

Maine College of Health Professions

Education that Enriches Lives

Student
Handbook
RN-BSN
Nursing
Degree
2019-2020

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Dear Students,

Welcome to the RN-BSN Program at the Maine College of Health Professions (MCHP). You are embarking on an exciting academic endeavor, and the nursing faculty are here to help you along the way.

Having a BSN degree opens the door to a vast array of healthcare opportunities. Your knowledge and understanding of the profession of nursing will expand significantly as you progress through the RN-BSN program.

Professional nurses provide compassionate holistic care to clients of all ages throughout a broad range of healthcare settings. The RN-BSN Program at MCHP helps students sharpen critical thinking skills, fosters professional and personal growth, and advances the leadership abilities; ensuring safe, competent, and caring practice in the ever-changing health care environment.

This handbook is a supplement to the College publications to inform you of the policies and guidelines established specifically for the RN-BSN Program. Throughout your educational experience at MCHP, you will be held responsible for following the policies and procedures outlined within all college and program documents, including but not limited to, course syllabi, the RN-BSN Student Handbook, and the College Catalog.

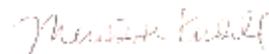
We wish you great success in your academic endeavors. To help ensure your success, please schedule a brief meeting with your academic advisor to set goals for a productive academic experience.

Should you have any questions regarding the information contained in any of the College documents, please contact your advisor or any nursing faculty member. The faculty and staff offer our assistance in helping you make your matriculation at Maine College of Health Professions a fulfilling one.

Very truly yours,



Dr. Lynne Gotjen
Director of Nursing



Meredith Kendall, MSN, RN
RN-BSN Program Coordinator

INTRODUCTION

The Maine College of Health Professions (MCHP) has been preparing individuals to enter the field of nursing since 1891. Our MCHP graduates work in many places around the world and are making a valuable contribution to quality health care. We welcome you as you continue your journey in the nursing profession.

This handbook contains the guidelines set forth by the Nursing Department in conjunction with the College to inform students of the policies and practices that will direct your educational experience at the Maine College of Health Professions (MCHP). Please familiarize yourself with the information provided in this handbook and with the contents of the various College publications, such as; the College Catalog, and the Maine College of Health Professions Student Handbook. The RN-BSN curriculum is designed to meet the essential requirements for professional nursing practice. Upon completion of this program, students earn a Bachelor of Science Degree in Nursing.

PROGRAM OVERVIEW

MCHP is the only college in Maine to offer both an RN to Bachelor of Science degree and the Associate Degree in Nursing. Earning a bachelor's degree can help you improve your skills, advance your career, and increase your earnings. Students continue to develop and broaden clinical judgement, communication and leadership skills.

The program is currently a hybrid of classroom and online learning with a final clinical capstone course. The program accepts both new graduates and practicing nurses who have earned their Associate degree in Nursing (ADN). The RN-BSN Program has a total of 122 credits, with a minimum of 62 transfer credits.

MCHP requires that applicants hold and maintain an unrestricted and active RN license with the Maine State Board of Nursing. Students currently completing an A.D.N. program are eligible to apply for the program during their final semester of their A.D.N. program. They may be conditionally accepted into the RN-BSN program pending successful completion of the A.D.N. program and successful RN licensure.

ACCREDITATION

Institutional and Programmatic Accreditation

- The MCHP is accredited by the New England Commission of Higher Education (NECHE).
- The Associate Degree Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

- *The RN-BSN Program in nursing at the Maine College of Health Professions is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.*

The New England Commission of Higher Education

The New England Commission of Higher Education (NECHE) is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution (NECHE, 2019).

Inquiries regarding the status of an institution's accreditation by the New England Commission should be directed to the administrative staff of the College. Individuals may also contact the Commission.

Accreditation Commission for Education in Nursing

The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession (ACEN, 2019).

PROGRAMMATIC STATE APPROVAL

Maine State Board of Nursing

"The mission of the Board of nursing is to protect the public health, safety and welfare by regulating the licensure of nurses, the practice of nurses, and nursing education."

The LPN Certificate Program, Associate Degree Nursing Program, and the RN-BSN Program are approved by the Maine State Board of Nursing.

Maine State Board of Nursing
161 Capitol St.
158 State House Station
Augusta, Maine, 04333-0158
Phone: (207) 287-1133
Fax: (207) 287-1149

MISSION

The mission, vision, and commitments of the Nursing Department are mutually supportive of the mission, vision, and commitments of the College.

Institutional Mission Statement

The Maine College of Health Professions enriches lives through offering outstanding education in the health professions, inspiring student success and lifelong learning. We emphasize interpersonal, interprofessional, and community collaboration, and we prioritize excellence in patient care, student learning, and scholarship.

Nursing Department Mission Statement

The mission of the Nursing Program is to: educate individuals to be competent, knowledgeable, and capable nurses who enhance positive patient outcomes; offer education opportunities that meet the needs of individuals and communities; guide individuals in the development of critical thinking skills; kindle an ongoing desire to learn; and strengthen students' capacity to reason and make effective decisions as members of health care teams.

INTEGRATION OF PROGRAMMATIC AND INSTITUTIONAL OUTCOMES

The objective of Maine College of Health Professions' RN-BSN Nursing Program is to graduate nurses who are well-educated and demonstrate the knowledge, concepts and skills required to excel in professional nursing practice. Students graduating from the RN-BSN Program will:

1. Demonstrate sound clinical judgment to provide high-quality, safe, compassionate, patient-centered care across the lifespan.
2. Practice therapeutic communication techniques with clients, families, and healthcare team members to assist in the achievement of desired healthcare outcomes.
3. Utilize culturally diverse teaching methodologies to educate patients and the community about health promotion, disease prevention, illness management, and adaptation.
4. Operate effectively across healthcare disciplines and within the context of a healthcare system.
5. Generate professional nursing attributes and accountability.

6. Analyze evidence-based information and assemble technology to enhance communicate, manage knowledge, mitigate error, and support decision making.

Program Learning Outcomes

The RN-BSN curriculum was developed according to the *Essentials of Baccalaureate Education for Professional Nursing Practice*; the core competencies established by the Maine State Board of Nursing; the MCHP Institutional mission, and the goals of the RN-BSN Program.

MCHP's RN to BSN program follows a summative and formative assessment mechanism to align with the measures dictated by the American Association of College of Nursing's Essentials for Baccalaureate Education for Professional Nursing Practice (2008).

RN to BSN Expected Student Learning Outcomes

1. Synthesize theories and concepts from a variety of disciplines to inform decision-making and ensure excellence in nursing practice. (Essential Ia)
Develop a process of lifelong learning. (Essential Ib)
2. Apply quality improvement processes to effectively implement initiatives when caring for individuals, families, groups, communities, populations, and other members of the healthcare team. (Essential II)
3. Integrate research evidence, clinical judgment, interprofessional perspectives, and patient preferences to determine best practices. (Essential III)
4. Manage and evaluate information from all relevant sources, and utilize technology to inform the delivery of care. (Essential IV)
5. Use leadership skills to examine 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. (Essential V)
6. Demonstrate effective inter-and intra-professional communication and collaborative skills to deliver evidence based, patient centered care. (Essential VI)
7. Apply principles of clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity. (Essential VII)
8. Demonstrate the professional standards of moral, ethical, and legal conduct. (Essential VIII)
9. Integrate nursing care based on evidence that contributes to safe and high-quality patient outcomes within healthcare microsystems. (Essential IX)

BACCALAUREATE ESSENTIALS OF PROFESSIONAL NURSING PRACTICE

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
 - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
 - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- **Essential III: Scholarship for Evidence Based Practice**
 - Professional nursing practice is grounded in the translation of current evidence into one's practice.
- **Essential IV: Information Management and Application of Patient Care Technology**
 - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- **Essential V: Health Care Policy, Finance, and Regulatory Environments**
 - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**
 - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- **Essential VII: Clinical Prevention and Population Health**
 - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- **Essential VIII: Professionalism and Professional Values**
 - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing
- **Essential IX: Baccalaureate Generalist Nursing Practice**
 - The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
 - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

American Association of Colleges of Nursing (2008). The essentials of baccalaureate education for professional nursing practice. Washington, DC. pg. 3-5.

The following table displays the congruence between the College Learning Outcomes (CLO), the RN to BSN Program Learning Outcomes (PLO), and the AACN Baccalaureate Essentials (Table 1).

