

Maine College of Health Professions

Education that Enriches Lives

Student
Handbook
Associate
Degree
Nursing
Program
2019-2020

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ACCREDITATION AND REGULATING AGENCIES

GOVERNING ORGANIZATION ACCREDITATION

THE NEW ENGLAND COMMISSION OF HIGHER EDUCATION (NECHE)

Accrediting Agency: New England Commission of Higher Education

Current Accreditation Status: Accredited

Date of Last Review: April 15 and 16th, 2019

Date of Next Review: 5 years, 2024

The New England Commission of Higher Education Inc. 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.

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.

ASSOCIATE DEGREE NURSING PROGRAM ACCREDITATION

ACCREDITATION COMMISSION FOR EDUCATION IN NURSING (ACEN)

Date of Initial Accreditation: 1989

Date of Last Review: 2012

Current ACEN Accreditation Status: Accredited

Date of Next Review: 2/25/2020

ACEN Accreditation Standards and Criteria 2017

ACEN Mission

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 Purpose

The purpose of the ACEN is to provide specialized accreditation for all types of nursing programs, including clinical doctorate/DNP specialist certificate, master's/post-master's certificate, baccalaureate, associate, diploma, and practical nursing programs. The ACEN accredits nursing programs in secondary, postsecondary, and hospital-based governing organizations that offer certificates, diplomas, or degrees.

Goals

As the leading authority in nursing accreditation, the goal of the ACEN is to strengthen quality of nursing education through a common core of standards and criteria that:

- Establishes supportive partnerships
- Advocates self-regulation
- Promotes peer review
- Fosters educational equity, access, opportunity, mobility, and preparation of employment.
- Serves as a Title IV-HEA Gatekeeper (These include some practical nursing and all hospital-based diploma programs eligible to participate in programs administered by the United States Department of Education or other federal agencies.)

STATE REGULATORY STATUS

MAINE STATE BOARD OF NURSING (MSBON)

Regulatory Agency: Maine Board of Nursing

Status with Regulatory Agency: Good Standing

Date of Last Review: 2016

Date of Next Review: 2022

Dear Nursing Student,

Congratulations on selecting nursing as a career. The job market for our graduates is outstanding; Nursing is a long-respected profession concerned with the health and wellness of people of all ages. Nurses have a broad range of opportunities in hospitals, the military, public health, long-term care, and a variety of other settings. Nurses take care of patients by administering medications and treatments, teaching patients and families, and collaborating with doctors and other health care team members. Equally important, nurses help those in need. Earning an Associate Degree in Nursing opens the door to exciting job opportunities with competitive salaries and benefits.

The Associate Degree Nursing Program is one that takes much time and dedication. Realizing this, we would like to wish you all success as you make a commitment to yourself, this course of study, and the health and well-being of the community. The faculty and staff offer our assistance in helping to make your matriculation at Maine College of Health Professions a fulfilling one.

Very truly yours,

A handwritten signature in cursive script that reads "Lynne Gotjen".

Dr. Lynne Gotjen
Dean of Nursing

INTRODUCTION

The Maine College of Health Professions (MCHP) has been preparing individuals to enter the field of nursing since 1891. We have graduates who are working in many places around the world and are making a valuable contribution to quality health care. We welcome you as you begin the journey to join their ranks.

The MCHP ADN program is approved by the New England Commission of Higher Education, and the Accreditation Commission for Education in Nursing, Inc. (ACEN). After successful completion of the ADN program, a student is eligible to take the licensing exam (NCLEX-RN®) to become a Registered Nurse.

This Student Handbook has been prepared to provide guidance as you enter and progress through the Nursing Program and is to serve as an adjunct to the college catalog.

The purpose of this handbook is to provide the Associate Degree Nursing student with relevant information regarding the Maine College of Health Professions degree requirements, professional standards, policies, and procedures. These guidelines have been developed by the nursing faculty and are updated periodically

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.

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 Disability Support Services.

NURSING PROGRAM MISSION

The mission of the Nursing College 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; strengthen students' capacity to reason and make effective decisions as members of health care teams.

END OF PROGRAM STUDENT LEARNING OUTCOMES

The objective of Maine College of Health Professions' Nursing Program is to graduate nurses who are well-trained and demonstrate the knowledge, concepts and skills required to be a Registered Nurse.

1. Apply sound clinical judgment to provide high-quality, safe, compassionate, patient-centered care across the lifespan.
2. Communicate therapeutically with clients, families, and healthcare team members to assist in the achievement of desired healthcare outcomes.
3. Educate culturally diverse 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. Demonstrate professional nursing attributes and accountability.
6. Integrate evidence-based information and technology to communicate, manage knowledge, mitigate error, and support decision making.

END OF PROGRAM OUTCOMES

Consistent with the mission and goals of the MCHP Associates Degree in Nursing Program Core competencies established by the Maine Board of Nursing, the 6-NLN Integrating Concepts of Associate Degree Education, and the standards outlined by the ACEN for degree granting nursing programs, the following outcomes have been selected by the faculty to assist in measuring the quality and effectiveness of the program:

1. Demonstrate a cohort completion rate at or above 70%
2. Graduate classes that pass the NCLEX-RN with an annual (12 months)-80% pass rate on the first sitting;
3. Ninety percent of the graduates who graduate will become employed in nursing.
4. Graduates will verbalize reasonable satisfaction with their program of learning.
5. Graduates will demonstrate satisfactory nursing practice to their employers.

EDUCATIONAL OUTCOMES AND ORGANIZATIONAL FRAMEWORK

The curriculum supports the achievement of the end of program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments. Teaching and learning practices are congruent with expected student outcomes. The ADN program was developed according to two sets of professional standards and guidelines:

- 1) The Core Nurse Competencies established by the Maine State Board of Nursing (2009), and 2) the National League for Nursing, Six Integrating Concepts (2010). Maine Core Competencies.

The Maine Core Nurse Competencies

The 11 Maine core competencies have shaped the academic curriculum and professional practice standards at MCHP. Students are assessed on these competencies in every clinical course. The eleven core competencies are as follows:

- Professionalism
- Leadership
- Patient-Centered Care
- Evidence-Based Practice
- Teamwork and Collaboration
- Communication
- System-Based Practice
- Informatics and Technology
- Safety
- Quality Improvement
- Geriatrics

National League for Nursing-Six Integrating Concepts

The second set of professional standards that are incorporated into the ADN Program are derived from the National League for Nursing (2010), Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing.

The NLN Education Competency Work Group collaborated over a two-year period to evaluate how best to prepare graduates of nursing programs across the academic spectrum to function in an evolving, dynamic health care environment. They determined that there are six integrating concepts that provide the framework for nursing education.

