursing and/or the Dean of the College of Health and Pharmacy.

- C. Assignments/project/quizzes and exams including ATI work, and performance based assessments contribute to the overall course grade. Course specific grade weighting is outlined on the course syllabus as well as available on CANVAS.

**Benchmark scores for ATI proctored exams 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. To provide support to the BSN students to develop the skills needed to be successful to pass the NCLEX-RN examination on the first attempt, the BSN student will purchase as part of a program fee, the Assessment Technologies Institute (ATI) products used across the BSN curriculum. ATI is a package of quizzing, skills videos, case studies, and practice and proctored examinations which, in combination, are designed to help students gradually prepare for the NCLEX-RN licensure examination. To ensure that a student has maximum success on the NCLEX-RN examination, the products are scored and reported to both the student, the academic advisor, the faculty, and the Chief Nurse Administrator. 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 and within specific course content areas.

All ATI proctored examinations, including the Comprehensive Predictor, require a score at or above Level 2 as defined by ATI. All students who score below a level 2 on any of the proctored assessments are required to complete the associated ATI remediation under an advisor approved plan of study and then retake the assessment in question until a level 2 or higher is achieved. Students are responsible for any additional cost for repeated ATI assessments. ATI scores (Practice tests, mastery assessments, and comprehensive predictors) are calculated into the final course grade at a minimum level of 15% of the total course grade.

**D. Late assignment policy: (effective Fall 2021)-**

As nurses often work under time pressure and deadlines, the faculty want to ensure that you practice time management and organizational skills while you are in the nursing program. All course assignments will be posted on CANVAS with due dates by the course faculty. For any assignment that is uploaded to CANVAS on time, but in the incorrect format (such as loading a

.pages format document) the faculty will notify the student in CANVAS comments and/or by Husson email of the error and the student will have 24 hours from the time of notification to re-upload the assignment before any grading deduction is given. The faculty will use the following grading deductions for late assignments:

- 1 calendar day late=25% off of score or grade
- 2 calendar days late=50% off score or gradeA.
- 3 calendar days late=75% off score or grade

Exams which are missed will require completion within two calendar days Monday through Friday or no later than Monday if a Friday exam is missed. The faculty understand that, on occasion, there may be a personal emergency or unanticipated illness/injury/emergency health situation. **You are required to contact the course lead faculty as soon as reasonably possible by Husson email to request a formal extension of any due date.**

## **XI. Progression Status and Review Process in the Undergraduate Nursing Program**

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 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 ATI proctored assessments and remediation,
- adherence to the ANA Code of Ethics and professional behaviors policy.

### **Progression Review 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 the student may need to access. 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 nursing courses**

A student who earns less than the program benchmark grade or receives a grade of withdrawal failing (WF) must retake the CORE science, math, or nursing course in the next semester the course is offered at Husson University. If a course required for progression is not offered at Husson University, a request for permission to take the course at another approved college or university must be made according to University policy. The expectation is that a student must pass any pre-requisite CORE Math, Science or Nursing course before progressing to the successive course. Any adjustments made in the course plan related to progression may delay graduation.

### **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.

### **Administrative Progression Review process**

The Undergraduate Director will review all BSN student grades and GPA at the end of each semester and submit a formal email notification of progression status to the student and advisor which may include the requirement of development of a student success action plan. Academic actions may include no action needed, academic 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 composed 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 recommendations 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 meets 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.

### **C. Student Academic Appeal Process**

- i. The student with concerns about a grade in a required core nursing course should follow the [“Student Appeal of a Course Grade”](#) process as outlined in the Husson University Catalog.
- ii. Progression actions including academic warning, probation, or dismissal from the nursing program may be appealed. A student may appeal a progression decision in writing to the Dean of the College of Health and Pharmacy within 10 business days of formal notification.

### **D. Clinical Absence**

- i. Students are expected to be present for all clinical assignments. Absences from clinical practice must be reported to the clinical adjunct faculty AND course lead faculty by telephone prior to the expected time of arrival at the agency. A followup email is required for all absences to the course lead faculty before the end of the clinical day. Texts are not an acceptable form of notification.
- ii. One excused clinical absence may be made up during final examination week.
- iii. Required clinical make-up must be completed before the final course grade is submitted.
- v. More than one excused clinical absence requires that the student meet with the academic advisor and course lead faculty to consider course options.
- Vi. The course lead faculty may assign a grade of “F” (fail) if a student has unexcused absence(s).
- vi. If a clinical site is unavailable or inclement weather prohibits clinical, the clinical experience will be rescheduled.

