**UMS Collaborative Program Support Fund**

# **Proposed Program Title: UMFK and UMPI Collaborative Baccalaureate Nursing Program**

Amount Requested: $200,000

Primary Applicant: Erin C. Soucy, Director

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Co-Applicant(s) Information:

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| --- | --- | --- | --- |
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## **Brief Proposed Program Description:**

The University of Maine at Fort Kent (UMFK) has drafted a partnership agreement with the University of Maine at Presque Isle (UMPI) to offer UMFK’s Bachelor of Science in Nursing (BSN) program at UMPI as an off-site location (see Appendix A for Memorandum of Understanding [MOU]). The rationale for offering the baccalaureate program at this instructional location is to increase access to the BSN degree to students on the UMPI campus, which supports the Institutes of Medicine (IOM) recommendation that 80% of nurses should have a baccalaureate degree by the year 2020. Additionally, the University of Maine System (UMS) is undergoing an academic program review to restructure its academic portfolio in an effort to close the financial gap as a result of declining enrollments, tuition dollars, and state support. A decrease in the number of high school graduates in Maine has necessitated a collaborative recruitment process rather than a competitive one, particularly in light of flat tuition rates and the need to critically evaluate and explore collaborative program partnerships.

### *Career Readiness*

An additional instructional site will allow UMFK to expand access to a nursing program without requiring students to physically relocate or travel to Fort Kent. The upcoming nursing shortage has been labeled a *nursing cliff* because of the marked increase in the need for registered nurses (RN). For example, in 2015, the state of Maine needed 600 more nurses. The *2016 Maine Nursing Forecaster* projects the nursing workforce shortage will grow exponentially, to a demand for 3,200 more RN’s by 2025. There are existing regional shortages statewide that are predicted to worsen. Healthcare facilities are struggling to meet the demands for qualified nursing staff.

The need for more nurses is a result of an aging workforce and an aging population. In fact, there will be a significantly larger population aged 65+ in 2027 than there is now, in 2017; older people utilize more healthcare services and require more nursing care. The median age of working RN’s is 49. Only twenty percent of Maine RN’s are under the age of 35. Over the next ten years, some regions in Maine will lose over half of their nursing staff due to retirement.

To help meet this shortage, schools of nursing will have to increase graduates, statewide, by 400 new nurses each year. Increasing graduates by 400 students each year means that a much larger incoming (freshman) number of students will be enrolled each year to offset attrition. Effort to expand access to nursing education is largely in response to this critical need for more registered nurses.

### *Manner of collaboration*

In the summer of 2016, the UMS chancellor along with the UMFK and UMPI presidents and vice president identified the need for and agreed to extend baccalaureate nursing education to the Presque Isle campus. This initiative is consistent with UMFK’s and the Division of Nursing’s (DON) strategic plan directives to expand access and opportunities for higher education in the state in an effort to achieve 80% of nurses earning a baccalaureate degree by 2020. Further, extension of UMFK’s BSN program to the off-site location is supported by UMFK’s clinical practice partners and the UMFK and UMPI Board of Visitors.

Several meetings have occurred since the summer of 2016 among UMFK and UMPI administrators and UMFK’s clinical practice partners in Aroostook County to review the implementation of the BSN nursing program partnership. Discussions took place about the need for clinical placements, common student services, advising, academic policies, facilities, faculty, and oversight of the program. Planning efforts and discussions focus on ensuring that this collaborative partnership will increase access to quality nursing education.

The MOU (see Appendix A), drafted in January of 2018, is written to identify and ensure all general education and support courses required for the nursing degree are available on the UMPI campus. The Registrars from UMFK and UMPI have discussed the general education and support courses transferability. Both Registrars agree that the courses, as outlined in the MOU, will be transferable, without issue for those students on the UMPI campus. Further, the administrative principles and program procedures are outlined in the MOU.

### *Intended Student Audience*

In an effort to meet the workforce needs in Aroostook County, the recruitment goal is to attract students from central and southern Aroostook. Students who would not otherwise travel to Fort Kent due to family and work responsibilities would be more amenable to going to the UMPI campus. Travel can become a barrier for students, particularly in a program as rigorous as nursing. Students from central and southern Aroostook find themselves traveling to Fort Kent four or five days per week. Eliminating this travel barrier and increasing access, while maintain cost and program quality, is the primary goal for our proposed collaboration.

## **Enrollment Demand/Enrollment Projections:**

As stated previously, the state of Maine will experience a *nursing cliff*. Because of the difficulty planning for and the provision of healthcare services in rural areas, coupled with the challenge to recruit healthcare professionals to live and work in rural communities, nursing faculty and our clinical practice partners in Aroostook are particularly concerned with the looming nursing shortage. Additionally, Maine has an aging population. Ensuring access to healthcare for all of our citizens is a priority issue.

We anticipate that we will recruit 25 to 30 students each year. Our clinical practice partners in Aroostook County are able to accommodate about 24 extra clinical placements per year. With attrition and transfer students, our aim will be to maintain an enrollment of 24 students in the junior and senior years. We are starting our collaboration in the fall of 2018 and we already have interest in our program with students wishing to attend on the UMPI campus. Our fall enrollment target is 16 students for our first admitting class.