The Six Integrating concepts are as follows:

1. Safety: Safety is the foundation upon which all other aspects of quality care are built.
2. Quality: Quality is operationalized from an individual, unit and systems perspective.
3. Team/collaboration: Team/collaboration-fostering open communication, mutual

respect, and shared decision-making to achieve quality patient care.

4. Relationship-Centered Care: Core to nursing practice, relationship-centered care includes caring; (therapeutic relationships with patients, families and communities; and professional relationships with members of the interprofessional team.
5. Systems-Based Care: Nurses practice in systems of care to achieve healthcare goals.
6. Personal/Professional Development: This refers to the individual's formation within a set of recognized responsibilities. It includes the notion of good practice, boundaries of practice, and professional identity formation (Integrating concepts and definitions are transcribed from NLN, 2010).

The ADN curriculum was developed, implemented, and continues to be revised to reflect relevant professional nursing standards and guidelines. Both individual and aggregate student outcomes throughout the program are based upon these professional nursing standards. The integration of these professional nursing standards and guidelines provides students with a framework for nursing practice.

REQUIREMENTS FOR GRADUATION

Students must earn a minimum cumulative nursing grade point average of 2.0 and a minimum grade of 74% "C" in each required general education course. Students must complete a minimum of 70 credit hours for the degree as listed in the curriculum plan for the class in which the student is enrolled. A minimum of one year of credits in the nursing major must be sponsored by and taken on the Maine College of Health Professions campus.

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

QUALIFICATIONS FOR LICENSURE

The Maine State Board of Nursing requirements for licensure are:

1. Completion of an approved four-year high school diploma or possession of the equivalent thereof (GED or HiSET).
2. Completion of a course of study not less than two years in an approved professional school of nursing.

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.
- Provide an official course description from the year the credits were earned (Check with the Registrar to determine the necessity of the course description).
- Receive a minimum grade of "C" in the course.
- Science courses for transfer credit must have been successfully completed within 10 years of matriculating into a program of study at the College.
- Degree specific courses for transfer credits must have been successfully completed within 2 years of matriculating into a program of study at the College.

A minimum of fifty percent (50%) of degree credit coursework must be completed through the College. Specific programs will require additional credits from the College. Exceptions are reviewed on an individual basis by the Dean. These courses must be congruent with the course descriptions published in the College catalog. The following is the list of courses that comprise the ADN program.

COURSES IN THE ADN CURRICULUM

CLP 100-Introduction to Clinical Practice (1-Credit)

The course will familiarize health profession students with the College policies, healthcare procedures, and technology. In addition, the course will facilitate the students' transition from the classroom to the clinical area. Emphasis will be placed on introducing the student to equipment and practices specific to the enrolled field of study.

***NUR 110 Health Assessment (2-Credits)**

The focus of this course is nursing assessment, including: a comprehensive health assessment using interviewing and physical assessment techniques; inspection, palpation, percussion, and auscultation; expected and common unexpected findings; differences based on age, ethnicity, and culture; identification of risk factors; and client education. The course will also include professional verbal and written communication of interview and assessment findings.

***NUR 115 Foundations of Clinical Practice (4-Credits)**

The focus of this course is to provide students with the knowledge needed to perform a comprehensive health assessment including history taking and physical examination using evidence-based communication and interview techniques, as well as inspection, palpation, percussion, and auscultation. Expected assessment findings and common unexpected findings will be discussed, as well as differences based on age, ethnicity, and culture. Students will utilize components of the nursing process to plan and provide safe patient centered holistic care using fundamental nursing skills. Identification of risk factors and related client education needs will be included. Professional verbal and written communication of interview and assessment findings will be addressed.

***NUR 120 Fundamentals of Nursing (2-Credits)**

The focus of this course is to introduce the nursing process as the organizing framework for the planning and delivery of care across the lifespan. The student will gain an understanding of the concepts of assessment, communication, professional behavior, while meeting the

nursing needs of patients.

***Indicates co-requisites. Students must pass both the lecture (NUR 110 and NUR 120) and the clinical course (NUR 115). If students are unsuccessful in either the lecture or clinical course, both courses must be repeated. For example, if students are unsuccessful in NUR 110, both NUR 110 and NUR 115 must be repeated (regardless of whether the student passed NUR 115). If students are unsuccessful in 120, both NUR 120 and NUR 115 must be repeated. If students are unsuccessful in NUR 115, both NUR 110 and NUR 120 must be repeated (regardless of whether the students passed NUR 110 and NUR 120).**

****NUR 130- Medical-Surgical Nursing I (3-Credits)**

The focus of NUR 130 is clinical inquiry, therapeutic interventions, and a system review approach that will emphasize the utilization of the nursing process for the safe delivery of care of adults and children. Holistic health care needs of individuals are an integral component of the course, along with common health problems encountered in each age group. The course will apply concepts of nursing care for the following body systems: hematological, gastrointestinal, hepatic, musculoskeletal, neurological, and immunological systems.

****NUR 131- Medical-Surgical Nursing I Clinical (3-Credits)**

The focus of Nursing 131 is to apply the knowledge and skills acquired in previous courses. Students will utilize the nursing process to initiate analysis, interpretation, and application of theoretical concepts in the clinical setting to achieve optimal patient outcomes.

****Indicates co-requisites. Students must pass both the lecture (NUR 130) and the clinical course (NUR 131). If students are unsuccessful in either the lecture or clinical course, both courses must be repeated.**

NUR 150-Pathophysiology (3-Credits)

The focus of NUR150 is to review and reinforce components of pathophysiology and their impact on homeostasis. The course will review metabolic, chemical, and physiological pathways related to cellular biology and biochemistry. Knowledge of the pathways will facilitate the formation of NANDA approved nursing diagnoses and the planning of patient care.

NUR 210-Pharmacology (3-Credits)

This course will introduce the science of pharmacology and the role of the registered nurse in the preparation, management, and administration of medications. Emphasis will be placed on the action, general uses, potential complications, and nursing assessment techniques and expected outcomes from medication administration. Laboratory values and nursing implications related to medication therapy will be highlighted.

NUR 212-Mental Health Nursing (3-Credits)

This course evaluates the mental health needs and treatments of individuals, families and groups. Emphasis is placed on the need for holistic care. Historical perspectives, theories concerning mental illness, signs and symptoms of disorders and the

development of treatment modalities will be discussed. The role of the nurse in contemporary care is examined.

NUR 213-Mental Health Nursing Clinical (1-Credits)

This clinical experience provides the opportunity to integrate psychiatric nursing theory to practice. Emphasis will be placed on utilization of effective therapeutic communication techniques, crisis intervention strategies, safe medication administration, and evidence-based practice.

*****NUR 220 Medical-Surgical Nursing II (3-Credits)**

The focus of NUR 220 will be on clinical decision-making, clinical inquiry, therapeutic interventions, and components of evidence-based care that will emphasize the utilization of the nursing process for the delivery of care of adults and children. The holistic health care needs of individuals are an integral component of the course, along with common health problems encountered in each age group. The course will reinforce nursing concepts for the following body systems: Lower gastrointestinal, respiratory, endocrine, cardiovascular, and the renal system.