Institutional (MCHP) Learning Outcomes	RN to BSN Program Learning Outcomes	AACN Baccalaureate Essentials
1. Students will model effective communication in various situations and on a variety of levels.	6. Demonstrate effective inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care. 4. Manage and evaluate information from all relevant sources, and utilize technology to inform the delivery of care.	Essen. IV Information Management and Application of Patient Care Technology Essen. VI Inter-Professional Communication and Collaboration for Improving Patient Health Outcomes
2. Students will think critically and analytically and be able to integrate and synthesize knowledge.	1. Synthesize theories and concepts from a variety of disciplines to ensure excellence in nursing practice, and establish a process of lifelong learning	Essen. I Liberal Education for Baccalaureate Generalist Nursing Practice
3. Students will demonstrate competence in the field or area of study	3. Integrate research evidence, clinical judgment, interprofessional perspectives, and patient preferences to determine best practices. 4. Apply quality improvement processes to effectively implement initiatives when caring for individuals, families, groups, communities, populations, and other members of the healthcare team.	Essen. III Scholarship for Evidence- based Practice Essen. II Organizational Leadership for Quality Care and Patient Safety Essen. VII Clinical Prevention and Population Health Essen. VI Inter-professional Communication and Collaboration for Improving Patient Health Outcomes Essen. IX Baccalaureate Generalist Practice

<p>4. Students demonstrate, by moral and ethical behavior, the values of integrity, responsibility, perseverance, tolerance of ambiguity, and appreciation of diversity.</p>	<p>8. Demonstrate the professional standards of moral, ethical, and legal conduct.</p> <p>7. Apply principles of clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity</p>	<p>Essen. VIII Professionalism and Professional Values</p> <p>Essen. III Scholarship For Evidence- based Practice</p> <p>Essen. VII Clinical Prevention and Population Health</p> <p>Essen. VIII Professionalism and Professional Values</p> <p>Essen. IX Baccalaureate Generalist Practice</p>
<p>5. Students participate in both community service projects and professional societies as appropriate to their field of study and as valued members of local and professional communities.</p>	<p>9. Provide nursing care based on evidence that contributes to safe and high-quality patient outcomes within healthcare microsystems.</p> <p>5. Use leadership skills to Examine the roles and responsibilities of the regulatory agencies and the effect on patient care quality, workplace safety, and the scope of nursing and other health Professionals' practice.</p>	<p>Essen. V Healthcare Policy, Finance and Regulatory Environments</p> <p>Essen. II Organizational Leadership for Quality Care and Patient Safety</p> <p>Essen. III Scholarship for Evidence- based Practice</p> <p>Essen. VIII Professionalism and Professional Values</p>

REQUIREMENTS FOR GRADUATION

Upon admission to the RN to BSN, 35 semester hour credits will be awarded for the RN Associate's Degree in Nursing (RN,) which are then applied to the 122 semester hours required for completion of the degree. A minimum of 27 general education credits are also transferred into the program.

Therefore, a minimum of 62 credits are transferred into the RN-BSN Program. The remaining 60-credits are earned in the RN-BSN Program. There are 45 nursing credits and 15 general education credits that comprise the RN-BSN curriculum.

A minimum of 25% of the BSN curriculum must be taken at the Maine College of Health Professions to meet the residency requirements for graduation. Students must earn a minimum cumulative nursing grade point average of 3.0 and a minimum grade of "C" in each required general education course.

Please Note: Students will not be issued a degree if they have not met all their financial obligations toward the Maine College of Health Professions.

TRANSFER CREDITS

Credits earned at regionally accredited colleges or universities will be considered for transfer to the Maine College of Health Professions at the time of student admission to the College. A student cannot transfer additional credits from other colleges or universities after matriculation to the College. Matriculated students are those who have formally applied for acceptance into a degree or certificate program and have officially started the program.

Only those courses determined to be equivalent to the courses included in a specific program curriculum plan will be considered for transfer of credits. The grade received for an approved transfer course will be listed as "TR" on the College transcript and the grade will not be calculated into the student's cumulative grade point average.

To transfer credits to the College, the student must:

- Request an official transcript be mailed directly from the institution where the credits were earned to the Registrar's Office.
- Collaborate with the Registrar to determine the necessity of the course description. An official course description from the year the credits were earned may be required.
- Receive a minimum grade of C in the course.
- Complete science courses for transfer credit within 8 years of matriculating into a program of study at the College.
- Complete degree-specific courses for transfer credits within 2 years of matriculating into a program of study at the College.

A maximum number of 30 credits may be transferred into the College. Exceptions will be reviewed on an individual basis by the Program Dean. These courses must be congruent with the course descriptions published in the College catalogue.

PROGRAM OPTIONS

Students have the opportunity to complete the course requirements as either full-time or part-time, dependent upon their individual needs. The RN-BSN program can be completed in as little as 4 full-time semesters. Part-time options are available. Program requirements must be completed within eight (8) years.

CURRICULUM

COURSE	DESCRIPTION	Credits
NUR 265	Concepts of Professional Nursing	3
NUR 270	Nursing Theory	3
NUR 275	Population Health (Global)	3
NUR 280	Nutrition	3
NUR 300	Advanced Health Assessment	3
NUR 301	Advanced Health Assessment Lab	1
NUR 285	Informational Technology: Applications In Healthcare	3
NUR 310	Nursing Research	3
NUR 315	Advanced Pathophysiology	3
NUR 320	Pharmacology for Nurses	3
NUR 290	Interprofessional Education	3
NUR 325	Policy, Law, Ethics, and Regulations	3
NUR 400	Community Health (Local)	3
NUR 410	Nursing Leadership	3
NUR 415	Clinical Capstone Project	5

COURSE DESCRIPTIONS

COURSE NO.	COURSE NAME	CREDIT HOURS
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NUR 265 Concepts of Professional Nursing 3

The focus of this course is to provide a greater understanding to the concepts, values, and behaviors necessary for transitioning to the professional nursing role. In this course, the student will review the ethical, legal, legislative, and political processes that affect the practice of professional nursing in contemporary healthcare. Students will review how historical, political, and societal factors, influence the identity of the professional nurse.

NUR 270 Nursing Theory 3

The focus of this course is to provide the student with an introduction and overview to the concepts of nursing theory. The course will include the development of nursing theory and provide an introduction to the works of selected eminent theorists, as well as investigate the application of theory to professional nursing practice.

NUR 275 Population Health (Global) 3

The focus of this course is the health of populations across the globe. We will examine the relationship of population groups with families, healthcare team, healthcare system, communities, the environment and infrastructure, and other populations. Major components include assessment, planning, intervention, and evaluation of health-related issues in various populations.

HUM 220 Topics in Multiculturalism 3

This course will examine the issues of multiculturalism, societal diversity, and the histories of the people that comprise our communities. Discussion of diverse

populations will cover groups of color and race, nationality, faith, indigenoussness and immigration, LGBTQTI, and ability. Students will locate their own perspectives, and analyze how one's own experiences shape the way they tell the story of what they see happening in the world. Additionally, students will analyze how the experiences of people different from themselves will affect the perspectives of others in a multicultural society.

MAT 160 Introduction to Statistics 3

This course is designed to provide students with an introduction to foundational elements in the study of statistics. Topics will include the study of sampling and data collection, descriptive and inferential statistics, probability, discrete and continuous random variables, hypothesis testing, linear regression and correlation, and analysis of variance.

NUR 280 Nutrition 3

The focus of this course is the science of human nutrition as it relates to public health in the United States and globally. Topics include nutritional requirements related to changing individual and family needs, food choices, health behaviors, food safety, and prevention and management of common chronic diseases.

NUR 300 Advanced Health Assessment 3

The focus of this course is to expand upon knowledge needed to perform a more in-depth health assessment. Expected assessment findings and common unexpected findings will be analyzed, as well as differences based on age, ethnicity, and culture. Risk factors and related client education, professional verbal and written communication will be addressed.

NUR 301 Advanced Health Assessment (Lab) 1

The focus of this course is to apply critical thinking to perform a more in-depth patient focused health assessment. Expected assessment findings and common unexpected findings will be analyzed to determine patient care needs based on age, ethnicity, and culture. Risk factors and related client education, professional verbal and written communication will be addressed.

NUR 285 Informational Technology: Applications in Healthcare 3

The focus of this course is to explore patient care technologies, information systems, telecommunication technologies, and communication devices that support evidenced-based nursing practice. Students will gain an understanding of the impact these information management systems have on the healthcare team, delivery of care, efficiency and productivity, patient safety and health outcomes.

COM 102 Communications 3

The importance of good communication skills can never be over-emphasized. In all professions including healthcare, we are asked to: send clear messages, to be able to receive and interpret messages accurately, and respond appropriately. Although most of us will never become professional public speakers, we are always expected to be able to understand the basic elements of good communication. To that end, this course will cover verbal and non-verbal communication skills, listening, writing messages/notes/memos, and public speaking. This course also includes an online

component (6 sessions) that requires discussion board postings and other assignments to be completed before the following scheduled class period as indicated in the course outline.

PHI 206 Ethics in Healthcare 3

This course introduces students to ethical and bio-ethical issues confronting healthcare professionals within the practice setting. This course will introduce the student to the language of ethics and to the decision-making process. Using cases, students will learn to apply ethical decision-making principles to practical dilemmas. The course will familiarize students with ethical and legal considerations, patient-provider relationships, and the concepts of moral judgment and prudence.

***NUR 310 Nursing Research 3**

The focus of this course is to provide a comprehensive review of nursing research with an emphasis on qualitative and quantitative methodologies. This course focuses on the development of the students' experience with the research process and evidence-based practice. Additionally, the student will review the role of the scholar-practitioner to identify clinical research problems and determine the quality of research as it applies to clinical decision making. *Prerequisite MAT 160

NUR 315 Advanced Pathophysiology 3

The focus of this course is to provide a comprehensive review of human pathophysiology with an emphasis on alterations in homeostasis. The course will review metabolic, chemical, and physiological pathways related to cellular biology and biochemistry. Knowledge of the pathways encourages the course participant to introduce higher level pathophysiological concepts into their clinical practice.