## **Curriculum Overview:**

Because we propose to offer an existing program at our sister campus, the nursing curriculum and program outcomes are well defined (see Appendix B for Program Outcomes; the curricular plan is part of the MOU, Appendix A). The UMFK nursing program ascribes to the Maine Nursing Core Competencies. These competencies serve as a curricular framework and our program outcomes. Our language was adopted, with permission, from the document found on the attached link: [https://www.omne.org/wp-content/uploads/ 2016/12/ME-RN-Competencies.pdf](https://www.omne.org/wp-content/uploads/%202016/12/ME-RN-Competencies.pdf)

## **Faculty/Personnel:**

A well experienced nursing faculty member at UMFK is able to hold regular office hours on the UMPI campus to assist with program coordination, student questions, and advising needs. The Director of the UMFK nursing program will also have a presence on the UMPI campus to ensure academic oversight of the nursing program on the UMPI campus. UMFK will hire additional faculty to ensure that all courses are taught by qualified faculty, on the UMPI campus (see Appendix C for Proposed Faculty Needs and Tuition Revenue).

## **Program Assessment:**

Consistent with institutional and programmatic accreditation standards, program planning and evaluation is systematic, comprehensive, and broad-based. A plan is in place for review of the nursing program at the additional location through both formative and summative assessment methods of individual and aggregate student learning outcomes and program effectiveness. A variety of indirect and direct measures and tools are used regarding students, alumni, employer satisfaction, and the achievements of graduates, which are guided by UMFK DON Student Performance and Program Effectiveness Plan (SPPEP, see Appendix D). This plan was reviewed and updated by faculty in the spring of 2017. The first cohort of students admitted to UMPI in the fall of 2018 will complete their degree requirements in the spring of 2022. The collection of program effectiveness data includes NCLEX-RN first-time pass rates, program completion and employment rates, and student and employer satisfaction.

Faculty and course evaluations used for this partnership to evaluate teaching effectiveness for full-time and part-time are the same as those used for all other UMFK faculty and courses. Students evaluate courses at the end of each semester and evaluative data are reviewed by the UMFK DON Director and faculty, with changes implemented as is necessary. Evaluation of aggregate faculty outcomes is consistent with the mission and goals of the university and the division. All nursing faculty teaching at the UMPI site will be held to the same standards as UMFK faculty.

Faculty are engaged in monitoring program effectiveness to foster ongoing improvement. The next academic year should provide enough data from the off-site location assessment of stated program and student learning outcomes. Moving forward, the faculty will be positioned to assess aggregate achievement of the student and program learning outcomes through both direct and indirect measures at the off-site location allowing enhanced program-based decision making. This information will be shared at the division level. As the partnership program implementation progresses, faculty will engage in continuous quality improvement efforts to discuss changes in the curriculum, evaluation methods, or pedagogy.

Administrators will evaluate the effectiveness of the program from an administrative point of view in terms of financial sustainability, meeting enrollment projections, institutional resources, employer satisfaction, etc.

## **Proposal Budgets:**

### *Facilities and Equipment Needs*

The UMPI campus will provide space for a fundamentals laboratory classroom to accommodate a minimum of 12 to 16 nursing students. We will require a minimum of four hospital suites to ensure students are provided with equipment, space, and time to practice psychomotor and clinical nursing skills in a mock hospital setting. Each suite will include a hospital bed, bedside table, overbed table, low or medium (mid-level) fidelity human patient simulator (mannequin), and a headboard to include a needle disposal system, glove dispensing system, suction, oxygen, electricity, and an IV pole. Additionally, the lab space will include a linen cart and equipment cart. Storage space, such as a large closet, will also be necessary.

This funding request will help to provide needed equipment and supplies as a start up for this program. Further, additional funding will be utilized to offset the cost of hiring an additional faculty person (see Appendix E Budget Proposal).

### *Personnel*

The proposed budget (see Appendix E) also includes monies to hire an additional nursing faculty member for the UMPI campus. By academic year 2019-2020, enough monies are generated through tuition and fees to sustain a full time salary with benefits (see Appendix C).

### *Proposal Approval:*

Please see MOU (see Appendix A) and letters of support from administration (see Appendix F for Letters of Support).

# Appendices

## Appendix A

## **Memorandum of Understanding**

## **University of Maine at Fort Kent**

## **University of Maine at Presque Isle**

## **Memorandum of Understanding**

## **Academic Year 2018-2019**

This Memorandum of Understanding (MOU) describes the academic and financial policies and procedures that support the establishment of the University of Maine at Fort Kent (UMFK) bachelor of science in nursing (BSN) program at the University of Maine at Presque Isle (UMPI). The objectives in this MOU addresses the academic needs of nursing students who opt to complete the UMFK nursing program on the UMPI campus.

Admissions and advising staffs at the sending and receiving institutions will work closely together and with participating students to ensure that appropriate coursework is completed and accepted upon transfer to UMFK. Additionally, academic and student support services will work closely together to ensure students have access to the necessary services and resources to be successful in the program. Students participating in this program will receive benefits that include:

1. Preparation for transfer into the UMFK nursing program to be completed at the UMPI campus;
2. Consistent, integrated academic advisement and support;
3. Smooth transfer to UMFK nursing program.