*****NUR 221 Medical-Surgical Nursing II Clinical (3-Credits)**

The focus of Nursing 221 is to apply the knowledge and skills acquired in previous courses. Students will utilize the nursing process to demonstrate the ability to analyze, interpret, and apply concepts in the clinical setting to achieve optimal patient outcomes.

*****Indicates co-requisites. Students must pass both the lecture (NUR 221) and the clinical course (NUR 222). If students are unsuccessful in either the lecture or clinical course, both courses must be repeated.**

NUR 240-Maternal-Child Health Nursing (3-Credits)

The focus of NUR 240 is to introduce the student to the application of the nursing process in delivering care to the childbearing family and neonate. Topics will include prenatal care, labor and delivery, newborn care, care of the high-risk pregnancy, and postpartum complications. The student will develop a foundation of nursing knowledge in the care of the childbearing family.

NUR 241-Maternal-Child Health Nursing Clinical (1-Credits)

The focus of NUR 241 is to provide an opportunity for students to apply concepts learned in the classroom to the clinical setting for the care of the childbearing family and neonate. The student will care for children in various settings, as available.

******NUR 250 Medical-Surgical Nursing III (3-Credits)**

The focus of Nursing 250 is the application of knowledge obtained in NUR 130 and NUR 210. Students will demonstrate the ability to analyze and apply concepts which will lead to the ability to recognize factors that would lead to optimal patient outcomes for the patient with high acuity needs.

******NUR 251- Medical-Surgical Nursing III Clinical (3-Credits)**

The focus of Nursing 251 is to apply the knowledge and skills acquired in previous courses. Students will utilize the nursing process to demonstrate mastery in the ability to analyze, interpret, and apply concepts in the clinical setting to achieve optimal patient outcomes.

******NUR 261-NCLEX Review Course (2-Credits)**

The focus of this hybrid course is designed to help the graduating nursing student to prepare for the NCLEX – RN Certification examination and entry into the Register Nurse profession. This course will provide nursing students with a review plan to test and remediate on categories from the NCLEX- RN Detailed Test Plan. These categories include Health Promotion & Maintenance, Psychosocial Integrity, Safe & Effective Care Management, and Physiological Integrity. The course will also include test-taking strategies to aid the nursing student on how to approach complex questions while taking the NCLEX–RN examination****.

******Indicates co-requisites. Students must pass the following three courses: NUR 250, NUR 251, and NUR 261. If students are unsuccessful in one course; all three courses must be repeated. For example, if students are unsuccessful in NUR 250, both NUR 251 and NUR 261 must be repeated (regardless of whether the student passed these courses). If students are unsuccessful in NUR 251, both NUR 250 and NUR 261 must be repeated. If students are unsuccessful in NUR 261, both NUR 250 and NUR 251 must be repeated (regardless of whether students pass these courses).**

******NUR 261 is the final course completed in the associate degree nursing program. This course may be taken with NUR 250 and NUR 251. NUR 261 may not be taken before any other course in the curriculum.**

NUR 104-Bridge Course (6-Credits)

The purpose of this course is to reduce duplication of content and allow credit for previous learning for paraprofessionals (Paramedics and LPN's). This course introduces the nursing process as the organizing framework for the delivery of care to the paraprofessional. The transition of the paraprofessional to the nursing process will begin with the development of critical thinking skills required for professional practice. The holistic healthcare needs of individuals are explored along with common health problems encountered in each age group. Concepts of teaching and learning and managing of care are introduced. Students will acquire knowledge through theory, skills and experience. This course allows the student with a background in health care to complete the educational requirements for an associate degree in nursing in two semesters instead of the usual four semesters. The paraprofessional is given opportunities to challenge didactic and clinical experiences normally covered in the first two semesters of the nursing program (NUR 110, 120, 115, 130 & 131).

CREDIT-CLOCK HOURS

All three options of the ADN program have the equivalent of 70-credits. For example, the Bridge option requires that 41 of the credits must be earned at MCHP. The students entering the program are awarded 29- credits for 1000 hours of documented work experience in the healthcare field as an LPN or a paramedic. The other requirement for admission into the

program is pathophysiology. Students may take this course at the College or choose to CLEP out of the course. Either way, MCHP awards the additional 3-credits to the student. More specifically, students enter the Bridge Program with 32-credits. The bridge course consists of 6-credits. The second year of the ADN program consists of 22 nursing credits and 10 general education credits. When the bridge course is combined with the second year in the program, students have earned a total of 38 credits. The total program credits=70. This number is derived by adding the 32 credits awarded upon admission with the 38 credits earned by completing the 6-credit bridge course and 32 credits in the second year of the ADN program.

Clock hours represent the number of hours that students receive face-to-face instruction in the classroom, laboratory, simulation, or clinical area. For every credit hour that students receive in instruction they are also responsible for time spent preparing for lecture, lab, simulation, and clinical experiences. Upon successful completion of the ADN program, students are eligible to apply to take the RN-NCLEX examination.

TRADITIONAL DAY PROGRAM

The traditional daytime ADN program option consists of 70-credits. Twenty-seven credits are general education, and the remaining 43-credits are nursing courses. Students finish the program in four semesters. When students successfully complete the requisite 70-credits and graduate from the ADN program they are eligible to sit for the NCLEX-RN examination to become registered nurses. The curriculum for the traditional daytime program is depicted in Table 1.

Table 1
The Traditional Daytime ADN Program Curriculum

COURSE	SEMESTER ONE (Fall)	CREDITS
CLP 100	Introduction to Clinical Practice	1
*NUR 110	Health assessment	2
*NUR 115	Foundations of Clinical Practice	4
*NUR 120	Fundamentals of Nursing	2
ENG 101	College Writing	3
PSY 101	Introduction to Psychology	3
BIO 111	Human Anatomy & Physiology I	3
BIO 111L	Human Anatomy & Physiology I Lab	1
		19 Credits
COURSE	SEMESTER TWO (Spring)	CREDITS
**NUR 130	Medical-Surgical Nursing I	3
**NUR 131	Medical-Surgical Nursing I Clinical	3
NUR 150	Pathophysiology	3
PSY 201	Developmental Psychology	3
BIO 112	Human Anatomy & Physiology II	3
BIO 112L	Human Anatomy & Physiology II Lab	1
		16 Credits