NUR 320 Pharmacology for RNs 3

The focus of this course is to provide information leading to a greater understanding of: pharmacokinetics, pharmacotherapeutics, pharmaco-economics, and toxicology. Students will advance their knowledge regarding the impact of common medications used to treat various medical problems across the lifespan. The nursing process will be used to analyze the ramifications of drug therapy and apply critical thinking to improve safety and quality of care in the clinical setting and the community.

NUR 290 Interprofessional Education 3

The focus of this course is to examine the nurse's role as a member of the interprofessional healthcare team. Students will analyze current research to describe the prevalence and outcomes of fragmented healthcare and the benefits of interprofessional healthcare. Students will learn about the roles of other members of the healthcare team and will develop knowledge and skills in interprofessional collaboration that can be used to improve patient safety and healthcare outcomes.

NUR 325 Policy, Law, Ethics, and Regulations 3

The focus of this course is to provide opportunities for the student to assess ethical and legal issues important to nurses and other healthcare team members. The student will identify and analyze the aspects of legal and ethical concepts impacting nursing practice. The nurse will investigate concepts, theories, and values applied in the ethical decision-making process related to a variety of ethical dilemmas in

nursing. Emphasis will be placed on analysis of legal and ethical cases as well as evidence-based interventions that correspond with dilemmas in nursing practice.

NUR 400 Community Heaths (Local) 3

The focus of this course is the client living with health-related issues in the community. We will examine the relationship of the client to family, healthcare team, healthcare system, environment, and the community. Major components include assessment, planning, intervention, and evaluation of people living with multiple chronic conditions in the community.

NUR 410 Nursing Leadership 3

The focus of this course is to apply theoretical and empirical concepts of leadership, management roles and ethical decision-making process of the professional nurse in diverse multicultural settings. The student will use critical thinking strategies to study the coordinating role of the professional nurse within the healthcare delivery system with an emphasis on synthesis of this knowledge to develop innovative and creative approaches to nursing practice. This will lead to an understanding of the concept of leadership theories and roles, problem-solving and the decision-making process for a professional nurse in a leadership position.

ENG 210 English Literature 3

English Literature explores various genres of literature. Students will read select passages and literary works as they explore various styles, themes, and modalities of writing.

***NUR 415 Capstone Project 5**

The focus of this course is the analysis and clinical application of nursing care of the client living with health-related issues. The student will construct new knowledge based on clinical experiences. Major components include assessment, planning, intervention, and evaluation of the client living with health-related issues. The student will utilize evidence-based resources and public health competencies to analyze how a health-related issue and nursing interventions affect the health of the client. The course integrates prior clinical and classroom concepts with new clinical experiences with the intention of establishing a deeper level of understanding of nursing care. ***This course includes a 160-hour clinical preceptorship.***

***Enrollment in all courses requires acceptance into the RN-BSN Program. Additional prerequisites: MAT 160 is required prior to taking NUR 310; students must be within 6-credits of program completion in order to enroll in NUR 415.**

GRADING POLICY

In order to pass the RN-BSN courses, students must achieve an average of 74% when all graded activities are combined and averaged. Full assignment details and grading rubrics for individual courses are located in the course syllabus and on the Canvas site affiliated with the course.

Grading Scale

Name:	Range:	
A	100%	to 95%
A-	< 95%	to 90%
B+	< 90%	to 87%
B	< 87%	to 84%
B-	< 84%	to 80%
C+	< 80%	to 77%
C	< 77%	to 74%
C-	< 74%	to 70%
D+	< 70%	to 67%
D	< 67%	to 64%
D-	< 64%	to 60%
F	< 60%	to 0%

PROFESSIONAL ORGANIZATIONS

Students are encouraged to become members of a student nurse organization or a professional nurse organization like the National League of Nursing, or the American Nurses Association. Many specialties in nursing have a national organization. Membership in a professional organization provides students and nurses opportunities to stay current with standards of practice, legislative initiatives, political action, and networking. Please see your advisor for recommendations for a list of possible organizations to meet your professional career goals. Students who are members, delegates, or office holders in the Maine Student Nurses' Association (M.S.N.A.) or the National Student Nurses' Association (N.S.N.A.) must submit a request for time off to attend state and / or national meetings two weeks in advance to the Program Director. Attendance will not be counted as a school absence.

COMMUNITY SERVICE

Student nurses are encouraged to participate in community service opportunities:

- to develop social responsibility and citizenship skills
- to build leadership and communication skills,
- to learn about community health care needs
- to appreciate diversity influenced by socio-political and economic variables
- to apply their knowledge and skills as a student nurse in the "real world"

EXAM MAKE-UP

Student absences from exams and quizzes will be made up according to each course syllabus. If a student is absent when an unannounced quiz is given, there will be no make-up and the student will receive a grade of zero for that quiz. Bereavement absences are exempt from this policy.

WRITTEN ASSIGNMENTS

Failure to submit assignments by close of grades each semester will result in the missing

assignments being scored at zero.

INDIVIDUALIZED WRITTEN PLAN OF ACTION

An individualized written plan of action will be developed by a student and instructor, when a student: has been placed on Academic Warning. The written plan of action must be submitted to the Course Faculty, Academic Advisor, and student file.

STUDENT FAIR TREATMENT POLICY AND PROCEDURE

Please refer to the College catalog for more information regarding the Student Fair Treatment Policy and Procedure. This is a formal policy that clearly delineates the process and provides a step-by-step mechanism for filing a grievance. The administration, faculty, and staff encourage open communication between students and faculty regarding course work, teaching methods, student concerns, etc. Should a problem arise within the class or clinical setting, the student should first speak to the faculty member involved.

Unfair Treatment Defined

- Deviating significantly from the syllabus.
- The curriculum plan was not followed.
- Discrimination based on age, culture, or gender-orientation.
- Offensive statements or disrespectful behavior.

STUDENT DISMISSAL

The College may dismiss, at any time, a student whose academic standing is not in compliance with the Scholastic Standards Policy. In most cases, students who are dismissed for academic reasons have previously been warned by their Academic Advisor, the RN-BSN Program Coordinator, and the Assistant Dean. Dismissal for other than academic reasons may occur without prior warning. The decision to dismiss a student for other than academic reasons is made by the Dean or designee, after consultation with referring faculty.

The student may appeal the dismissal by following the **Student Fair Treatment Policy and Procedure (refer to the College-wide student handbook for student grievance policies and procedures)**.

The student transcript will reflect academic or non-academic dismissal. Dismissals for other than academic reasons may include:

- Breach of patient confidentiality.
- Concealment of errors made during clinical assignments.
- Performing skills outside of their current role.
- Illicit use, possession or distribution of drugs or alcohol on campus.
- Possession of weapons on campus.
- Absence from the College for three (3) classes without notification or three (3) weeks without participation in an online course, without notification and approval.
- Failure to follow College policies and procedures.

NURSING STUDENT ATTENDANCE

The Maine College of Health Professions is founded upon a commitment to learning on the part of both faculty and students. When students accept membership in the educational community of this College, students also accept responsibility and accountability to be present for all required teaching/learning activities.

1. All students must meet course and program objectives satisfactorily.
2. Each student is expected to arrange employment and personal activities to avoid conflict with course schedule.
3. Participation at all teaching/learning activities is monitored.
4. Students who are unable to be present for class are responsible for obtaining the information missed and meeting class objectives.

COLLEGE CLOSURES

The cancellation of class/clinical by the College for storm days/emergency situations will not be counted as an absence. The College reserves the right to reschedule class/clinical days subject to extenuating circumstances (ex: multiple cancellations for storms). If lecture is cancelled and not rescheduled this class content will be provided by faculty. The decision to cancel will be available by 5:30 AM for daytime scheduled events and at 11:00 AM for afternoon and evening scheduled events.

Should it ever become necessary to cancel / delay classes at the College, the following notifications will be made:	
College Website	www.mchp.edu
Email Notification	Sonis Text Messaging

PROFESSIONALISM

Professional behavior is not confined to the workplace. These skills also affect daily interactions with peers, instructors, friends, and family members. The faculty and staff at MCHP demonstrate the tenets of professionalism in all of their encounters with students and with one another. As they assimilate into the college community, students are coached in the development and effective utilization of these important interpersonal skills.

TECHNOLOGY

Technology is constantly changing, and it is important to remain as current as possible. Basic knowledge of business applications and information literacy are minimal requirements that will be necessary for future employment.

Technology Management at MCHP

1. Unless it is appropriate for the class activity, turn off all electronic devices when you enter the classroom. Use technology for appropriate purposes only.
2. A tablet or laptop may be appropriate for taking notes, but it is not appropriate for any other activity.
3. If it is necessary for a device to be turned on due to pending personal or business emergencies then a) tell the instructor or your teammates ahead of

time, andb) have device on vibrate or other silent notification mode.