### **Program Objectives**

Provide through collaboration between University of Maine at Presque Isle (UMPI) and University of Maine at Fort Kent (UMFK) a baccalaureate degree program in nursing that does not require UMPI students to relocate.

Establish and maintain a smooth transfer process for UMPI students to transfer and complete BSN degree requirements at UMFK.

### **Administrative Principles**

UMFK is the degree granting institution for the UMFK-UMPI partnership for the BSN program. Students begin as first year students at UMPI.

Transfer of designated UMPI biology and mathematics courses to UMFK will satisfy general education and program degree requirements.

A revenue sharing and expenses model will be drafted to ensure equitable distribution of fiscal resources and income.

Admission to the first year is the primary responsibility of UMPI; UMPI will work with UMFK to align admission policies and procedures for this program.

Financial Aid will be awarded for the first and second year by UMPI. Thereafter, financial aid will be awarded by UMFK.

The Director of the nursing program at UMFK will provide administrative oversight for all elements of the program to include admission criteria, marketing, curriculum, course sequencing, instruction, student and faculty evaluation, personnel, and the budget. A coordinator position will be maintained at UMPI to ensure oversight and optimal success of this collaborative partnership. The coordinator at UMPI will be appointed by the Director.

Students from the UMPI cohorts will adhere to all UMFK division of nursing academic policies and procedures. The establishment of this program does not allow UMFK nursing students to transfer to the UMPI nursing program. However, a mechanism will be in place to consider transfer requests on a case-by-case and first-come, first-served basis.

### **Program Procedures**

Students will be admitted by UMPI, following UMFK’s nursing program admission criteria. Students will complete the general education curriculum and required support courses at UMPI. Students will take approximately four courses and three labs during the first two years of the program. The nursing courses will be taught by UMFK nursing faculty.

Students will transfer to UMFK for years three and four, as these are the years when students complete primarily nursing courses and when clinical coursework begins. Students will not have to relocate to the Fort Kent campus, rather the UMFK nursing faculty will teach the nursing courses on the Presque Isle campus.

Presque Isle will appoint a professional advisor for these students. This person will ensure students have completed the pre-requisite courses for clinical coursework and assist with tracking student progress to ensure that students are in compliance with all academic progression policies. Further, nursing faculty and the coordinator of the program on the Presque Isle campus will assist with advising and the tracking of student progress.

### **UMFK – NURSING CURRICULAR SAMPLE PLAN**

### **2018-2022**

#### **FRESHMAN FALL SEMESTER**

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Credits** |
| BIO 261 | Anatomy & Physiology I (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty)  | 4 |
| ENG 101 | College Composition (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty) | 3 |
| NUR 200 | Intro. to Nursing (course taught at UMPI by UMFK faculty)  | 2 |
| NUR 201L | Funds Skills of Nur Lab I (course taught at UMPI by UMFK faculty) | 1 |
| MAT 117 | College Algebra (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty)  | 3 |
| FYS 100 | First Year Seminar (course taught at UMPI by UMPI faculty)  | 3 |

**Total Credits Freshmen Fall Semester: 16**

#### **FRESHMAN SPRING SEMESTER**

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Credits** |
| BIO 262 | Anatomy & Physiology II (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty)  | 4 |
| ENG 101 | College Composition II (course taught at UMPI by UMPI faculty) | 3 |
| PSY 100 | General Psychology (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty)  | 3 |
| NUR 202L | Funds Skills of Nur Lab II (course taught at UMPI by UMFK faculty) | 1 |
| NUR 230 | Promoting Personal Health and Wellness (course taught at UMPI by UMFK faculty) | 3 |
| MAT 201 | Probability and Statistics I (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty)  | 3 |

**Total Credits Freshmen Fall Semester: 17**

***Total Freshman Year credits: 33; general education credits: 19; support courses: 11; nursing: 7***

#### **SOPHOMORE FALL SEMESTER**

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Credits** |
| NUR 309 | Holistic Health Assessment (course taught at UMPI by UMFK faculty) | 4 |
| BIO 368 | Genomics (course taught online by UMFK faculty) | 2 |
| HIST | Students choose 115, 116, 161, 162, 184 (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty)  | 3 |
| CHY 111 | General Chemistry I (course taught at UMPI by UMPI faculty)  | 4 |
| LANG | Foreign Language (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty)  | 3-6 |

**Total Credits Sophomore Fall Semester: 17**

#### **SOPHOMORE SPRING SEMESTER**

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Credits** |
| PSY 205 | Lifespan Development (course taught at UMPI by UMPI faculty)  | 3 |
| BIO 316 | General Microbiology(course taught at UMPI by UMPI faculty)  | 4 |
| TECH | Intro to Information Technology (Satisfies general ed. Requirement) (course taught at UMPI by UMFK faculty) | 4 |
| NUR 302 | Pharmacology (course taught online by UMFK faculty) | 3 |
| ART/MUS | Art or Music (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty)  | 3 |

**Total Credits Sophomore Spring Semester: 17**

***Total Sophomore year credits: 34; general education credits: 16; support courses: 14; nursing: 7***

#### **JUNIOR FALL SEMESTER**

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Credits** |
| HLT 386 | Nursing and Healthcare Policy (Satisfies general ed. Requirement) (course taught online by UMFK faculty) | 3 |
| NUR 330 | Adult Health I (acute) (course taught at UMPI by UMFK faculty) | 5 |
| NUR 335 | Family Health (course taught at UMPI by UMFK faculty) | 4 |
| NUR 340L | Family Health Lab (course taught at UMPI by UMFK faculty) | 1 |
| BIO 401 | Pathophysiology (course taught at UMPI by UMFK faculty) | 3 |