COURSE	THIRD SEMESTER (Fall)	CREDITS
***NUR 220	Medical-Surgical Nursing II	3
***NUR 221	Medical-Surgical Nursing II Clinical	3
NUR 212	Mental Health Nursing	3
NUR 213	Mental health Clinical (7 weeks)	1
NUR 210	Pharmacology	3
BIO 213	Microbiology	3
BIO 213L	Microbiology Lab	1
		17 Credits
COURSE	FOURTH SEMESTER (Spring)	CREDITS
****NUR 250	Medical-Surgical Nursing III	3
****NUR 251	Medical-Surgical Nursing III Clinical	3
NUR 240	Maternal/Child Nursing	3
NUR 241	Maternal/Child Nursing Clinical (7 weeks)	1
HUM XXX	Humanities Elective	3
SSC XXX	Social Science Elective	3
***NUR 261	NCLEX RN Review Course	2
		18 Credits
Total Program Credits		70 Credits

EVENING-WEEKEND PROGRAM

There are a few important differences between the traditional ADN program and the evening-weekend ADN program options. Students in the evening-weekend option have completed all of the general education requirements prior to starting the ADN program, classes start after 2:00 p.m., and there is a chance that courses may be scheduled on a Saturday and/or a Sunday. The students enrolled in the daytime program begin in the fall and typically do not take courses during the summer. The evening-weekend program begins in the spring semester, and this student cohort attends class during the summer semester. Table 2 depicts the curriculum for the evening-weekend option of the ADN program.

Table 2
The Eve-Weekend ADN Program Curriculum

COURSE	SEMESTER ONE (Spring)	CREDITS
CLP	Introduction to Clinical Practice	1
NUR 110	Health assessment	2
NUR 115	Foundations of Clinical Practice	4
NUR 120	Fundamentals of Nursing	2
		9 Credits
COURSE	SEMESTER TWO (Summer)	CREDITS
NUR 130	Medical-Surgical Nursing I	3
NUR 131	Medical-Surgical Nursing I Clinical	3
NUR 150	Pathophysiology	3
NUR 210	Pharmacology	3
		12 Credits
COURSE	THIRD SEMESTER (Fall)	CREDITS
NUR 220	Medical-Surgical Nursing II	3
NUR 221	Medical-Surgical Nursing II Clinical	3
NUR 212	Mental Health Nursing	3
NUR 213	Mental health Clinical (7 weeks)	1
		10 Credits
COURSE	FOURTH SEMESTER (Spring)	CREDITS
NUR 250	Medical-Surgical Nursing III	3
NUR 251	Medical-Surgical Nursing III Clinical	3
NUR 240	Maternal/Child Nursing	3
NUR 241	Maternal/Child Nursing Clinical (7 weeks)	1
NUR 261	NCLEX RN Review Course	2
		12 Credits
MCHP Nursing Credits		43
General Education Credits Transferred		27
Total Program Credits		70 Credits

BRIDGE PROGRAM

The purpose of the Bridge Program is to reduce duplication of content and allow credit for previous learning for paraprofessionals (Paramedics and LPNs). Students earn 6-credits upon successful completion of the bridge course. This course allows the student with a background in health care to complete the educational requirements for an associate degree in nursing in two semesters instead of the usual four semesters. The student is given opportunities to challenge didactic and clinical experiences normally covered in the first two semesters of the nursing program (NUR 110, NUR 115, NUR 120, NUR 130, NUR 131 & NUR 150). There is the equivalent of 70 credits required in the bridge program. There are 6-credits in the bridge course, 22 nursing credits, 10 general education credits, 3-credits for pathophysiology (admissions requirement) and 29 credits awarded for 1000 documented work hours as a paramedic or an LPN and prior learning. Table 3 depicts the curriculum for the Paramedic/LPN-RN Bridge Program.

Table 3

The Paramedic/LPN-RN Bridge ADN Program Curriculum

COURSE	SEMESTER TWO (Summer)	CREDITS
NUR 104	Bridge Course	6
		6 Credits
COURSE	THIRD SEMESTER (Fall)	CREDITS
NUR 210	Pharmacology	3
NUR 220	Medical-Surgical Nursing II	3
NUR 221	Medical-Surgical Nursing II Clinical	3
NUR 212	Mental Health Nursing	3
NUR 213	Mental health Clinical (7 weeks)	1
BIO 213	Microbiology	3
BIO 213L	Microbiology	1
		17 Credits
COURSE	FOURTH SEMESTER (Spring)	CREDITS
HUM XXX	Humanities Elective	3
SSC XXX	Social Science Elective	3
NUR 250	Medical-Surgical Nursing III	3
NUR 251	Medical-Surgical Nursing III Clinical	3
NUR 240	Maternal/Child Nursing	3
NUR 241	Maternal/Child Nursing Clinical (7 weeks)	1
NUR 261	NCLEX RN Review Course	2
		18 Credits
MCHP Pathophysiology (CLEP or Class) Credits		3
Prior Learning 1000 Work Hours-Credits		29
MCHP Bridge Course Credits		6
MCHP Nursing Credits		22
MCHP General Education Credits		10
Total Program Credits		70 Credits

GENERAL EDUCATION

The ADN program includes 27 credits of general education. General education courses support the foundational knowledge of nursing concepts and offer learning experiences in the arts and humanities. The curriculum is designed to develop and broaden critical thinking and communication skills, as well as to enhance understanding of the practice of nursing across a broad range of patients in diverse populations. These general education core requirements must include; arts and humanities, social sciences, math, science, and behavioral sciences.

Table 4 depicts examples of the general education courses and the contribution to nursing practice. The requisite credits for each general education category are also outlined in the following table.

Table 4

General Education Courses, Contribution to Nursing Program, and Credit Requirement

General Education Course	Contribution to Nursing Program	Credit
Communication 102 English 101	Communications courses provide students with knowledge and skills to adequately write and analyze material throughout the program.	6
Biology 111 and 111Lab Biology 112 and 112Lab Biology 213 and 213 Lab	Biology courses and labs introduce students to concepts of human anatomy and physiology, facilitating students' understanding of pathophysiology, pharmacology, and nursing interventions	12
Introduction to Psychology PSY 101 Developmental Psychology PSY 210	Psychology courses provide students with an overview of human behavior. Content areas include: Learning, cognition, perception, biological systems, social and abnormal psychology, development, personality, and approaches to psychotherapy. Human growth and development introduce students to developmental stages across the lifespan.	6
Sociology 101	Sociology is a study of society, patterns of social relationships, social interaction and culture of everyday life. It is a social science that uses various methods of empirical investigation and critical analysis to develop a body of knowledge about social order.	3

PROFESSIONAL ORGANIZATIONS

Students are encouraged to become a member of a student nurse organization or professional nursing organization like, the Maine Organization of Associate Degree Nurses (OADN), 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 (2) weeks in advance to the Director. Attendance will not be counted as a school absence.