## **XIV. Professional Dress**

The official uniform is made available through the Husson University Bookstore.

## A. School of Nursing Clinical Dress

Clinical dress includes:

- White scrub top with Husson University School of Nursing patch and level bars secured on left sleeve
  - Green pants or skirt
  - White lab coat (Husson patch on left sleeve)
  - Husson University Name pin
  - All white shoes or sneakers with no logo or stripes
  - White socks or stockings
  - Watch with a second hand
- i. The clinical dress should be pressed, cleaned, odor free, and fit appropriately for a professional appearance.
  - ii. A white lab coat/jacket must be worn over business casual dress when obtaining/researching clinical assignments.
  - iii. Business casual dress (with or without Husson lab coat as directed) should be worn at all non-clinical events at Husson University or within the community if participating as a Husson University nursing student.

## B. Professional Appearance

In adhering to the policies of clinical sites, Husson University School of Nursing follows guidelines for professional appearance as follows:

- Hair must be neat and clean; if worn loose, it must be off the face and no longer than to the shoulder. If long enough to pull back, it must be secured with a neutral color elastic, cotton band, or in a braid. No large barrettes or
- hair accessories (“scrunchies”) are permitted. Hair may not be tinted an unnatural color. Facial hair must be trimmed close and neatly.
- Jewelry allowed in a clinical setting includes an engagement ring and/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.
- Tattoos must be covered during clinical/simulation experiences and during attendance at required Husson University events.
- Nails should be short and without polish. Artificial nails are not permitted.
- No scented aftershave, perfumes, colognes, body lotions, sprays, splashes, mists or deodorants are allowed.
- No jeans, sweat pants, shorts, T-shirts, halter tops, exercise attire, or sandals are permitted in any clinical setting.



- Students are required not to smoke during academic and clinical hours.

Special note: 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.

## **XV. Student Clinical Placements**

### **A. Definition of Program Level**

- Level I= First (Freshman) year program of study OR second (Sophomore) year program of study.
- Level II =Third (Junior) year program of study.
- Level III= Fourth (Senior) year program of study.

### **B. Level Progression**

- Nursing students are expected to complete one level before progressing to the next level. Progression out of level is by exception only at the approval of the Chief Nurse Administrator, Dean and/or Provost.

### **C. Clinical Placement**

- Clinical groups will be filled to the capacity of clinical sites. Changes in clinical placements may be made by Husson University School of Nursing based on a student's academic and educational needs as well as clinical site capacity.
- Clinical placement is determined solely by site availability.
- Students may be reassigned to specific clinical groups at the discretion of the faculty. Students are expected to be prepared for all clinical experiences. Students are accountable for practicing required skills prior to demonstration, competency testing, or clinical simulation. Supervised simulation center and laboratory hours are available each semester and posted by the Director of Clinical Education. Unsupervised simulation center and laboratory for skills practice is also available by access to the simulation center and laboratories during off hours. An active Husson Student ID card is required for access to the laboratories and simulation center, and unsupervised skills practice requires notification to the Director for or of Clinical Education (or designee) of date and times needed in order to have supplies and materials available for practice and to avoid conflict with course times or events.

## **XVI. Testing Policy**

### **Classroom testing environment:**

- No personal equipment or items will be allowed during the 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 course lead 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.

**For all testing (includes online and classroom/lab/clinical assessments or testing):**

- Consequences for violations in academic dishonesty are outlined in the Husson University Undergraduate catalog and under “Academic Integrity” in the Husson University School of Nursing Undergraduate Handbook.
- Any students wishing to request accommodations for testing purposes, must notify the faculty of any testing accommodations and provide a letter from Student Success Center Accessibility Services prior to the first exam for which accommodations are requested.