**Total Credits Junior Fall Semester: 16**

#### **JUNIOR SPRING SEMESTER**

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Credits** |
| NUR 301 | Promoting Healthy Rural Communities (course taught at UMPI by UMFK faculty)  | 3 |
| NUR 360 | Adult Health II (chronic) (course taught at UMPI by UMFK faculty) | 5 |
| NUR 365 | Family Health 4 (course taught at UMPI by UMFK faculty) | 4 |
| COM/BUS 210 | Organizational Communication (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty)  | 3 |

**Total Credits Junior Spring Semester: 15**

***Total credits: 31; general education credits: 3; support courses: 6; nursing: 25***

#### **SENIOR FALL SEMESTER**

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Credits** |
| NUR 401 | Health Related Research (course taught online by UMFK faculty) | 3 |
| NUR 452 | Psych/Mental Health (course taught at UMPI by UMFK faculty) | 5 |
| NUR 425 | Adult Health III (complex) (course taught at UMPI by UMFK faculty) | 8 |

**Total Credits Junior Fall Semester: 16**

#### **FALL SPRING SEMESTER**

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Credits** |
| NUR 380 | Transcultural Care in Nursing (Satisfies general ed. Requirement) (course taught online by UMFK faculty) | 3 |
| NUR 497 | Capstone(course taught online by UMFK faculty) /Preceptorship (course taught at UMPI by UMFK faculty) | 3/4 |
| HLT 407 | Leadership & Management(course taught online by UMFK faculty) | 3 |
| COM/BUS 210 | Introduction to Literature (Satisfies general ed. Requirement) (course taught at UMPI by UMPI faculty) | 3 |