ALPHA DELTA NU HONOR SOCIETY

ETA ETA NU CHAPTER

The Alpha Delta Nu Honor Society was established by the Organization for Associate Degree Nursing (OADN). Maine College of Health Professions' Eta Eta Chapter was established in 2019. The purpose of the Alpha Delta Nu Honor society is to promote scholarship and academic excellence in the profession of nursing. The Alpha Delta Nu is the only Honor Society for students earning an Associate Degree in Nursing. Each chapter can set additional requirements and specific timeframes for provisional membership after a student has met the minimum standards:

- Earned grade of B or better in each nursing class
- No previous failures of any nursing class

Students would be invited to provisional membership after successful completion (see above) of at least one semester of a nursing course. Full membership is granted in the final semester. To be eligible for full membership, students must earn a grade of "B" or better in all courses, and consistently demonstrate integrity and professionalism in all classroom and clinical interactions.

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 and appreciate diversity influenced by socio-political and economic variables, and to apply their knowledge and skills as a student nurse in the "real world".

INTERPROFESSIONAL EDUCATION

Participation in Interprofessional education (IPE) activities is an expectation for matriculated students attending MCHP. Students must attend IPE events as scheduled in order to successfully fulfill this requirement. At times, students are required to self-schedule an IPE event; schedules are locked 7 calendar days before an IPE event. Students who would like to request a change within 7 days of the IPE event must speak with the IPE director to request a schedule change. IPE activities are created to enable students to address one or more of the Interprofessional Education Collaborative's 4 Core Competencies (2016): Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication, Teams and Teamwork.

POLICIES

GRADING POLICY

All of the courses in the associate degree nursing program require a grade of 74% or higher in order to receive credit for the course. **Students must earn a minimum of 74% before rounding occurs.**

Numerical and Grade Point Equivalence

Letter Grade	Numerical Grade	Grade Point Average
A	95 - 100	4.0
A-	90 - 94	3.7
B+	87 - 89	3.3
B	84 - 86	3.0
B-	80 - 83	2.7
C+	77 - 79	2.3
C	74 - 76	2.0
C-	70 - 73	1.7
D+	67 - 69	1.3
D	64 - 66	1.0
D-	60 - 63	.7
F	Below 60	.0

Students must earn at least 74% in order to pass the course.

PROTOCOL FOR ADMINISTRATION OF EXAMS

Nursing Examination Protocol is based on NCLEX Examination Candidate Rules

1. All books, papers, pocketbooks, turned off cell phones etc., are to be left in a designated area outside the testing room. Students are encouraged to secure belongings, especially valuables, in their car; the college is not responsible for lost or stolen items.
2. Students are encouraged to take care of physical needs prior to the exam. For exams less than 2 hours, students are allowed to leave the testing area to use the _____

bathroom only once for an urgent need, one student at a time, and must return before the end of the exam. During exams longer than two hours, students may use the bathroom once, one at a time, and must return before the end of the exam. Students are asked to not speak about the exam or questions in or near the student bathrooms for this reason.

3. After the student completes the exam, the student may leave the testing room quietly, but may not reenter the room until all students have completed the exam.
4. During an exam, the proctor will clarify typographical errors **only**; no question(s) related to the content will be answered.
5. Students who arrive after an exam has begun are to see the lead course faculty (after the exam is completed) to schedule a time to take the exam. Ten points will be deducted from the student's final test grade. Exceptions to this rule may be reviewed by the Dean.
6. Pencils, paper, calculators, highlighters, earplugs, and any other items needed for testing will be provided by the exam proctor.
7. No food is allowed in the testing area. Students may bring a beverage with a secure lid to their exam. Beverage containers will be subject to examination by the faculty prior to the exam.

TESTING POLICY

Starting with the Class of 2021, nursing students are required to earn a 74% testing average before any other weighted assessments are factored into their grade. A student who does not achieve a 74% average on examinations will fail the course, regardless of other assessment grades.

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.

ASSIGNMENTS

Assignments must be submitted by the due date. Failure to submit written work by the deadlines will result in the student receiving a "zero" on the assignment. Clinical paperwork must be submitted according to written rotation guidelines. Failure to submit clinical paperwork as required will result in an unexcused absence from the assigned clinical rotation.

INDIVIDUALIZED WRITTEN PLAN OF ACTION

An individualized written plan of action will be developed by a student and instructor, when a student:

1. has been placed on Academic Warning; fails to achieve a score of 80 in each nursing course examination; the student will also be required to complete a Loma Linda Test Taking Assessment.
2. fails to achieve a score equal to or higher than 850 (HESI) or the national passing score in each of the achievement examinations.
3. fails to achieve a score equal to or higher than 850 (HESI) or the national passing score on the designated exit examination.

The written plan of action must be submitted to the Course Faculty, Academic Advisor, and student file. Promotion and graduation are dependent on successful completion of each individualized written plan of action.

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

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

NURSING STUDENT CLINICAL 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.
5. Clinical experience is defined as time scheduled in a designated patient care area, lab, conference, alternative clinical experiences, application activities, community activity, and simulation.
6. Students who will be absent from any form of scheduled clinical experience must call their clinical instructor prior to the scheduled activity. (See individual clinical guidelines for further information).
7. Students are expected to plan for study time and personal obligations outside of scheduled clinical times. Coming in late and/or leaving early are not acceptable.
8. All clinical attendance is mandatory; however, if a student should miss clinical, the student must follow the clinical attendance policy. No partial clinical days will be granted. Students are required to be present for the entire clinical day. Students who leave clinical early or arrive late, will receive a clinical absence and must follow the clinical attendance policy. **Bereavement and mandated court appearances are not included in the clinical attendance policy; however, the student must provide appropriate documentation. All clinical experiences missed must be made up during the semester (this includes instructor call outs and snow days).**

FIRST ABSENCE PER SEMESTER: First clinical absence is defined as missing one preassigned day of clinical or laboratory experience. The student will have to make arrangements one week after the clinical or laboratory experience on how to make-up the absence, and meet with the Dean of the Nursing or designee. In addition, the student is required to make up the clinical or laboratory experience during the current semester. Finally, for the first clinical absence, students are required to pay MCHP \$100.00 by the end of the semester for the clinical absence (the fee does not include snow days, instructor call outs, mandated court appearances, or bereavement).

SECOND ABSENCE PER SEMESTER: Second clinical absence is defined as missing a second preassigned clinical day or laboratory experience. The student will have to make arrangements one week after the clinical or laboratory experience on how to make-up the absence, and meet with the Dean of the Nursing or designee. The student will be required to make up the clinical or laboratory experience during the current semester. Finally, for the second clinical absence, students are required to pay MCHP \$275.00 by the end of the semester for the clinical absence (the fee does not include snow days, instructor call outs, mandated court appearances, or bereavement).

THIRD ABSENCE PER SEMESTER: Upon a third absence, the student is required to meet with the Dean of Nursing or designee within one week of the clinical absence. A third absence will result in a failure of the clinical course unless extenuating circumstances are deemed appropriate by the Dean.