A word about social media...

It is a good rule to expect that information you place on the Internet will be permanently available for viewing by other people. This includes information you reveal about yourself and your perspectives, as well as opinions you post about others. Think twice before posting information about others; including fellow students, faculty, staff, the college, your clinical site, or patients. Inappropriate postings could lead to dismissal from the college.

CONDUCT

In Class

When you go to class, put yourself in a mental “meeting mode.” This not only shows respect for the others, but also enables you to be engaged in what is happening. This will enhance your learning and your ultimate success.

Outside of Class

Your obligation to behave professionally doesn’t end when you leave the classroom or clinical floor. As an MCHP student, you represent the college. As an individual, you are developing a reputation. Your behavior outside of the classroom is what creates that reputation...and remember, you never know what role a stranger may play in your professional life.

MCHP EXPECTATIONS

- Be positive.
- When raising a complaint, be prepared to present a possible solution.
- When raising a criticism, present it in a positive manner.
- Do not engage in argumentative behavior.
- Be proactive and demonstrate a willingness to seek solutions..
- Be punctual at all times.
- Be reliable and do what you say you are going to do.
- Give credit where credit is due.
- Encourage others.
- Respect those around you; do not talk to others when your attention should be directed elsewhere.
- Be respectful of everyone at all times. How you behave around others is noticed, and in a professional setting it can quickly impact your performance evaluations and promotions.
- Take responsibility as a learner. This experience will be different from all other educational experiences that you’ve had. It takes a tremendous amount of dedication and maturity to succeed in health professions education.
- Prioritize your college experience. You cannot succeed in MCHP programs without fully dedicating yourself to your studies.
- Read the course syllabus thoroughly.
- Before criticizing others for a failure to learn material, ask yourself the

following questions:

- How many hours did you work this week?
- How many hours did you work this month?
- Did you read the assignment?
- Did you take notes about the assignment?
- Did you use effective learning strategies?
- Did you seek help from study group facilitators?
- Did you do the homework?
- Did you take time to reflect upon your learning?
- Did you independently seek clarification about areas of confusion by consulting with your textbook or other valid sources of information?
- How much time did you devote to learning this material this week? Last week?

In Class

- Attend all classes.
- Arrive on time to class and be ready for class to begin.
- If you do arrive late, enter quietly and do not interrupt the class. Take a seat closest to the door at a break in activities. Never walk in front of the speaker.
- Apologize to the group for your late arrival at a break or when class is over.
- If you arrive late, please wait until a break to turn in any assignments due at the start of class, but note that the assignment is "late," and this is something that is not acceptable in the workplace or at MCHP.
- If you know that you are going to be late, let the instructor know as far ahead of time as possible.
- At MCHP, your class and other meeting spaces are your professional spaces. Respect your spaces by disposing of trash and cleaning your table if soiled.
- Do not leave class while activities are ongoing, except in the event of an emergency. If you anticipate having to leave the room, then tell the instructor in advance and position yourself so as not to be disruptive when you do leave. If you are working with a small group, make sure you properly excuse yourself when it is time to leave. This is the same as at work.
- When you are giving a presentation, appropriate professional dress is required. There are standards of professionalism that are required if you are to be taken seriously by the audience.
- As an audience member, you should always give respect to presenters, ask questions, and provide constructive (and not destructive) criticism.

Assignments

- All assignments must be turned in on time.
- All assignments and projects must be proofread and spell-checked.
- Do not plagiarize. Simply put, you can and often will be fired for stealing intellectual property or representing another's work or ideas as your own on the job. The faculty at MCHP take intellectual property rights very seriously. Look carefully over all the material on plagiarism. If you have a

question, ask. This is one area where asking forgiveness is NOT better than asking permission.

- Do not improperly copy, store, or disclose privileged information. Revealing private or proprietary information about patients is a serious offense that can ruin your career. Pay attention to the training you receive about HIPAA and put it to use.
- Push yourself on each and every assignment. The assignment has a learning purpose ties to the course objectives. Challenge yourself to know more, dig deeper, and reflect each time.
- Communicate with your Instructors, Deans, Staff Members, and other members of the MCHP Community
- Faculty will establish communication guidelines. These will include posted office hours (required at MCHP for all faculty); instructions on how to make "by appointment" office visits; and when, where and how to contact them via telephone, e-mail, or other means.
- Do not expect an immediate answer when emailing faculty. They will strive to return your communication within 24 hours (one business day). Like everyone else, however, instructor's e-mails can get buried or otherwise misdirected. After 24 hours, a polite follow-up is appropriate.
- All communications should be in a professional tone and format. This means more than just showing that you took the time to use proper grammar, spelling, etc. It means addressing an instructor as Dr. or Prof. and in a neutral, professional manner.
- Address colleagues as Mr. or Ms. In all relationships, it is much easier to step down from too much formality in your initial communication than to step up to propriety after getting off on the wrong foot with a poor first impression.
- MCHP graduates are recognized for their patient care, knowledge, skills, and abilities. Part of that reputation includes a strong work ethic and professionalism, both in the workplace and in the community. We want to work with you to foster professionalism throughout all that we do.

NURSING STUDENT DRESS CODE

All Maine College of Health Professions nursing students, during all assigned clinical/practicum experiences, shall adhere to the following dress code:

1. be clean, neat, and professional in your appearance at all times
2. small jewelry may be worn, such as wedding bands, plain, smooth and easily removable rings and one pair of small stud type earrings worn in the ears.
3. the visible presence of any body piercing other than pierced ears is not acceptable.
4. wear scrubs and shoes that are approved by the clinical/practicum site.

ACCIDENT INSURANCE

All students are required to carry accident insurance. The cost of accident insurance is included in each academic year fee schedule.

HEALTH REQUIREMENTS

Matriculated students shall be required to maintain adequate health in the interest of client welfare, including but not limited to, routine physical examinations and appropriate immunizations. Students are required to remain in compliance with all immunizations (and CPR certification) at all times while they are in the nursing program. This compliance includes maintaining the electronic record management system utilized by the College.

Immunization Record:

1. 2 MMR's or positive titers of Measles, Mumps and Rubella (lab report required).
2. T-dap (tetanus/diphtheria/pertussis) – Written documentation of immunization within 10 years.

Matriculated students must be able to perform the physical activities inherent in the role of a student in the RN-BSN Degree Nursing Program.

Matriculated students are required to purchase accident insurance through the College. The cost will be billed to the students on an annual basis. Details of the plan are available from the Registrar. In an effort to protect the students, clients, and employees of the College and clinical sites, exposure to any communicable disease must be reported to prevent further spread of the disease. Students will report any exposure to communicable disease to the Dean or designee. The Dean will document the exposure with follow up action taken which will be filed in the student's record.

Note: Students who are non-compliant with the requirements for continued enrollment in the program will not be permitted to attend lecture or clinical courses until compliance is achieved.

STUDENT EXPOSURE TO BLOOD & BODY FLUIDS

Procedure for the Exposed Student to Follow IMMEDIATELY

If you experience: An exposure to blood or body fluids such as; a needle stick, splash of blood or body fluid onto/into mucous membranes (eyes, mouth, etc.) or open skin, or other blood or body fluid exposure, you must:

1. Wash the affected area with soap and water *immediately*.
2. Flush mucous membranes with water *immediately*.
3. Notify your supervisor/instructor *immediately after washing and flushing*.
4. Have your supervisor/instructor immediately notify the Nursing Supervisor so that the source information can be collected in a timely fashion.
5. Report immediately to your healthcare provider or to the Emergency Department. The student's accident insurance may be used to defray expenses related to this incident.

6. The supervisor/instructor must fill out an Incident Report immediately according to the clinical site policy. Make sure the brand of needle/sharp is identified on that report. OSHA requires it.

By following these steps, you will receive appropriate treatment at the appropriate time. Early intervention is imperative. For your safety and well-being, do not wait to report an exposure...Interventions will begin as soon as you report it!

REPORT IMMEDIATELY!

CARE OF RELATIVES BY STUDENTS

No student shall assume responsibility for the nursing care of a relative hospitalized or being cared for as an outpatient in any facility utilized for clinical experience.

ELECTRONIC ACCESS TO HIPAA PROTECTED PATIENT INFORMATION

Students may electronically access patient records on their assigned clinical unit during their clinical practicum. At no time may students access patient records on any computer other than a network computer associated with the hospital/clinical site to which the student is assigned. The use of personal computers or other electronic devices for accessing patient records is forbidden. Students reported to have accessed patient records outside their normally scheduled clinical hours or from a computer other than a clinically-assigned hospital/clinical site network computer will be dismissed from the Maine College of Health Professions.

INCOMPLETE GRADES

If a student receives an "Incomplete" or "I" in any nursing course, the student must complete all the course work within 30 days of the last day of the course per the MCHP college calendar. The instructor and student will develop a contract that clearly defines the work to be completed. If the work is not made up, the incomplete grade automatically defaults to the grade that is calculated when the missing work is scored at a "0" per MCHP Records policy.

