Maine College of Health Professions

Education that Enriches Lives

Student Handbook
Associate Degree Nursing (ADN) Program

2025-2026

MCHP
Maine College of Health Professions

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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: March 2023
Date of Next Review: Spring 2033

The New England Commission of Higher Education, Inc. (NECHE) is a non-governmental, nationally recognized accrediting body whose affiliated institutions range from elementary schools to colleges and universities offering post-graduate education. Accreditation by NECHE signifies that an institution meets or exceeds established standards of institutional quality, as determined through periodic peer review.

An accredited institution demonstrates that it possesses the necessary resources to fulfill its mission through appropriate educational programs, is actively achieving its stated goals, and provides reasonable evidence that it will continue to do so in the future. Accreditation also reflects a commitment to institutional integrity.

NECHE accreditation applies to the institution. It does not guarantee the quality of every course or program, nor does it ensure the competence of individual graduates. However, it does offer reasonable assurance of the overall quality of the educational opportunities provided to students.

Questions regarding an institution's accreditation status should be directed to the College's administrative staff. Inquiries may also be made directly to the New England Commission of Higher Education.

Associate Degree Nursing Program Accreditation

Accreditation Commission for Education in Nursing (ACEN)

Date of Initial Accreditation: 1989
Date of Last Review: June 2022
Current ACEN Accreditation Status: Continued Accreditation
Date of Next Review: Spring 2028
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: December 2021
Date of Next Review: Spring 2028

Dear Nursing Student,

Welcome to MCHP's Associates Degree Nursing (ADN) program. The nursing department has a long track record of developing exceptional registered nurses who are sought after upon program completion. In the State of Maine and the New England Area, nurses have significant employment opportunities in various disciplines such as long-term care, acute care, home health, primary care, emergency care, wound care, and many more. The goal of the ADN program is to provide students with various learning experiences to foster critical thinking and clinical judgment, promote lifelong learning, and create a growth mindset for learning.

The ADN program requires dedication, time, and immense effort. The nursing department wishes each student much success in completing this degree. The faculty and staff offer student assistance to help them make their dreams of achieving this Program a reality.

Thank you,

Leanne Moreira, Ph.D., MSN, RN

Interim 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 everyone. Faculty, staff, and students should be aware that discrimination and harassment based on race, color, religion, gender, national origin, age, disability, or veteran status of individuals or any other subgroups 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 accommodation, 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; and strengthen students' capacity to reason and make effective decisions as members of health care teams.

End of Program Student Learning Outcomes

1. Appraise the nurse's role as a member of the interprofessional healthcare team.
2. Assemble current evidence-based practices to provide safe patient care practices by using clinical judgment and the nursing process.
3. Evaluate personal bias to optimize patient outcomes as they relate to social determinants of patient health.
4. Consider communication strategies to provide a therapeutic environment.
5. Assess the registered nurse’s scope of practice to ensure the quality of nursing care.

End of Program Outcomes

Consistent with the mission and goals of the MCHP Practical Nursing Certificate Program Core competencies established by 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. Graduating class that pass the NCLEX-RN with an annual (12 months)-80% pass rate on the first sitting.
3. Ninety percent (90%) of the graduating class will have employment in nursing within six (6) months after they graduate.
4. Graduates will demonstrate reasonable satisfaction with their program of learning.

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 the National League for Nursing (NLN) professional standards and competencies:

National League for Nursing-Six Integrating Concepts

The ADN program has integrated the NLN four competencies and six integrating concepts into the curriculum. These integrating concepts provide the framework for nursing education.

The Four Competencies

1. Spirit of Inquiry: Examine the evidence that underlines clinical nursing practice to challenge the status quo, question underlying assumptions and offer new insights to improve the quality of care for patients, families, and communities.

2. Professional Identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.

3. Nursing Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients, families, and communities.

4. Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

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, 2014).