**External Assessments-Standardized specialty and predictive examinations**

Assessments and examinations are part of the student’s overall program assessment process and help measure student progression across the curriculum. The Husson University School of Nursing undergraduate BSN program uses standardized examinations as predictive of the potential for success on the NCLEX-RN® at the end of the program. The Undergraduate Director, in collaboration with the University Assessment team, and faculty may provide standardized examinations at each level to assess student performance in key areas across the curriculum as follows:

- Nutrition (NU210)
- Fundamentals (NU212)
- Health Assessment (NU210)
- Pharmacology (NU214)
- Medication Administration and Dosage Calculation (NL214)
- Maternal Newborn nursing (NU324)
- Child Health (NU315)
- Community Health(NU412)
- Psychiatric/Mental Health (NU422)
- Critical Care (NU424)
- Medical-surgical (NU322/NU323)
- Management (NU445)
- RN Exit (NU425)

Standardized examinations may be graded as part of courses and may be included as either a

formative (e.g. quiz or assignment) and/or summative (e.g. course exam) assessment grade but will not function as the course final assessment or examination. Faculty will determine grading based on the content level of the standardized examination and the level of student in the program (e.g. as seniors have more content and practice so grading may be a higher percentage of the overall course grade but not to exceed 15% of the course grade).

Standardized examinations will be given in the assigned test block or during class and may be subject to change in schedule. Attendance is required at all scheduled standardized examinations and absences will require approval by either the Undergraduate Coordinator and/or Chief Nurse Administrator. **Best performance on standardized examinations is expected within the Husson University School of Nursing.** Remediation (further study) is required if a student does not meet or exceed the set program benchmark scores. Remediation may be included as a formative grade in each course. Expectations for remediation are as follows:

- The first version of a standardized assessment will require remediation as determined by the course lead faculty. Remediation may include adaptive quizzing, concept mapping, case studies, or other assessments. All students regardless of score, are required to remediate on the first version of the examination and submit results to the course lead faculty.
- Once remediation is completed, a student will be required to complete a second version of the standardized assessment prior to the end of the course. The second version of the course is designed to assist students in identifying areas of need in content mastery as well as assist the faculty in providing additional opportunities for study.
- Senior nursing students are required to participate in the NU425 course NCLEX-RN® preparation program, Hurst Review, to supplement and reinforce the content mastery of the standardized examinations and content across the nursing curriculum. The course includes practice exams, quizzing, assignments, and practice NCLEX-RN® format examinations.

#### **Internal Assessments-ExamSoft examinations and Performance Based Assessments**

- All nursing course exams will be administered through ExamSoft during class time or during a scheduled test block.
- Performance based assessments may be completed through ExamSoft, CANVAS (such as e-portfolio), or clinical or laboratory simulation or skills testing. The Husson University School of Nursing does also use outside products that provide formative assessments such as adaptive quizzing, module quizzing, or virtual simulations.
- All summative assessments will align with the program and level outcomes in accordance with standards of the [American Association of Colleges of Nursing \(AACN\) Essentials for Baccalaureate Education for Professional Nursing Practice](#) and best practice standards such as [Quality and Safety Education for Nurses \(QSEN\)](#), [NCLEX-RN® test blueprint](#),

and [Maine Nursing Core Competencies](#).

- Rounding of Course Grades: When the final course grade is calculated, standard mathematical rounding rules are applied. Individual assessment grades are not rounded.

### **Appendix B-Report of Medical History**

#### **HUSSON UNIVERSITY SCHOOL OF NURSING REPORT OF MEDICAL HISTORY**

Student First and Last Name:

Date of Birth:

Date of physical examination (include month/day/year):

Provider Name/ Address:

I have reviewed the Essential Functions document for performance in clinical and laboratory experiences through the Husson University School of Nursing with the student and have determined the following **-Please check ONE:**

The student is fully eligible to participate in clinical/laboratory experiences with no exceptions.

The student is eligible to participate in clinical/laboratory experiences with the following exception(s):

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The student is not eligible to participate in clinical/laboratory experiences at this time as the student does not appear to meet the following Essential Function (s):

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**Signature of Provider/Date**

**Thank you! Please have the student submit to the School of Nursing directly or fax to  
207-941-7198**

**Attention: Valerie Sauda, Chief Nurse Administrator/Undergraduate Director**



## 2021-2022 Essential Functions Policy

### PROVIDER VERSION

#### I. Essential Functions within the School of Nursing

**Purpose:** 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.

**Rationale:** 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. These requirements are essential to the practice of nursing and ensure that safe patient care and practice is provided.

In signing the student handbook, the student is attesting to and agrees to abide with the following:

- **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.

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- 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 answers, 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:**

- o Vision: Student demonstrates (with or without reasonable accommodations):
  - 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)
  - Ability read written communication/charting and policies.
- o Depth perception and fine motor skills: Student demonstrates (with or without assistive devices)
  - 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: Student demonstrates (with or without hearing assistive device)
  - Ability to hear within normal range the spoken word such as but not limited to communication with clinical instructors or with patients and families,