**Total Credits Junior Spring Semester: 15**

***Total Senior year credits: 32; general education credits: 3; nursing: 29***

***TOTAL - 130 CREDITS: 44 Gen. Ed; 31 support; 68 nursing***

accepted by nursing faculty 11/10/00;accepted by Academic Council 11/21/00

revisited & approved 5/22/02; updated 2006; revised 1/07; revised 8/08

## **Appendix B**

## **University of Maine at Fort Kent**

## **Division of Nursing**

## **Student Learning/Program Outcomes**

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

1. Professionalism: *(demonstrates accountability as a life-long learner for the delivery of evidence-based nursing care. Evaluates own practice that is consistent with ethical, moral, altruistic, humanistic, legal, and regulatory principles, and utilizes self-care to practice in a mindful manner)*
	1. Understanding the professional standards of practice, the evaluation of that practice, and the responsibility and accountability for the outcome of practice
	2. Showing commitment to provision of high quality, safe, and effective patient care
	3. Implementing a plan of care within legal, ethical, and regulatory framework of nursing practice
	4. Participating in life-long learning
	5. Enlisting system resources and participating in efforts to resolve ethical issues in daily practice
2. Leadership: (demonstrates leadership in the professional practice setting through accountability, influence, change management, and collaboration with others in a way that will facilitate the establishment and achievement of shared goals)
	1. Explaining the importance, necessity, and process of change
	2. Understanding the principles of accountability and delegation
	3. Implementing change to improve patient care
	4. Demonstrating purposeful, informed, outcome-oriented thinking
	5. Modeling effective communication and promoting cooperative behaviors
3. Patient-Centered Care: (*enters into a holistic, compassionate, respectful partnership with the patient and family that facilitates shared decision making, recognizing consumer preferences, values, and needs in providing age and culturally appropriate, coordinated, safe, and effective care*)
	1. Understanding that care and services are delivered in a variety of settings along a continuum of care that can be accessed at any point
	2. Respecting and encouraging individual expression of patient values, preferences, and needs
	3. Understanding how health and illness are affected by socioeconomics, culture, race, spiritual beliefs, gender, lifestyle, and age
	4. Valuing the inherent worth and uniqueness of individuals and populations
	5. Supporting patient-centered care for individuals and groups whose values differ from their own
4. Evidence-Based Practice (EBP): *(identifies, integrates, and evaluates current evidence and research findings coupled with clinical expertise and consideration of consumers’ preferences, experience, and values to make practice decisions for quality outcomes*)
	1. Describing the concept of evidence-based practice (EBP), including the components of research evidence, clinical expertise, and patient/family values
	2. Participating in data collection and other research activities
	3. Basing individualized care on best current evidence, patient values, and clinical expertise
	4. Facilitating integration of new evidence into standards of practice, policies, and nursing practice guidelines
	5. Valuing the need for continuous improvement in clinical practice based on new knowledge
5. Teamwork and Collaboration: (*practices effectively with the healthcare consumer, family, and inter-professional team(s), to build relationships and foster open communication, mutual respect, and shared decision making*)
	1. Appreciating the importance of collaboration
	2. Functioning competently within own scope of practice as a member of the health care team
	3. Understanding the impact of effective team functioning on safety and quality of care
	4. Valuing the creation of system-solutions in achieving quality of care
	5. Contributing to effective team functioning
6. Communication: (*communicates effectively, fostering mutual respect and shared decision making to enhance knowledge, experience, and health outcomes*)
	1. Understanding the principles of effective communication through various means, including verbal, written, and electronic methods
	2. Understanding the physiological, psychosocial, developmental, spiritual, and cultural influences on effective communication
	3. Identifying preferences for visual, auditory, or tactile communication
	4. Making appropriate adaptations in own communication based on patient and family assessment
	5. Interpreting differences in communication styles among patients and families, nurses, and other members of the health team
7. Systems-Based Practice: *(is knowledgeable and responsive to the changing healthcare system and demonstrates the ability to access resources in a safe, effective, and financially responsible manner to provide value based care*)
	1. Understanding interrelationships among nursing, the nursing work unit, and organizational goals
	2. Planning, organizing, and delivering patient care in the context of the work unit
	3. Understanding the concept of patient care delivery models
	4. Valuing the need to remain informed of how legal, political, regulatory, and economic factors impact professional nursing practice
	5. Valuing effective communication and information sharing across disciplines and throughout transitions in care
8. Informatics and Technology: (*demonstrates proficiency in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision making for safe practice*)
	1. Defining the impact of computerized information management on the role of the nurse
	2. Extracting selected electronic resources and integrating them into a professional knowledge base
	3. Evaluating information and its sources critically and incorporating selected information into his or her own professional knowledge base
	4. Applying technology and information management tools to support safe processes of care and evaluate impact on patient outcomes
	5. Using and evaluating information management technologies for patient education
9. Safety: *(utilizes clinical reasoning and critical thinking that drives a culture of safety to prevent risk of harm to healthcare consumers, families, colleagues, and the environment*)
	1. Describing factors that create a culture of safety
	2. Recognizing that both individuals and systems are accountable for a culture of safety
	3. Demonstrating effective use of strategies at the individual and systems levels to reduce risk of harm to self and others
	4. Valuing system benchmarks that arise from established safety initiatives
	5. Participating in analyzing errors and designing systems-improvements
10. Quality Improvement: *(contributes to evidence-based nursing practice by participating in improvement strategies/processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems*)
	1. Recognizing that quality improvement is an essential part of nursing and health care delivery
	2. Actively seeking information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources
	3. Describing approaches for improving processes and outcomes of care
	4. Participating in the use of quality improvement toolsto assess performance and identify gaps between local and best practices
	5. Participating in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care
11. Geriatrics: (*values the unique psychosocial, physical, and cultural attributes of the older adult in order to promote healthy aging and provide safe and effective care*)
	1. Acknowledges the older adult’s independence and ability to self-direct
	2. Identifies nursing role in advocating for older adults
	3. Identifies barriers to communication with older adult
	4. Assesses symptoms related to geriatric syndromes and common illnesses of older adults
	5. Recognizes the importance of the interdisciplinary team in helping an older adult and/or their caregiver(s) make healthcare decisions

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

## Appendix C

### Projected Faculty Needs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AY 2018-19 | AY 2019-20 | AY 2020-21 | AY 2021-22 |
| Student Enrollments (Projected) | 16 | 36 (target: 20 incoming students) | 60 (target 24 incoming students) | 84 (target: 24 incoming students and 24 each year moving forward) |
| Total NUR/HLT Credits (Fall/spring) 7 credits freshman; 7 credits sophomore; 25 credits junior; 29 credits senior  | 7 credits | 14 credits(7 +7) | 39 credits(7 + 7 + 25) | 68 credits(7 + 7 + 25 + 29) |
| FTE (24 teaching credits per year)  | 1 FTE (teaching on UMPI campus and some clinical supervision) | 1 FTE (teaching on UMPI campus and some clinical supervision) | 2 FTE (teaching on UMPI and UMFK campus and clinical supervision) | 3 FTE (teaching on UMPI and UMFK campus and clinical supervision) |

### Revenues from Tuition and Fees

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AY 2018-19 | AY 2019-20 | AY 2020-21 | AY 2021-22 |
| Student Enrollments (Projected) | 16 | 36 (target: 20 incoming students) | 60 (target 24 incoming students) | 84 (target: 24 incoming students and 24 each year moving forward) |
| Total NUR/HLT Credits (Fall/spring) 7 credits freshman; 7 credits sophomore; 25 credits junior; 29 credits senior  | 7 credits | 14 credits(7 +7) | 39 credits(7 + 7 + 25) | 68 credits(7 + 7 + 25 + 29) |
| Revenue  | $26,096 | $117,432 | $545,220 | $1,330,896 |