PROGRAM WITHDRAWAL

Students who decide to withdraw from the program must notify the Registrar in order to be eligible for reenrollment in the program. College withdrawal dates may be found in the current MCHP Academic Calendar.

RE-ADMISSION

Applicants meeting the criteria for admission are accepted regardless of religion, race, gender, sexual orientation, marital or parental status, age, color, national or ethnic origin and are accorded all the rights, privileges, programs and activities available to students at the College.

Persons who previously attended the College and who withdrew from a program are eligible to apply for readmission by submitting an application to the Admissions Office. Applications from former students requesting to re-enter the

program will be reviewed by the Admissions Committee according to its selective admission procedure. Applications from individuals, who were suspended or dismissed from the College for academic or disciplinary reasons, will be reviewed by the Dean of Nursing.

CRIMINAL BACKGROUND CHECK

Nursing students re-applying and/or returning to the program are required to update and submit a complete criminal background check. All student applicants' final acceptance in the program shall be contingent upon satisfactory completion of a criminal background check.

NURSING FACULTY AND STAFF

NAME	TELEPHONE
Dr. Lynne Gotjen, PhD, MSN, RN Dean of Nursing	207-795-7166
Leanne Moreira, MSN, RN Assistant Dean, Clinical Coordinator	207-795-2141
Meredith Kendall, MSN, RN RN-BSN Program Coordinator	207-795-7599
Michelle Thibault, MSN, RN Simulation Director	207-330-7742
Dr. Ann Curtis, DNP, RN Director of Interprofessional Education	207-795-2847
Anita Day, MSN, RN Senior Fulltime Faculty	207-795-7596
Bonnie Colby, MSN, RN Senior Part-time Faculty	207-795-7597
Deana Renander, BSN, RN Fulltime Faculty, Maternity	207-754-7598
Mariann Gowell, ADN, RN Fulltime Faculty, LPN Program	207-795-7838
Breanna Bayliss, MSN, RN Fulltime Faculty	207-795-2853
Nicole DeBlois, Registrar Financial Aid Counselor	207-795-2270
Lese Rose, MBA Vice President of Financial Services	207-330-7743
Erica Watson, M.Ed. Admissions Director	207-795-2843
Susan Perry, Bursar	207-795-2649
Melissa Wetherby, MAT, MSOT Instructional Designer Director of Student Accommodations	207-330-7878
Adam Dawes Assistant Instructional Technologist and Designer	207-795-2855
Sarah Hudson, MLIS, MBA Director of Gerrish True Library	207-795-5956
Secretary	207-795-2840

STATEMENT ON HARASSMENT AND DISCRIMINATION

The Maine College of Health Professions is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. Faculty, staff, and students should be aware that discrimination and harassment on the basis of race, color, religion, gender, national origin, age, disability, or veteran status of individuals or any other sub groups stereotyping or grouping within the college community is unacceptable. The Maine College of Health Professions also strives to protect the rights and privileges and to enhance the self-esteem of all its members.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides equal access to all programs and services. If you believe you have a need for accommodations, please contact the Support Services Coordinator at 207-330-7878.

EDUCATIONAL OUTCOMES AND ORGANIZING FRAMEWORK

Maine Partners in Nursing Education and Practice (MPNEP) Steering Committee (2009)

- Developed nursing core competencies for the Maine Nurse of the Future
- Created paths for innovation in nursing education
- Re-defined nursing education and practice in the context of future consumer need,
- Started to build bridges and partnerships between education and practice.
- Developed models for entering and re-entering nursing practice.

The Maine College of Health Professions uses the framework that was adopted by Maine Partners in Nursing Education and Practice for the integration of the eleven core competencies into the nursing curriculum:

Academic Nurse Leaders are committed to transforming nursing education in Maine to prepare graduates to meet the demands and challenges of an evolving health care system.

- Leaders in nursing education and practice will develop curriculum models collaboratively
- An integrated practice/education competency model will positively impact the delivery of safe patient centered care.
- Nursing curricula must be developed, incorporating the unique demographics of Maine and preparing the nursing workforce to respond to current and future health care needs and population health issues.

The Maine Nurse Core Competencies are applicable across all care settings and encompass all populations across the lifespan.

- It is essential that all practice environments support, enhance, and compel professional competence.
- Core Competencies incorporate evidence-based knowledge and sensitivity to variables such as age, gender, culture, health disparities, socio-economic status, race and spirituality which is essential for caring for diverse populations in this global society.

The Maine Nurse will be proficient in a core set of competencies.

- There is a differentiation in competencies among practicing nurses at various stages of development (Benner, 1984).
- Competence is developed over a continuum and can be measured.

Building bridges and partnerships between education and practice to develop models for entering and re-entering nursing practice is critical.

- Nursing education and practice settings should facilitate individuals in moving effectively through the educational system.
- Advancing the education of all nurses is increasingly recognized as essential to the future of nursing practice.
- Evidence has demonstrated that nurses with higher education levels have a positive impact on improved consumer outcomes (MPNEP, 2009).

MAINE NURSING CORE COMPETENCIES

Rigorous vetting of the eleven recommended Maine Core Competencies occurred with multiple stakeholder groups leading to the adoption of The Maine Nurse Core Competencies. Projected population data and demographics of Maine were examined by the sub-committee throughout this process. Maine residents have the oldest median age in the United States at 42.7 years. It is projected that by 2030, 26.5% of the state's population will be 65 or older (<http://www.census.gov/prod/cen2010briefs/c2010br-09.pdf>). These data contributed to the inclusion of the Maine Geriatrics Core Competency.

These eleven core competencies have shaped the academic curricula and professional practice standards at the MCHP. The eleven core competencies are as follows:

1. Professionalism
2. Leadership
3. Patient-Centered Care
4. Evidence-Based Practice
5. Teamwork and Collaboration
6. Communication
7. System-Based Practice
8. Informatics and Technology
9. Safety
10. Quality Improvement

11. Geriatrics

Professionalism:

The MCHP graduate nurse 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, while being mindful about attending to self-care (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
K1a Describes the concept of accountability for own nursing practice K1b Justifies clinical decisions	B1a Accepts responsibility for own behavior B1b Commits to provision of high quality, safe, and effective patient care	S1a Demonstrates accountability for own nursing practice S1b Exercises clinical reasoning and critical thinking within standards of practice
K2 Participates in the evaluation of professional standards of practice, including evaluation of the legal and regulatory factors that apply, and the responsibility and accountability for outcomes	B2a Abides by professional standards of practice B2b Upholds legal and regulatory principles B2c Recognizes personal capabilities, knowledge base, and areas for development B2d Demonstrates collegiality, openness to critique, and peer review	S2a Applies recognized professional standards of practice S2b Implements plan of care within legal, ethical, and regulatory framework of nursing practice S2c Complies with mandated reporting regulations S2d Provides and receives constructive feedback to/from peers
K3a Describes factors essential to the promotion of professional development K3b Describes the role of a professional organization shaping the practice of nursing K3c Describes the importance of reflection to advancing practice and improving outcomes of care	B3a Committed to life-long learning B3b Establishes the mentoring relationships for professional development B3c Commits to being a reflective practitioner, utilizing self-assessment and awareness	S3a Participates in life-long learning S3b Demonstrates ability for reflection to achieve personal and professional growth
K4a Recognizes the concept of autonomy and self-regulation in nursing practice K4b Identifies the culture of nursing and the health care system	B4 Describes the responsibility to function within acceptable behavioral norms appropriate to the discipline of nursing and the health care organization	S4a Seeks ways to advocate for nursing's role, professional autonomy, accountability, and self-regulation S4b Promotes and maintains a positive image of nursing S4c Recognizes and acts upon breaches of law relating to nursing practice and professional codes of conduct
K5 Recognizes the role and responsibilities as consumer advocate	B5 Describes the role and responsibilities as consumer advocate	S5 Serves as a consumer advocate

<p>K6 Describes ethical principles, values, concepts, and decision making that apply to nursing and consumer care</p>	<p>B6a Applies the application of ethical principles in daily practice B6b Acts in accordance with codes of ethics and accepted standards of practice B6c Clarifies personal and professional values and recognizes their impact on decision making and professional behavior</p>	<p>S6a Incorporates American Nurses Association's Code of Ethics into daily practice S6b Utilizes an ethical decision-making framework in clinical situations S6c Responds to ethical concerns, issues, and dilemmas that affect nursing practice S6d Enlists systems resources and participates in efforts to resolve ethical issues in daily practice S6e Recognizes moral distress and seeks resources for resolution S6f Applies a professional nursing code of ethics and professional guidelines to clinical practice</p>
<p>K7a Recognizes responsibilities inherent in being a member of the nursing profession K7b Recognizes the relationship between personal health, self-renewal, and the ability to deliver sustained quality care K7c Recognizes the relationship between civic and social responsibility and volunteerism with the advancement of one's own practice and the profession of nursing</p>	<p>B7a Conducts oneself in accordance with personal and professional behaviors that promote the profession of nursing B7b Upholds altruistic and humanistic principles</p>	<p>S7a Advocates for professional standards of practice using organizational and political processes S7b Practices within one's scope of practice and adheres to licensure law and regulations S7c Articulates to the public the values of the profession as they relate to consumer welfare S7d Advocates for the role of the professional nurse as a member of the interdisciplinary health care team S7e Develops personal goals for professional development S7f Assumes social and civic responsibility through participation in community volunteer activities S7g Assumes professional responsibility through participation in professional nursing organizations</p>