The ADN curriculum was developed, implemented, and continues to be revised to reflect relevant professional nursing standards and competencies. Both individual and aggregate student outcomes throughout the program are based upon these professional nursing standards. The integration of these professional nursing standards and competencies 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 associate degree program as listed in the curriculum plan for the class in which the student is enrolled. A minimum of fifty percent (50%) of credits in the nursing major must be sponsored by and completed at the MCHP. All courses listed as NUR must be obtained at the Maine College of Health Professions.

Students are required to complete IPE activities each semester. Students who do not complete IPE requirements must follow the academic probation policy.

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. Provide SSN as a part of the online application
2. Applicants must complete an accredited nursing program, which typically includes either an Associate Degree in Nursing (ADN) or a Bachelor of Science in Nursing (BSN).
3. Pass the NCLEX-RN exam
4. Pass a criminal background check

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 Curriculum

NUR 110 Health Assessment

2 Credits

This course explores the nurse's role in performing a physical assessment for patients with varying disorders, diseases, and needs across the lifespan. Students will investigate how and when to perform comprehensive and focused physical assessments including interview skills, data collection, and physical assessment techniques: inspection, palpation, percussion, and auscultation. This course provides students an opportunity to examine expected and unexpected assessment findings with an emphasis on differences based on age, ethnicity, culture, and diversity. Students will explore basic laboratory and health promotion assessment findings. This course will differentiate documentation skills of assessment findings through professional verbal and written communication.

Corequisites: NUR 115, NUR 120

NUR 115 Foundations of Clinical Practice

4 Credits

This clinical course is designed to give students hands-on experience in performing basic nursing procedures covered in the fundamentals and health assessment courses. Students will practice and demonstrate their skills in a safe and supervised clinical environment. During the clinical course, students will practice and demonstrate skills needed to care for patients in various healthcare settings. Students will apply the principles of patient-centered care, cultural sensitivity, and effective communication techniques in real-life patient care situations. Students will work with diverse patient populations with varying healthcare needs and examine how to provide patient-centered care.

Corequisites: NUR 110, NUR 120

NUR 120 Fundamentals of Nursing

2 Credits

This course's focus is to introduce the nursing process as the organizing framework for the planning and delivery of care across the lifespan. Students will explore critical thinking and clinical judgment to make informed decisions about the best course of action for their patients. The major focus of the course is the nursing process and providing safe patient care to patients with diverse needs throughout their lifespan. Overall, this course will provide students with a foundation of therapeutic communication, professionalism, and evidence-based practice.

Corequisites: NUR 110, NUR 115

NUR 125 Pathophysiology/Pharmacology Pt. 1

3 Credits

This course will introduce the concepts of Pathophysiology and Pharmacokinetics as they relate to the nursing process. Emphasis will be placed on the action, general uses, potential complications, and nursing implications. Knowledge of the interaction between pharmacology and pathological pathways will facilitate planning client care and promoting optimal outcomes across the lifespan.

Prerequisites: NUR 110, NUR 115, NUR 120, BIO 111/111L

NUR 130 Medical-Surgical Nursing I

3 Credits

This course introduces the nurse's role in medical-surgical nursing care with a focus on clinical inquiry and therapeutic interventions. The course uses a system review approach that will emphasize the utilization of the nursing process for the safe delivery of care for adults and children. Students will explore the best methods for providing patient-centered care to diverse patient populations across the lifespan. Holistic healthcare needs of individuals are an integral component of the course, along with common health problems encountered in each age group.

Prerequisites: NUR 110, NUR 115, NUR 120, BIO 111/111L. Corequisite: NUR 131

NUR 131 Medical-Surgical Nursing I Clinical

3 Credits

This clinical course is designed to provide practical experience in applying nursing concepts from the Medical-Surgical I course to patients with medical-surgical diseases and disorders. The course provides students with the opportunity to work in a variety of healthcare settings and gain hands-on experience with patients across the lifespan. Students focus on summarizing the pathophysiology of diseases and disorders to provide comprehensive care to patients, while also practicing how to document and communicate patient needs effectively to patients, families, and members of the healthcare team. The course will emphasize safe patient care, including the administration of medications and dosage calculation. Students will also examine how to provide patient-centered care to diverse patient populations. The course will cover the RN scope of practice, including delegation and collaboration with the interprofessional team.
Prerequisites: NUR 110, NUR 115, NUR 120, BIO 111/111L. Corequisite: NUR 130