### Appendix D

### **University of Maine at Fort Kent**

### **Division of Nursing**

### **Student Performance & Program Effectiveness Plan (SPPEP)**

### **Indicators, Schedule, & Benchmarks**

| Assessment Indicators | Instrument/ Methods | Frequency & Schedule of Administration | Target Benchmarks | Outcomes | Actions |
| --- | --- | --- | --- | --- | --- |
| I. Student Performance |  |  |  |  |  |
| Critical Thinker | Comprehensive Core Course Exams including:NUR 330NUR 335NUR 360NUR 365NUR 452NUR 425NUR 497 | Junior & Senior levels | 90% of students will achieve 76% or better. | NUR 330: % of students achieved 76% or better.NUR 335: % of students achieved 76% or better.NUR 360: % of students achieved 76% or better.NUR 365: % of students achieved 76% of better.NUR 352: % of students achieved 76% or better.NUR 425: % of students achieved 76% or better.NUR 497: % of students achieved 76% or better. |  |
| Student Clinical Evaluation Tool | Post preceptorship | 80% of seniors will achieve “4” or better on critical thinking competencies. | % of seniors achieved satisfactory level |  |
| HESI® Specialty Exam Including: Maternity Pediatric Psychiatric Med-Surg Pharmacology | Junior/S1Junior/S2Junior/S2Senior/S1Senior/S1 | 85% of students will achieve 850 or better on first try. | Maternity: % of students achieved 850or better.Pediatric: % of students achieved 850or better.Psychiatric: % of students achieved 850or better.Med-Surg: % of students achieved 850or better.Pharmacology: % of students achieved 850 or better |  |
| HESI® Exit Exam | Senior/S2 | 100% of seniors will achieve 900 or better. | % of seniors achieved 900 or better |  |
| Program Exit Survey | Senior/S2 | 80% of seniors will rate critical thinking competencies at “4” or better. | % of seniors rated the critical thinking competency adequate or better. |  |
| RN to BSN students | Block credits awarded | RN licensureNUR 312 | 100% of RN to BSN students80% of students will achieve 75% or better |  |  |
| **Communication****Teacher/Learner** | HESI® Exit | Senior/S2 | 100% of seniors will achieve 900or better. | % of seniors achieved 900 or better |  |
| Program Exit Survey | Senior/S2 | 80% of seniors will rate communication competencies at “4” or better. | % of seniors rated communication competency adequate or better. |  |
| Student Clinical Evaluation Tool | Post Preceptorship | 80% of seniors will achieve “4” or better on communication competencies. | % of seniors achieved satisfactory level on communication competencies. |  |
| Issue Analysis Paper | NUR 497 Capstone Course | 80% of seniors will achieve “4” or better on rubric. |  |  |
| Motivational Interviewing Assignment | NUR 312 | 80% of students will achieve a 76% or higher. |  |  |
| Program Exit Survey | Senior/S2 | 80% of seniors will rate teacher/learner competence at “4” or better. | % of seniors rated the teacher/ learner competency adequate or better. |  |
| Student Clinical Evaluation Tool | Post Preceptorship | 80% of seniors will achieve “4” or better on teacher/learner role. | % of seniors achieved satisfactory level. |  |
| Teaching Plan | NUR 335 | 80% of students will achieve 76% or better. |  |  |
| **Informatics and Technology** | Program Exit Survey | Senior/S2 | 80% of seniors will rate technical skills competencies at “4” or better. | % of seniors rated technical competency adequate or better. |  |
| Student Clinical Evaluation Tool | Post Preceptorship | 80% of seniors will achieve “4” or better on technical skills. | % of seniors achieved satisfactory level on technical competencies. |  |
| Final Skills Check-off | NUR 425 Lab | 100% of seniors will pass on first try. | % of seniors passed on first try. |  |
|  | Documentation Training | Junior and senior level clinical rotations | 100% of nursing students will participate in documentation training prior to clinical rotations. |  |  |
|  | Information Security | NUR 413 | 80% of students will achieve a grade of 76%. |  |  |
| **Patient-Centered Care** | Program Exit Survey | Senior/S2 | 80% of seniors will rate provider of care competencies at “4” or better. | % of seniors rated provider of care competencies adequate or better |  |
| Student Clinical Evaluation Tool | Post Preceptorship | 80% of seniors will achieve “4” or better on provider of care competencies. | % of seniors achieved satisfactory level on provider of care competencies. |  |
| Nursing Care Plan | NUR 330 | 80% of seniors will achieve “4” or better. |  |  |
|  | Health Disparities Paper | NUR 380 | 80% of students will achieve a grade of 76%. |  |  |
| **Leadership** | Program Exit Survey | Senior/S2 | 80% of seniors will rate leadership component at “4” or better. | % of seniors rated leadership competency adequate or better. |  |
| Student Clinical Evaluation Tool | Post Preceptorship | 80% of seniors will achieve “4” or better on leadership role. | % of seniors achieved satisfactory level. |  |
| Leadership Article Critique | HLT 407 | 80% of students will achieve 76% or better. | % of students achieved 76% or better. |  |
| Final Ethics Project | NUR 413 | 80% of students will achieve a 76% or better |  |  |
| Community Application Project | NUR 456 | 80% of students will achieve 76% or better. | % of students achieved 76% or better |  |
| **Evidence-Based Practice** | Program Exit Survey | Senior/S2 | 80% of seniors will rate research utilizer component at “4” or better. | % of seniors rated research utilizer competency adequate or better. |  |