Leadership:

The MCHP graduate nurse 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 (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
K1 Identifies leadership skills essential to the practice of nursing	B1 Recognizes the role of the nurse as leader	S1 Integrates leadership skills of systems thinking, communication, and facilitating change in meeting consumer care needs
K2 Describes critical thinking and problem-solving processes	B2 Applies clinical reasoning and critical thinking processes in the management of client care situations	S2a Uses systematic approaches in problem solving S2b Demonstrates purposeful, informed, outcome-oriented thinking
K3a Describes human behavior, mental processes, and individual and group performance K3b Identifies the roles and skills of the health care team	B3a Recognizes that personal attitudes, beliefs and experiences influence one's leadership style B3b Considers the perspectives and incorporates the expertise of each member of the health care team	S3a Demonstrates ability to effectively participate in multidisciplinary teams S3b Promotes a productive culture by valuing individuals and their contributions S3c Models effective communication and promotes cooperative behaviors S3d Examines different viewpoints
K4 Monitors one's own feelings and emotions, to discriminate among them and use this information to guide thinking and actions	B4a Recognizes that personal attitudes, beliefs and experiences influence one's leadership style B4b Recognizes the limits of one's own role and competence and, where necessary, consults with other health professionals with the appropriate competencies B4c Demonstrates fairness and open mindedness B4d Promotes an environment encouraging creative thinking and innovations	S4a Clarifies biases, inclinations, strengths, and self-limitations S4b Adapts to stressful situations S4c Seeks appropriate mentors S4d Acts as an effective role model and resource for students and support staff
K5 Explains the importance, necessity, and process of change	B5a Recognizes one's own reaction to change and strives to remain open to new ideas and approaches B5b Solicits new ideas and interventions to improve consumer care	S5 Implements change to improve care
K6 Describes the principles of accountability and delegation and in accordance with scope of practice	B6a Recognizes the value of delegation B6b Accepts accountability for nursing care given by self and delegated to others B6c Accepts accountability and	S6a Participates in the change process to improve consumer care, the work environment, and consumer and staff satisfaction S6b Assigns, directs, and

	responsibility for one's own professional judgment and actions	supervises ancillary personnel and support staff in carrying out particular roles/functions aimed at achieving care goals
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Patient-Centered Care:

The MCHP graduate nurse 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 (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
<p>K1 Identifies components of nursing process appropriate to individual, family, group, community, and population health care needs across the life span</p>	<p>B1a Utilizes scientific inquiry, as demonstrated in the nursing process, as an essential tool for provision of nursing care</p> <p>B1b Describes the differences between data collection and assessment</p>	<p>S1a Provides priority-based nursing care to individuals, families, and groups through independent and collaborative application of the nursing process</p> <p>S1b Demonstrates cognitive, affective, and psychomotor nursing skills when delivering consumer care</p>
<p>K2 Demonstrates service delivery in a variety of settings along a continuum of care that can be accessed at any point</p>	<p>B2a Assesses health care situations "through consumer's eyes"</p> <p>B2b Respects and encourages the consumer's input relative to decisions about health care and services</p>	<p>S2 Recognizes that consumer values, preferences, decisional capacity, and expressed needs are part of ongoing assessment, clinical interview, implementation of care plan, and evaluation of care</p>
<p>K3 Integrates knowledge of multiple dimensions of patient-centered care:</p> <ul style="list-style-type: none"> • Patient/family/community preferences, values • Coordination and integration of care • Information, communication, and education • Physical comfort and emotional support • Involvement of family and significant other • Transition and continuity 	<p>B3a Respects and encourages individual expression of consumer values, preferences, and needs</p> <p>B3b Incorporates the consumer's expertise in recognizing and managing own health and symptoms</p> <p>B3c Respects and encourages the consumer's input into decisions about health care and services</p>	<p>S3a Communicates consumer values, preferences, and expressed needs to other members of health care team</p> <p>S3b Seeks information from appropriate sources on behalf of consumer, when necessary</p>

<p>K4 Describes how diverse cultural, ethnic, spiritual and socioeconomic backgrounds function as sources of consumer, family, and community values</p>	<p>B4a Seeks opportunity to learn about all aspects of human diversity B4b Recognizes impact of personal attitudes, values and beliefs regarding delivery of care to diverse clients B4c Supports patient-centered care for individuals and groups whose values differ from their own</p>	<p>S4a Provides patient-centered care with sensitivity and respect for the diversity of human experience S4b Implements nursing care to meet holistic needs of consumer on socioeconomic, cultural, ethnic, and spiritual values and beliefs influencing health care and nursing practice S4c Demonstrates caring behaviors toward consumer, significant others, and groups of people receiving care</p>
<p>K5 Applies the concepts of pain management, palliative care, and quality of life</p>	<p>B5a Identifies the role of the nurse in relieving all types and sources of pain and suffering B5b Recognizes personally held values and beliefs about the management of pain and suffering and end-of-life care</p>	<p>S5a Assesses presence and extent of physical and emotional comfort S5b Elicits expectations of consumer and family for relief of pain, discomfort, or suffering and end-of-life care S5c Initiates treatments to relieve pain and suffering in light of consumer values, preferences, and expressed needs</p>
<p>K6 Acknowledges the diversity of the human condition</p>	<p>B6 Recognizes the inherent worth and uniqueness of individuals and populations</p>	<p>S6a Describes how human behavior is affected by socioeconomics, culture, race, spiritual beliefs, gender, lifestyle, and age S6b Provides holistic care that addresses the needs of diverse populations across the life span S6c Works collaboratively with health care providers from diverse backgrounds S6d Describes the effects of health and social policies on persons from diverse backgrounds</p>

Evidence-Based Practice (EBP):

The MCHP graduate nurse 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 (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
K1 Demonstrates knowledge of basic scientific methods and processes	B1a Acknowledges strengths and weaknesses of scientific bases for practice B1b Recognizes the need for ethical conduct in practice and research	S1a Critiques research for application to practice S1b Participates in data collection and other research activities
K2 Describes the concept of evidence-based practice (EBP), including the components of research evidence, clinical expertise, and consumer values	B2 Acknowledges the concept of EBP as integral to determining best clinical practice	S2 Develops individualized care on best current evidence, consumer values, and clinical expertise
K3 Describes reliable sources for locating evidence reports and clinical practice guidelines	B3 Acknowledges the importance of accessing relevant clinical evidence	S3 Accesses evidence-based reports related to clinical practice topics and guidelines
K4 Differentiates clinical opinion from research and evidence summaries	B4 Recognizes that the strength and relevance of evidence should be determinants when choosing clinical interventions	S4a Applies research and evidence-based reports related to policy and practice S4b Contributes to the integration of current evidence into practices
K5 Describes the role of evidence in determining best clinical practice	B5a Examines the rationale of supporting routine approaches to care processes and decisions B5b Promotes the need for continuous improvement in clinical practice based on new knowledge	S5 Facilitates integration of new evidence into standards of practice, policies, and nursing practice guidelines
K6a Identifies evidence-based rationale when developing and/or modifying clinical practices K6b Describes data collection methodologies appropriate to individuals, families, and groups in meeting health care needs across the life span	B6 Acknowledges own limitations in knowledge and clinical expertise before seeking evidence and modifying clinical practice	S6 Utilizes current evidence and clinical experience to decide when to modify clinical practice

Teamwork and Collaboration:

The MCHP graduate nurse 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 (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
Self		
K1 Identifies own strengths, limitations, and values in functioning as a member of a team	B1a Recognizes responsibility for contributing to effective team functioning B1b Promotes the importance of collaboration	S1a Demonstrates self-awareness of strengths and limitations as a team member S1b Initiates plan for self-development as a team

		member S1c Acts with integrity, consistency, and respect for differing views
Knowledge	Behaviors	Skills
Team		
K2 Describes scope of practice and roles of interdisciplinary and nursing health care team members	B2 Acknowledges the perspectives and expertise of all health team members	S2 Actively participates within scope of practice as a member of the health care team
K3 Identifies contributions of other individuals and groups in helping consumers and families achieve health goals	B3 Promotes the centrality of the consumer and family as core members of any health care team	S3 Assumes the role of team member or leader based on the situation
K4 Describes strategies for identifying and managing overlaps in team member roles and accountabilities	B4 Acknowledges the unique professional and cultural attributes that members bring to a team	S4a Initiates requests for assistance when situation warrants it S4b Manages, within the scope of practice, areas of overlap in role and/or accountability in team member functioning S4c Integrates the contributions of others in assisting consumer/family to achieve health goals
Knowledge	Behaviors	Skills
Team Communication		
K5 Describes the principles of effective collegial communication	B5 Promotes teamwork and the relationship upon which it is based	S5a Adapts own communication style to meet the needs of the team and situation S5b Demonstrates commitment to team goals S5c Solicits input from other team members to improve individual and team performance
Knowledge	Behaviors	Skills
Effect of Team on Safety & Quality		
K6a Acknowledges the impact of effective team functioning on safety and quality of care	B6a Recognizes the risks associated with transferring consumer care responsibilities to another professional ("hand-off") during transitions in care B6b Discusses how authority and hierarchy influences teamwork and safety	S6a Applies evidence-based communication practices to minimize risks associated with transfers between providers during transitions in care delivery S6b Articulates evidence-based position/perspective in discussions about care