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:	
WCSH6 – Channel 6 TV	http://www.wcsh6.com
College Website	www.cmmccollege.edu
College Answering Machine	795-2860
Email Notification	Sonis Text Messaging

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.

All students must meet course and program objectives satisfactorily. Students are required to arrange employment and personal activities to avoid conflict with their course schedule. Participation at all teaching/learning activities is monitored. Students who are unable to attend class are responsible for obtaining the information that they have missed.

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

Technologically 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 required for future employment. Just as cell phones are turned off in a theater, it's necessary to have similar habits in the classroom, and during laboratory /simulation exercises.

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

It is a good rule to only place information on the internet that you expect to 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.

STUDENT CONDUCT

In Class

When you go to class, clinical, lab, or sim, 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. 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.
- Say please, and thank you.
- Do not conduct yourself with a sense of entitlement. Your faculty are experts in their areas, and they have experience that is worthy of your respect. The same is true for college administrators.
- 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.
- Don't shout or interrupt. If you have a question or comment, raise your hand and let the faculty work you into the flow of conversation professionally. (Remember that listening is more important than talking when you are thinking critically about an issue, so limit your off-the-cuff and irrelevant comments and let others be heard—and really listen to them).
- 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 your syllabus thoroughly.
- Do your homework to the best of your ability.
- Before criticizing others for your 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. (But do NOT send a text while driving.)
- When class, clinical, lab, or sim begins, put away all other work and end your conversations.
- Pay attention at all times (questions, liked fouled baseballs, can come at you fast, and they can hit you hard).
- Wait until class has ended before packing books and belongings.
- Remove sunglasses and earbuds or other listening devices unless you require them to participate.
- At MCHP, your class and other meeting space is your professional space. Respect it by not leaving trash or paper behind when you leave.
- Pay attention; no sleeping. Do not put your head on the desk—that’s just asking for trouble. The best way to manage this bit of professionalism is to always check your calendar a few days ahead. Anticipate meetings and class sessions, then plan and manage your time professionally so you are both ready and rested. That way, you will have meaningful contributions to make and you will be alert enough to make them. Whether it’s your participation evaluation in the classroom, peer evaluation, or your performance review at work, preparation and contribution are the keys to effectively scoring well on these reviews. So, make some tough executive decisions about how you will manage your life, and always be rested for your day.
- 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.
- Leave the classrooms and labs neat and orderly.

ASSIGNMENTS

- All assignments must be turned in on time. This is mandatory in life if you want to do well; get in the habit at MCHP and save a lot of grief on the job.
- All assignments and projects must be proofread and spell-checked. Nothing tells the boss “I don’t care” or “I think your assignment was stupid” more than a document with egregious spelling and grammar errors. This is another must.
- 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. We take intellectual property rights very seriously here at MCHP, too. 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.
- Communication with 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 unfamiliar
- 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

The following dress code shall be adhered to by all Maine College of Health Professions nursing students during all assigned clinical experiences:

1. All students are expected to be clean, neat, and professional in their 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. Piercings: the visible presence of any body piercing other than pierced ears is not acceptable.
4. Whenever possible, tattoos should be covered.
5. Complete official uniform, which includes:
6. College uniform, clean, well-pressed;
7. Navy blue scrub pants, a plain white scrub shirt with the MCHP patch placed on the left chest of the scrub top. Scrub pants/shirts are to be design free.
8. White skirt or all white scrub dress (with MCHP patch on left chest) may be worn, white pantyhose if wearing dress or skirt;
9. Clean white, navy blue, or black shoes and shoe laces or clean white leather nursing sneakers;
10. Watch with a second hand or digital watch;
11. Students may wear a clean white sweater or white scrub jacket with a MCHP patch on the left chest over their dress uniform;
12. Appropriate undergarments or under layers that are either white or not visible.
13. Light make-up may be worn.
14. Students may not wear perfume, nail polish, artificial nails, nail jewelry, or nail extenders;
15. Hair, if shoulder length or longer, must be worn up and away from the face; (off the collar in a bun, no long ponytails or braids);
16. Males should be clean shaven, or if a beard or mustache is worn, it must be kept neat and well groomed;
17. The MCHP identification name badge is required to be worn above the waist at all times while on campus and on clinical sites.
18. Shoes must be clean and in good repair. In clinical areas, appropriate footwear consists of a closed toe, fully covered top and secure heel to provide some protection against injury and exposure to chemicals and fluids. Footwear that presents safety or infection control concerns or loose-fitting shoes of any style, are not permitted.

The College uniform is required for all lab, clinical, and simulation learning experiences with the exception of the senior level mental health nursing clinical rotation. The College uniform may not be worn by students at any time while they are functioning as an employee in any facility. The College uniform may be worn **ONLY** when the student is functioning in an assigned clinical facility in the role of a student nurse. Facility specific identification badges must be worn when appropriate. Should an outside agency prefer

that MCHP students not wear the official College uniform; the alternate attire must be approved in advance by the Dean of the Nursing Program.

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. Positive Hepatitis B surface antibody titer (lab report required).
3. 2 Varicella immunizations or positive titer (lab report required).
4. ANNUAL Tuberculin Skin Test - 1-Step Tuberculin skin test (TST) (recommended test)
5. OR QuantiFERON-TB Gold In-Tube blood test (lab report required) OR T-SPOT blood test (lab report required). Tdap (tetanus/diphtheria/pertussis) – Written documentation of immunization within 10 years.
6. ANNUAL Tuberculin Skin Test - 1-Step Tuberculin skin test (TST) (recommended test)
7. OR QuantiFERON-TB Gold In-Tube blood test (lab report required) OR T-SPOT blood test (lab report required).
8. Tdap (tetanus/diphtheria/pertussis) – Written documentation of immunization within 10years.

Matriculated students are required to have an annual negative TB test. Positive TB test results will require appropriate medical follow up. Matriculated students are required to have documentation of an Influenza vaccine administered between 09/01 and 11/01 of the current influenza season OR obtain a MCHP Influenza Declination Waiver from the program director. Matriculated students must be able to perform the physical activities inherent in the role of a student in the Associate 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 for consideration of possible change of clinical assignment. The Dean will document the exposure with follow up action taken which will be filed in the student's record.

All student health information will be held in the strictest confidence. Each student who participates in clinical practice is responsible for continuous CPR certification while enrolled in the program. CPR certification must be a Basic Life Support Provider Course for

the Healthcare Professional through the American Heart Association or the American Red Cross. The student must upload documentation of CPR status to the College document tracker program. If CPR certification expires, the student will not be permitted to attend clinical practice until certification is active again.

Note: Students who are non-compliant with the requirements that are required for continued enrollment in the program will not be permitted to attend lecture or clinical courses until compliance is achieved. Missing clinical due to non-compliance will result in a clinical absence. Students will be required to pay clinical absence fees and follow the steps that are outlined in the MCHP Clinical Absence Policy.