| Student Clinical Evaluation Tool | Post Preceptorship | 80% of seniors will achieve “4” or better on research utilizer role. | % of seniors achieved satisfactory level. |  |
| Evidence Based Practice Project | NUR 401 | 80% of students will achieve 76% or better. | % of students achieved 76% or better. |  |
| **Professionalism** | Program Exit Survey | Senior/S2 | 80% of seniors will rate professional component at “4” or better. | % of seniors rated professional competency adequate or better. |  |
| Student Clinical Evaluation Tool | Post Preceptorship | 80% of seniors will achieve “4” or better on professional role. | % of seniors achieved satisfactory level on professional role. |  |
| **Teamwork and Collaboration** | NUR 401 Evidence Based Practice Project | Summer and Fall semesters | 80% of students will earn a grade of 76% or better on RUP | % of students earning a grade of 76% or better on RUP |  |
| Clinical Self-Evaluation Tool | Senior/S2 | 80% of seniors will rate teamwork/collaboration component at “4” or better | % of seniors rated teamwork/collaboration competency adequate at “4” or better |  |
| Health Fair Division of Labor contract | NUR 230 | 80% of students will define division of tasks among group members and rate each group member at “4” or higher | % of students rated peers as sharing group tasks. |  |
|  | Community Health Project | NUR 456 | 80% of students will earn a grade of 76%. |  |  |
| **System-Based Practice** | NUR 301 Course Project | Fall and Spring semesters | 80% of students will earn a grade of 76% or better on aggregate assignment | % of students who earned a grade of 76% or better |  |
| NUR 456 Course ProjectStudent Clinical Evaluation Tool | Spring semester | 80% of students will earn a grade of 76% or better on implementation project | % of students who earned a grade of 76% or better |  |
| Clinical Self-Evaluation Tool | Senior/S2 | 80% of seniors will rate system-based practice component at “4” or better | % of seniors rated system-based practice competency adequate at “4” or better |  |
| **Safety** | Lab and clinical completion | Each semester | Students are apprised of national patient safety goals during labs and clinical rotations | All students will be aware of National Patient Safety Goals that guide nursing practice |  |
| Clinical Self-Evaluation Tool | Senior/S2 | 80% of seniors will rate safety component at “4” or better | % of seniors rated safety competency adequate at “4” or better |  |
|  | Workplace Issues | HLT 386 | 80% of students will achieve a 76% or better. |  |  |
|  | CPR and other certifications |  |  |  |  |
| **Quality** | Clinical Self-Evaluation Tool | Senior/S2 | 80% of seniors will rate quality component at “4” or better | % of seniors rated quality competency adequate at “4” or better |  |
|  | Preceptor learning objectives | NUR 497C |  |  |  |
|  | Participation in Scholar’s Symposium | Spring semester |  |  |  |
|  | Safety issues paper | NUR 312 | 80% of students will achieve a 76%. |  |  |
| **Geriatrics** | Geriatric assessment and home safety assessment | Junior/S1 | 100% of juniors will participate in home health visits and conduct history, physical and home safety assessments | % of juniors will participate in home health visits and conduct history, physical and home safety assessments |  |
|  | Vulnerable population paper | HLT 386 | 80% of students will achieve a 76%. |  |  |
| **Student Professional Performance** | Portfolio | Senior/S2 | 90% of senior will achieve evidence of meeting program outcomes. | % of seniors achieved program outcomes. |  |
| Student Presentations at Scholar’s Symposium or equivalent (e.g. NUR 301 classroom symposium) |  |  |  |  |
| **II. Program Effectiveness** |  |  |  |  |  |
| **Student Program Evaluation** | Program Exit Survey | Senior/S2 | 80% of seniors will rate overall program at “4” or better. | % of seniors rated the overall program adequate or better. |  |
| **Graduation Rate** | Registrar Database | Post graduation | 75% of students will graduate within 2 years of taking NUR 330. | % of students graduated in 2 years. |  |
| **NCLEX First Time Pass Rate** | Licensure Exam | Post graduation | 90% of graduates will achieve first time pass on NCLEX | % of graduates achieved first time pass on NCLEX. |  |
| **Employer Program Evaluation** | Employer Survey | 1 year post graduation | 80% of employers will rate overall program at “4” or better. | % of employers rated the program overall adequate or better. |  |
| **Graduate****Program Evaluation** | Graduate Survey | 1 year post graduation | 80% of graduates will rate overall program at “4” or better | % of graduates rated program overall adequate or better. |  |
| **Employment Rate** | Graduate Survey | 1 year post graduation | 90% of graduates will be employed in nursing within 2 months of successful NCLEX completion. | % of graduates employed within 2 months of passing NCLEX |  |
| **Graduate Accomplishment** | Alumni Survey | 20142019Every 5 years | 20% of alumni will pursue graduate studies. | % of graduates have pursued graduate studies |  |
| Alumni Survey | 20142019Every 5 years | 20% of alumni will hold formal leadership positions in nursing or the community |  |  |
| **Faculty Accomplishment** | Annual Faculty Report | End of Each Academic Year | The faculty will submit 2 manuscripts for publication. | Faculty submitted manuscripts |  |
| Annual Faculty Report | End of Each Academic Year | The faculty will present at 2 national conferences. | Faculty presented at national conferences. |  |