Knowledge	Behaviors	Skills
Impact of Systems on Team Functioning		
K7a Identifies systems factors that facilitate or interfere with effective team functioning K7b Identifies lateral violence as a barrier to teamwork and unit functioning K7c Explores strategies for improving microsystems to support team functioning	B7a Recognizes tensions between professional autonomy and systems factors B7b Recognizes behaviors that contribute to lateral violence B7c Promotes the creation of system solutions in achieving quality of care	S7a Contributes to effective team process S7b Practices strategies to minimize lateral violence S7c Participates in designing microsystems that support effective teamwork

Communication:

The MCHP graduate nurse communicates effectively, fostering mutual respect and shared decision making to enhance knowledge, experience, and health outcomes (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
Therapeutic Communication		
K1a Describes the principles of effective communication through various means	B1 Accepts responsibility for communicating effectively	S1a Utilizes clear, concise, and effective written, electronic, and verbal communications S1b Applies appropriate grammar, spelling, and health care terminology S1c Documents interventions and nursing outcomes according to professional standard and work unit policy
K2a Identifies multiple forms of visual, auditory, and tactile communication K2b Describes the physiological, psychosocial, developmental, spiritual, and cultural influences on effective communication K2c Describes the impact of one's own communication style on others	B2a Describes different means of communication (auditory, visual, and tactile) B2b Promotes mutually respectful communication B2c Acknowledges individual cultural and personal diversity B2d Supports persons' rights to make decisions in planning care	S2a Identifies the appropriate setting and time to initiate conversation S2b Assesses the consumer's readiness/ willingness to communicate S2c Assess the consumer's ability to communicate S2d Identifies preferences for visual, auditory, or tactile communication S2e Assesses barriers to effective communication (language, developmental level, medical condition/disabilities, anxiety, learning styles, etc.) S2f Appropriately adapts own communication based on consumer and family assessment

		S2g Assesses the impact of use of self in effective communication
K3a Describes the nurse's role and responsibility in applying the principles of verbal and nonverbal communication K3b Describes the nurse's role and responsibility in applying principles of active listening	B3a Recognizes the dynamics of physical and emotional presence on communication B3b Recognizes the influences of physiological, psychosocial, developmental, spiritual, and cultural influences on one's own ability to communicate	S3a Establishes rapport S3b Provides opportunity to ask and actively listens and responds to questions, concerns and comments S3c Demonstrates effective interviewing techniques S3d Assesses verbal and non-verbal responses S3e Adapts communication as needed based on consumer's response S3f Distinguishes effective communication
Knowledge	Behaviors	Skills
Collegial Communication & Conflict Resolution		
K4a Interprets differences in communication styles K4b Discusses effective strategies for communicating and resolving conflict K4c Describes the principles of group process and collaboration	B4a Acknowledges the role of each member of the health care team B4b Recognizes individual accountability in conflict resolution B4c Acknowledges the contributions of others in helping consumer and families achieve health goals	S4a Communicates effectively with colleagues S4b Contributes toward conflict resolution S4c Utilizes evidence-based practice communication approach to transfer care responsibilities to other professionals whenever consumers experience transitions in care and across settings
Knowledge	Behaviors	Skills
Teaching/Learning		
K5a Describes how different learning styles influence education of consumers and families K5b Identifies differences in auditory, visual, and tactile learning styles K5c Describes the principles of teaching and learning K5d Describes the three domains of learning: cognitive, affective, and psychomotor K5e Describes the concept of health literacy K5f Describes the process of cooperative learning	B5a Recognizes different means of communication used by consumers and families B5b Accepts the role and responsibility for providing health education to consumer and families B5c Recognizes the need for teaching in all three domains of learning B5d Recognizes the consumer's and family's right to know the reason for chosen interventions	S5a Assesses factors that influence the consumer's and family's ability to learn, including readiness to learn, preferences for learning style, and levels of health literacy S5b Incorporates facts, values, and skills into teaching plan S5c Assists consumers and families in accessing and interpreting health information and identifying healthy lifestyle behaviors S5d Provides relevant and sensitive health education information and advice to consumers and families S5e Participates in cooperative

		learning S5f Discusses clinical decisions with consumers and families S5g Evaluates consumer and family learning
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Systems-Based Practice:

The MCHP graduate nurse 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 (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
K1 Describes the difference between microsystems and macrosystems in health care	B1a Acknowledges the role of new staff nurses in the operations of an effective microsystem B1b Recognizes how the elements of the microsystem impact one's practice	S1 Plans, organizes and delivers consumer care in the context of the work setting level
K2a Describes the impact of macro-system changes on planning, organizing, and delivering care in the work setting K2b Describes interrelationships among nursing, the nursing work unit, and organizational goals	B2a Recognizes the complexity of the work setting environment B2b Recognizes the complexity of the individual and group practice on a care setting B2c Recognizes the impact of one's decisions on the care setting B2d Recognizes the importance of work setting systems in providing supplies, medications, equipment, and information in a timely and accurate fashion B2e Acknowledges one's own role in identifying work setting inefficiencies and operational failures	S2a Considers the influences of the macro-system when making consumer care decisions S2b Seeks to solve problems encountered at the point of care S2c Informs management of problems encountered in daily practice and informs those who can facilitate resolution S2d Identifies inefficiencies and failures, such as those involving supplies, medications, equipment, and information S2e Participates in solving work unit inefficiencies and operational failures that impact consumer care, such as those involving supplies, medications, equipment, and information
K3a Describes the concept of consumer care delivery models K3b Describes the role and responsibilities as a member of the health care team in planning and using work unit resources to achieve quality consumer outcomes K3c Describes the relationship between the outcomes of one's own nursing care and work unit resources	B3a Acknowledges the tension that may exist between a goal-driven and a resource-driven consumer care delivery model B3b Acknowledges contributions of each member of the health care team to the work unit B3c Manages one's own time as a critical resource B3d Establishes partnerships required to coordinate health care activities that can affect work performance	S3a Considers resources available on the work unit when contributing to the plan of care for a consumer or group of consumers S3b Collaborates with members of the health care team to prioritize resources, including one's own work time and activities delegated to others, for the purposes of achieving quality outcomes S3c Evaluates outcomes of

		one's own nursing care S3d Collaborates with others, uses evidence to facilitate work unit change to achieve desired consumer outcomes
K4 Describes the role and responsibilities as consumer advocate, assisting consumer in navigating through the health care system	B4a Assumes role and responsibilities as consumer advocate B4b Partners in providing high quality consumer care B4c Effectively communicates and shares information across disciplines and throughout transitions in care B4d Utilizes education and referral to assist the consumer and family through transitions across the continuum of care	S4a Serves as a consumer advocate S4b Assists consumers and families in dealing with work unit complexities S4c Uses education and referral to assist the consumer and family through transitions across the continuum of care
K5a Describes the influence of legal, political, regulatory, and economic factors on the delivery of consumer care K5b Identifies different models of health care financing and regulation can influence consumer access to care	B5a Considers that legal, political, regulatory, and economic factors influence the delivery of consumer care B5b Remains informed of how legal, political, regulatory, and economic factors impact professional nursing practice	S5a Provides care based on current legal, political, regulatory, and economic requirements S5b Articulates issues at the work unit level that impact care delivery
K6 Describes global aspects of health care	B6a Acknowledges the potential of the global environment to influence consumer health B6b Acknowledges the potential of the global environment to influence nursing practice	S6 Engages in self-reflection on one's role and responsibilities related to global health issues

Informatics and Technology:

The MCHP graduate nurse demonstrates proficiency in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision making for safe practice (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
K1 Describes concepts included in basic computer competencies	B1 Recognizes the importance of basic computer competence to contemporary nursing practice	S1 Demonstrates proficiency in computer systems in the work setting
K2 Describes the importance of information and technology skills as essential to the professional nurse	B2a Recognizes that health computing will become more common B2b Acknowledges the necessity for all health	S2a Integrates selected electronic resources and integrates them into a professional knowledge base S2b Evaluates information and

	professionals to seek lifelong, continuous learning of information technology skills	its sources critically and incorporates selected information into his or her own professional knowledge base S2c Seeks education about how information is managed in the care setting before providing care S2d Performs basic troubleshooting when using applications
K3 Defines the impact of computerized information management on the role of the nurse	B3 Acknowledges own role in influencing the attitudes of other nurses toward computer use for nursing practice and education	S3a Accesses essential information effectively and efficiently S3b Applies sources of data that relate to contemporary standards of practice and consumer care S3c Applies appropriate technologies in the process of assessing and monitoring consumers
K4 Describes the use and importance of nursing data for improving practice	B4 Recognizes the importance of nursing data to improve nursing practice	S4a Utilizes information effectively to accomplish a specific nursing purpose S4b Applies information technology to enhance own knowledge
K5 Describes the computerized systems presently utilized to facilitate consumer care	B5 Recognizes the importance of technology on consumer care	S5a Applies technology and information management tools to support safe processes of care and evaluate impact on consumer outcomes S5b Accesses, enters, retrieves and applies data necessary locally for consumer care S5g Evaluates and applies information management technologies for consumer education
K6 Describes consumers' rights as they pertain to computerized information management	B6 Protects the privacy and confidentiality of protected health information in electronic health records	S6a Discusses the principles of data integrity, professional ethics, and legal requirements S6b Maintains privacy and confidentiality of consumer information S6c Describes ways to protect data S6d Recognizes and responds to viruses and other system risks S6e Maintains the integrity of information and access necessary for consumer care within an integrated computer-based consumer record