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!

ASSIGNMENT OF CLIENTS IN THE CLINICAL AREA

Some clinical experiences will provide the student with research or preparation that is assigned prior to the start of the clinical day. The majority of assignments are made at the start of the clinical experience. Please see specific clinical guidelines for this information.

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.

PREPARATION PRIOR TO CLINICAL EXPERIENCE

Prior to assigned clinical experience, each student is expected to be prepared according to the requirements stated in the clinical guidelines for each rotation. When a student does not complete the specific information outlined in the clinical guidelines or is not prepared to deliver safe nursing care, the student will be dismissed from the clinical area. The lost clinical day will count as an absence and need to be made up. Written clinical assignments must be submitted according to written rotation guidelines. **Failure to submit written clinical assignments as required will result in a clinical absence.**

ELECTRONIC ACCESS TO HIPAA PROTECTED PATIENT INFORMATION

Students may electronically access patient records on their assigned clinical unit during their normally scheduled clinical hours. An exception to this policy will be made for students assigned to CMMC units only when the student's clinical hours are conducted in simulation or other clinically-related activities on campus within the Maine College of Health Professions building.

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.

CLINICAL PERFORMANCE ASSESSMENT

A midterm and final evaluation will be completed by the involved faculty member(s) within five (5) College days following completion of the clinical experience. Students and faculty will schedule the evaluations as a component of the clinical rotation. After the student has read the evaluation, responded to it and signed it, the faculty member will provide the student with a copy. The faculty member submits the signed evaluation to the Registrar. Non-compliance with the policies set forth in this Student Handbook shall be handled on an individual basis by College Administration

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 a grade of "F" per MCHP Records policy.

PROGRAM WITHDRAWAL

Students who decide to withdraw from the program must submit a formal letter of withdrawal and complete a formal exit interview with the Dean or designee, within one week prior to withdrawal from the program to be eligible for reenrollment. College withdrawal dates may be found in the current MCHP Academic Calendar.

LEAVE OF ABSENCE

Students wishing to take a leave of absence (LOA) must contact the Dean or designee. A request for a leave of absence must be submitted in writing, to the Registrar, and the request must be signed and dated by the student making the request. The LOA request/application must clearly explain the reason(s) for the LOA, and if known, how long the LOA is expected to last. The LOA must be requested in advance, unless the circumstances surrounding the LOA prevent it. For example, an accident, that renders the student unable to continue his/her studies for a period of time, would not be predictable and the LOA could not be requested in advance. Other circumstances could be predictable, although the timing might not always be the same. In other words, a scheduled event could be known three months in advance, but a family illness that is progressive might not be of an emergency nature until a turn takes it into such a stage.

A leave of absence may be granted for up to one hundred eighty calendar days within a 12- month period. The student must submit a completed Student Status Change Form for the LOA to be considered. The student will be notified of the decision in writing, within five (5) school days. For NSLDS enrollment reporting, a LOA should be reported as an "A".

The College's refund policy will apply to students who are granted a leave of absence.

Approved Leave of Absence -- A leave of absence (LOA), for Return of Title IV (R2T4) funds purposes is a temporary interruption in a student's program of study at MCHP. LOA refers to the specific time period during a program when a student is not in attendance at MCHP, but is not required if a student is not in attendance only for an institutionally scheduled break. However, a scheduled break may occur during a LOA.

A LOA at MCHP must meet certain conditions to be counted as a temporary interruption in a student's education instead of being counted as a withdrawal requiring MCHP to perform an R2T4 calculation. If a LOA does not meet the conditions in 34 CFR 668.22(d), the student is considered to have ceased attendance and to have withdrawn from the school, and the school is required to perform an R2T4 calculation. For a LOA to qualify as an approved MCHP LOA:

- MCHP must have a formal written policy regarding leaves of absence requiring that all requests for leaves of absence be submitted in writing, signed, dated, and include the reason for the student's request;
- The student must follow MCHP's policy in requesting the LOA;
- There must be a reasonable expectation that the student will return from the LOA;
- MCHP must approve the student's request for a LOA in accordance with the college's policy;
- MCHP may not assess the student any additional institutional charges, the student's need may not increase, and therefore, the student will not be eligible for any additional federal student aid;
- The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period;
- A MCHP student returning from a LOA must resume their educational

- program at the same point in the academic program that he or she began the LOA; and
- MCHP will explain to the student, prior to granting the LOA, the effects that the student's failure to return from a LOA may have on the student's loan repayment terms, including the expiration of the student's graceperiod.

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.

Individuals may be readmitted to a program one time. Individual exceptions due to extenuating circumstances will be considered by the Program Dean. Individuals must apply for re-entry as soon as feasible as space in the program is limited.

Upon successful readmission to the program, the student may be required to take any achievement exams completed in the preceding semester by the class in which they are enrolled. In addition, the student may be required to be clinically evaluated.

Readmission Criteria

(Re-entry) to the MCHP nursing program following withdrawal or failure to meet course or curriculum requirements: The student is eligible to apply for readmission to the MCHP Nursing Program under the following conditions:

- The student may be readmitted into the program once.
- Only one nursing course may be repeated.
- Readmission is individual, selective and on a space available basis.
- In any given semester, students applying for readmission will be rank-ordered based on their academic performance and those students with the highest GPAs will be given priority for readmission.

- Readmission into the ADN program is possible when the student has withdrawn by the college withdrawal date with failing status academically in a nursing course (this situation allows the student multiple retakes on a space available basis as per the College Academic Requirements on repetition of courses) if there are no other college-wide issues.
- When a former nursing student applies for readmission, he/she must:
 - a. Consult with the Program Dean and Admissions Coordinator.
 - b. Submit an application for readmission.
 - c. Be readmitted at the point within the program at which the student withdrew.
 - d. Be readmitted within one year of the withdrawal or dismissal.
 - e. Submit physical exams if records on file are more than a year old.
 - f. Submit updated CPR, immunization records, and an updated CBC
 - g. Meet the current curriculum requirements at the time of readmission
- Students who have been out of the program sequence for one year or more will be required to either enroll in a Special Topics course or retake specific courses, which will be evaluated on a case by case basis. Students re-entering the program will need to go through the application process.
- Readmission is individual, selective and on a space available basis.
- Students reapplying or returning to the program must complete/update Health Forms and Student Health Requirements. This is determined by the school's Admissions/Advisement Coordinator.

CHANGE IN HEALTH STATUS

Any student with a change in health status, for example, surgery, pregnancy, serious illness or injury, which requires special considerations, will provide the admissions coordinator and the clinical coordinator with a completed *Health Status Update Report* prior to attending the clinical area. The Health Status Update should include the following information:

1. Current written permission from the health care provider to complete the activities of the given semester in which the student is currently enrolled.
2. A written statement by the health care provider indicating activity limitations or restrictions.
3. Students with documented special circumstance/disability are expected to adhere to all Nursing Department requirements; including, attendance procedures, technical standards, and meeting the competencies and expectations of each Nursing course.