## Appendix E

## Laboratory and Equipment Budget

|  |  |  |
| --- | --- | --- |
| Equipment  | Cost/Quote  | In kind donation  |
| Beds, Overbed Tables, Bedside Tables (quote from *Stryker*) | $36,244.48 |  |
| Mannequins (includes 3 adults, one 5-year old, one 1-year old, and one newborn; quote from *Gaumard*) | $ 85,383.70 |  |
| Supplies: hoyer lift, crib, storage carts, linens, privacy curtains and ceiling track, etc…  | $1,671.82 |  |
| Faculty salary and benefits (approximately $50,000 for salary and 53.4% for benefits) | $76,7000 |  |
| Wall Plaque |  | By UMPI |
| Bilirubin bassinet and lights  |  | By UMFK |
| Space to include classroom space and storage space with cabintery |  | By UMPI |
| Space set-up (i.e. working sink, overhead lighting)  |  | By UMPI |
| **Total Cost**  | **$200,000** |  |

Quotes from *Gaumard* and *Stryker* included as separate attachment.

## Appendix F

## Letters of Support



 Phone: 207-834-7500

1-888-TRY-UMFK Fax: 207-834-7503 TDD: 207-834-7466

www.umfk.maine edu

23 University Drive

Fort Kent, Maine 04743-1292

March 19, 2018

Dear Dr. Neely,

Please accept this letter demonstrating support of the University of Maine at Fort Kent (UMFK) and University of Maine at Presque Isle (UMPI) Program Innovation Fund (PIF) proposal to support the nursing program collaboration. The UMFK nursing faculty are looking forward to working with colleagues from UMPI to deliver the nursing curriculum on the UMPI campus. The nursing program collaboration will help to alleviate the nursing shortage and meet the workforce needs in Aroostook County and in Maine.

Nursing students typically enroll in didactic, clinical, and laboratory courses. If funded as outlined in the PIF proposal, these monies will support the establishment of a nursing skills lab at the UMPI campus and allow UMFK to hire an additional nursing faculty member for the UMPI campus. Funds will purchase equipment and mannequins. These funds are necessary to move our collaborative efforts forward.

UMFK has some equipment to donate to the new space at UMPI such as an infant radiant warmer. Other equipment and resources, such as textbooks and workbooks, educational posters, and transfer equipment, will be offered as an in-kind donation to the UMPI clinical skills lab.

If you have any questions, please feel free to contact me. I appreciate your time and consideration of this request.

Sincerely,

John N. Short, President

University of Maine at Fort Kent 207-834-7505

john.short@maine.edu



 Phone: 207-834-7500

1-888-TRY-UMFK Fax: 207-834-7503 TDD: 207-834-7466

www.umfk.maine edu

23 University Drive

Fort Kent, Maine 04743-1292

March 19, 2018

Dear Dr. Neely,

I write on behalf of the faculty at the University of Maine at Fort (UMFK) to support the Program Innovation Fund (PIF) proposal for the UMFK and University of Maine at Presque Isle (UMPI) nursing program collaboration. We strongly support the PIF proposal to build a nursing skills lab on the UMPI campus. Meeting the workforce needs of Aroostook County, Maine, and beyond is central to the mission of both UMFK and UMPI. We will fulfill certain responsibilities as part of this request to include establishing a nursing skills lab at UMPI to help ensure academic program quality, hiring and mentoring a new nursing faculty member for the UMPT campus, and providing ongoing support for the nursing program at UMPI.

This PIF proposal is part of the UMFK and UMPI efforts to overcome the nursing shortage plaguing Aroostook County and the state of Maine. In fact, by the year 2025, an additional 3,200 registered nurses will be needed in the state of Maine to overcome this nursing shortage. Faculty from UMFK and UMPI are enthusiastic partners, anxious to establish the UMFK nursing program on the UMPI campus.

Please accept this letter as evidence of my support of the PIF proposal. I thank you for your consideration. If you have questions, please do not hesitate to contact me.

Sincerely,

Steven D. Gammon, Ph.D.

Vice President of Academic Affairs, University of Maine Fort Kent 207-834-7509

steven.gammon@maine.edu

## UMPI Logo

## *Office of the President*

181 Main Street

Presque Isle, ME 04769-2888

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VOICE 207.768.9525

FAX 207.768.9527

##

March 21, 2018

Dear Dr. Neely,

I write to you in enthusiastic support of the proposed Program Innovation Fund (PIF) funding request for nursing collaboration between the University of Maine at Fort Kent (UMFK) and University of Maine at Presque Isle (UMPI). The UMFK nursing faculty, working in collaboration with the UMPI faculty and staff, are well positioned to increase access to nursing education and respond to the challenge of building nursing capacity for this rural region of northern Maine. We look forward to participating in collaborative efforts with our colleagues.

To best prepare nursing professionals, we support the funding request put forth to build a nursing skills lab on the UMPI campus. These funds will be vital to the success of the collaborative efforts. A nursing skills lab will be housed on the UMPI campus, with a capacity to serve 16 students at a time. This new lab will allow students to learn and practice clinical nursing skills.

The UMPI administration is prepared to offer in-kind donations to help support the collaborative efforts. The in kind donation will include classroom space, to be converted into clinical skills lab rooms, minor construction as needed, storage space, and storage cabinets. We strongly believe in this collaboration and are eager bring our efforts to fruition.

If you have any questions, please feel free to contact me. I appreciate your time and consideration of this request.

Sincerely,



Raymond J. Rice, Ph.D.

President and Provost

Professor of English

University of Maine at Presque Isle

207-768-9525

raymond.rice@maine.edu