<p>K7 Describes the rationale for involving the interdisciplinary team in the design, selection, implementation, and evaluation of applications and systems in health care</p>	<p>B7 Promotes nurses' involvement in design, selection, implementation, and evaluation of information technologies to support consumer care</p>	<p>S7a Provides input to the design, selection, and application of information technologies to support consumer care S7b Participates in interdisciplinary teams to make ethical decisions regarding the application of technologies and the acquisition of data</p>
<p>K8a Recognizes the time, effort, and skill required to develop reliable and effective health care technology K8b Identifies appropriate technology for assessing and monitoring consumers' conditions K8c Describes examples of how technology and information management are related to the quality and safety of consumer care</p>	<p>B8 Promotes technology as a tool that can be used to improve nursing care safety and quality</p>	<p>S8a Adapts the use of technologies to meet consumer needs S8b Teaches consumers about health care technologies S8c Utilizes information technologies to document and evaluate consumer care, advance consumer education, and enhance the accessibility of care S8d Advocates for consumers as systems users S8e Identifies the appropriate technology to capture required consumer data S8f Determines the nature and extent of information needed S8g Responds appropriately to clinical decision-making supports and alerts (e.g., physiological monitoring alarms, telemetry alarms, medication alerts) S8h Utilizes information management tools to monitor outcomes of care processes S8i Utilizes data and statistical analyses to evaluate practice and perform quality improvement</p>
<p>K9 Describes general applications available for research</p>	<p>B9 Promotes technology as a tool for generating knowledge</p>	<p>S9a Conducts on-line literature searches S9b Extracts data from clinical data sets S9c Provides for efficient data collection S9d Utilizes applications to manage aggregated data S9e Contributes to evidence that supports practice</p>

Safety:

The MCHP graduate nurse 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 (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
K1 Describes evidence-based resources/principles on a foundation of clinical reasoning and critical thinking for safe practice	B1 Acknowledges resources and principles that drive clinical reasoning and critical thinking	S1 Applies clinical reasoning and critical thinking for safe practice
K2 Identifies human factors and basic safety design principles that affect safety	B2 Recognizes the cognitive and physical limitations of human performance	S2 Demonstrates effective use of technology and standardized practices that support safe practice
K3 Describes the benefits and limitations of commonly used safety technology	B3 Recognizes the tension between professional autonomy and standardization	S3 Demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others
K4 Discusses effective strategies to enhance memory and recall and minimize interruptions	B4 Recognizes that both individuals and systems are accountable for a safety culture	S4 Utilizes appropriate strategies to reduce reliance on memory and interruptions
K5a Delineates general categories of errors and hazards in care K5b Describes factors that create a culture of safety K5c Describes optimal processes for communicating with consumers/ families experiencing adverse events	B5a Recognizes the importance of transparency in communication with the consumer, family, and health care team around safety and adverse events B5b Recognizes the complexity and sensitivity of the clinical management of medical errors and adverse events	S5a Participates in collecting and aggregating safety data S5b Utilizes organizational error reporting system for “near miss” and error reporting S5c Communicates observations or concerns related to hazards and errors involving consumers, families, and/or health care team S5d Utilizes timely data collection to facilitate effective transfer of consumer care responsibilities to another professional during transitions in care (“hand-offs”) S5e Discusses clinical scenarios in which sensitive and skillful management of corrective actions to reduce emotional trauma to consumers/families is employed
K6 Describes how consumers, families, individual clinicians, health care teams, and systems can contribute to promoting safety and reducing errors	B6 Recognizes the value of analyzing systems and individual accountability when errors or near misses occur	S6 Participates in analyzing errors and designing systems improvements

K7a Describe processes used in analyzing causes of anticipated events K7b Discusses potential and actual impact of established consumer safety resources, initiatives and regulations	B7a Promotes a system of “Just Culture” B7b Recognizes industry benchmarks intended to improve performance, processes and outcomes	S7 Utilizes established resources to assure safe practice
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Quality Improvement:

The MCHP graduate nurse 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 (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
K1 Describes nursing contribution to improving systems of care and outcomes	B1a Recognizes that quality improvement is an essential part of nursing B1b Recognizes that team relationships are important to quality improvement	S1a Seeks information about quality initiatives in their own care settings and organization S1b Seeks information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources S1c Participates in the use of quality improvement processes
K3 Describes the importance of variation and measurement in providing quality nursing care	B3a Acknowledges how standardization supports quality consumer care B3b Recognizes how unwanted variation compromises care	S3 Participates in the use of quality improvement tools to assess performance and identify gaps and promote best practices
K4 Describes approaches for improving processes and outcomes of care	B4 Recognizes the value of what individuals and teams can do to improve care processes and outcomes of care	S4 Participates in the use of quality indicators and measures to evaluate the effect of changes in the delivery of care

Geriatrics:

The MCHP graduate nurse values the unique psychosocial, physical, and cultural attributes of the older adult in order to promote healthy aging and provide safe and effective care (Adapted from the Maine Nurse: Nursing Core Competencies, 2009).

Knowledge	Behaviors	Skills
K1a Promotes healthy aging for older adults K1b Identifies components of person-centered plans for maintaining older adult health and dignity	B1a Respects an older adult’s life history B1b Acknowledges the older adult’s independence and ability to self-direct B1c Acknowledges autonomy of an older adult	S1a Assesses older adults’ functional health using evidence-based nursing practice tools S1b Demonstrates a basic ability to communicate with an older adult

	B1d Recognizes the diversity of the older adult population	
<p>K2a Identifies nursing role in advocating for older adults</p> <p>K2b Recognizes importance of person-first language in communication with an older adult</p> <p>K2c Identifies barriers to communication with an older adult</p> <p>K2d Defines common communication barriers in an older adult including cognition, sensory, or literacy</p>	<p>B2a Values role of caregiver for an older adult including older adults who are cognitively impaired</p> <p>B2b Recognizes personal biases, beliefs, and values related to aging</p> <p>B2c Recognizes cultural, ethnic, and spiritual aspects of aging</p>	<p>S2a Demonstrates ability to communicate with an older adult who has cognitive, sensory, or literacy barriers</p> <p>S2b Assesses symptoms related to geriatric syndromes and common illnesses of older adults</p> <p>S2c Demonstrates respectful person-centered plan of care in collaboration with an older adult and/or their caregiver(s)</p>
<p>K3a Identifies system barriers to aging in place</p> <p>K3b Identifies importance of interdisciplinary team in caring for older adults</p>	<p>B3a Recognizes the importance of advocating for communication support of the older adult</p> <p>B3b Recognizes the importance of the interdisciplinary team in helping an older adult and/or their caregiver(s) make healthcare decisions</p>	<p>S3a Provides care to older adults across the continuum of care (home, acute care, skilled nursing/long term care, and community based long term care settings), including at end of life</p> <p>S3b Demonstrates ability to provide supportive communication for an older adult during transition of care</p> <p>S3d Demonstrates an understanding of the role of nursing in managing a nursing team to provide care to an older adult</p> <p>S3e Differentiates role of advocacy in working with older adults</p> <p>S3f Reviews social barriers to aging in place including but not limited to, transportation, access to medications, caregiver support, and basic needs</p> <p>S3g Demonstrates knowledge of community-based aging network resources including the Administration of Aging, state unit on aging, community action programs, and area agencies on aging.</p>
<p>K4a Recognizes role of technology in improving functional health of older adult</p> <p>K4b Recognizes use of technology in improving care of and communication with older adults and caregivers</p>	<p>B4 Recognizes role of technology as a communication and safety tool for older adults and their caregiver(s)</p>	<p>S4a Practices referral and/or use of assistive devices and technology to support safety and independence of an older adult</p> <p>S4b Reviews use of emerging electronic communication methods designed to improve</p>

		consumer centered communication with older adults and caregivers S4c Reviews financial barriers to aging in place including, but not limited to, health reform, Medicare/Medicaid, long term care planning, and Social Security
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STUDENT SIGNATURE PAGE

I _____ have received the Student Handbook and I agree to abide by the established policies and procedures for continued progression in the RN-BSN program at MCHP.

Student Signature

Date