Students that are in a substance abuse treatment program must submit periodic *Health Status Update Reports*, as described in the current MCHP college catalog, and as required by the Health Professions Admissions Department.

If a new or recurrent health problem/limitation is identified at any time during enrollment in the Nursing Program, the faculty reserves the right to require a *Health Status Report* on an ongoing basis (including pregnancy) or submission of a *Health Examination Record* indicating that the student is able to meet the technical standards and competency expectations.

CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

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.

ACADEMIC PROBATION POLICY

In the event that a student receives a grade of C- or lower in any course(s) within one semester, the student will be placed on Academic Probation and must repeat the course(s). A student may be placed on Academic Probation once during the program.

A minimum grade of C (74) must be attained in any course required for the major. Students who fail to obtain a grade of C (74) in a course required for the major will not be permitted to enroll in any course for which that course is a pre-requisite, until the C (74) grade requirement for the pre-requisite course has been met.

Students are permitted to repeat a failed course (grade below 74) required for the major only once. Failure to successfully complete the course on the second attempt will result in dismissal from the program. The program will extend beyond the published program length since most courses are taught only once per year. The student must enroll in the semester approved by the Registrar and stated in the Academic Probation Plan. Enrollment will be based on space availability in the class.

If space is not available in the class, the student will work with the dean to establish next steps. Academic Probation is designed to allow the individual to resolve barriers to success and improve academic skills and program knowledge. Academic Probation requires completion of an approved Academic Probation Plan. Failure to comply with this requirement will result in immediate student dismissal from the College.

Academic Probation Plan – The student must:

Meet with their Advisor to discuss learning needs, barriers to success, strengths, and recommendations to develop and submit a complete Academic Probation Plan prior to the end of the Add/Drop Period for the next semester in which they will enroll. Meet with the Registrar, Financial Aid Specialist, and Bursar to review their status with each. Submit the completed Academic Probation Plan in person to a College representative who will stamp the date and time on the sealed envelope. Refer to the Academic Probation Plan Guidelines and the College Academic Calendar for the Add/Drop period.

Academic Probation Plan Process: (please refer to the Academic Probation Policy for complete details). The individual must complete the Academic Probation Plan and Process as outlined below by the due dates:

- a. Determine the next course(s) within your curriculum plan.
- b. Determine the add/drop deadline for this course(s) as listed in the Academic Calendar.
- c. Email the Dean of the Program, Program Advisor, Registrar, Financial Aid Specialist, and Bursar with your next course (s) planned, your deadline date, and a request to meet with each.
 1. Meet with the Program Advisor to discuss learning needs, barriers to success, strengths, and recommendations.
 2. Meet with Registrar to review their status.
 3. Meet with Financial Aid Specialist to review their status.
 4. Meet with Bursar to review their status (student account arrangements and payment plans).
- d. Write a detailed academic probation plan outlining items that have been identified as barriers to success, strengths and specific steps to be taken to mitigate the barriers and enhance strengths. Include any student account issues if appropriate.
- e. Meet with the Program Dean for final APP approval. Bring the APP and any supporting documents for review and final submission.
- f. If the APP is not submitted and approved by the deadline, the student is dismissed from the College and withdrawn from any registered courses.

STUDENT FAIR TREATMENT POLICY AND PROCEDURES

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.
- Offensive statements or disrespectful behavior.

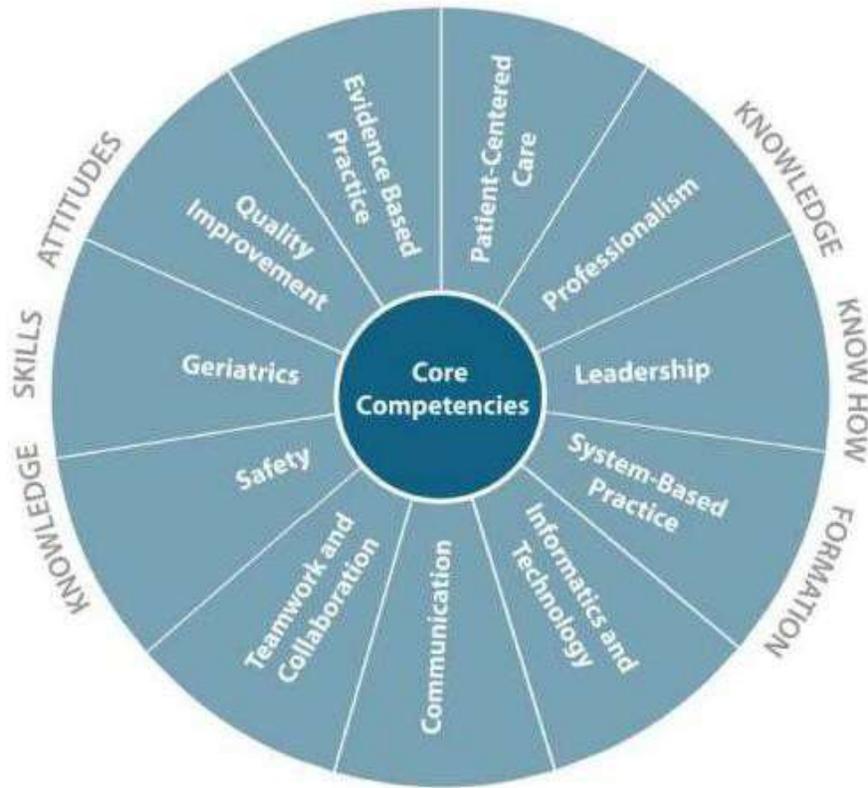
Table 5*Nursing Faculty and Staff*

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
Nicole DeBlois, Registrar Financial Aid Counselor	207-795-2270
Lesa Rose, MBA Vice President of Financial Services	207-330-7743
Dr. Alexander Clifford, PhD Vice President of Academic and Student Affairs	207-795-2858
Susan Perry, Bursar	207-795-2649
Melissa Wetherby, MAT, MSOT Instructional Design ADA Coordination	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
FACULTY INTERNS	
INTERN	ASSIGNED WORK AREAS
Joan Anderson, BSN, RN	LPN Program Mentor: Leanne Moreira
Lauren Boucouvalas, BSN (5/2020), RN	Simulation lab Mentor: Michelle Thibault
Lindsay Maines, RN	Med. Surg. I & Pathophysiology

	Mentor: Anita Day
Katie Hall, RN	Simulation Lab Mentors: Michelle Thibault, Leanne Moreira

Maine Nurse Core Competencies

June, 2013



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 associate degree nursing at MCHP.

Student Signature

Date