NUR 212 Mental Health Nursing

3 Credits

In this course, the student will evaluate the mental health needs and treatments of individuals, families, and groups. This course allows students to study psychiatric nursing theory and apply concepts in the clinical setting. Emphasis is placed on the need for effective therapeutic communication techniques, crisis intervention strategies, safe medication administration, evidence-based practice, holistic care, attention to special at-risk populations, and community mental health. 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, and an opportunity to educate members of high-risk populations through community outreach is encompassed in this experience.
Prerequisites: NUR 110, NUR 115, NUR 120, BIO 111/111L. Corequisite: NUR 213

NUR 213 Mental Health Clinical

1 Credit

This course provides an in-depth exploration of mental health nursing, focusing on caring for individuals with mental health conditions across various clinical settings. Students will gain a thorough understanding of the pathophysiology, assessment, diagnosis, and treatment of psychiatric disorders, as well as the nursing interventions necessary to support mental health recovery. Explore the critical importance of cultural competence and self-awareness in nursing practice, with a particular focus on identifying and addressing personal biases and developing skills necessary to deliver compassionate, unbiased, and patient-centered care. Students will develop skills in therapeutic communication, crisis intervention, and the use of evidence-based practices in mental health care. The course emphasizes the importance of the nurse-patient relationship, mental health promotion, and collaborative care within a multidisciplinary team.
Prerequisites: NUR 110, NUR 115, NUR 120, BIO 111/111L. Corequisite: NUR 212

NUR 220 Medical-Surgical Nursing II

3 Credits

This course builds upon the concepts explored in Adult and Pediatric Medical-Surgical I with an increasing focus on clinical application, patient education, and critical care considerations. The course continues to use a system review approach that will emphasize the utilization of the nursing process for the safe delivery of care for adults, children, and diverse populations in different inpatient and outpatient settings.
Prerequisites: NUR 130/131, NUR 125, NUR 212/213 BIO 112/112L. Corequisite: NUR 221

NUR 221 Medical-Surgical Nursing II Clinical

3 Credits

The clinical portion of this course builds upon the concepts covered in Medical-Surgical II, providing students with hands-on experience in the medical-surgical setting. Throughout the course, students will apply the nursing process, engage in therapeutic communication, uphold professionalism, and address the needs of diverse patient populations. Emphasis is placed on the relationship between healthcare disorders, pharmacology, pathophysiology, safe medication administration, nursing interventions, and the evaluation of nursing care. Students will enhance their clinical judgment, decision-making, and problem-solving skills while collaborating with the interprofessional team. Additionally, this course

further implements the NLN Competencies and nursing skills practiced in the clinical setting, supporting students' progression in Benner's model of skill acquisition toward becoming competent registered nurses.
Prerequisites: NUR 130/131, NUR 125, NUR 212/213 BIO 112/112L. Corequisite: NUR 220

NUR 225 Pathophysiology/Pharmacology Pt. 2

3 Credits
This course will provide an in-depth study of Pathophysiology and Pharmacokinetics as they relate to the nursing process. Emphasis will be placed on analyzing the interactions, adverse reactions, potential complications, and associated nursing implications. Knowledge of the interaction between pharmacology and pathological pathways will facilitate evaluating the care of the patient and recommend changes to the care plan to promote optimal outcomes across the lifespan.
Prerequisites: NUR 130/131, NUR 125, NUR 212/213 BIO 112/112L

NUR 240 Maternal/Child Nursing

3 credits
The focus of this course is to introduce the student to the application of the nursing process in delivering care to the childbearing family and neonate. Emphasis is placed on utilizing clinical judgment to meet the nurse's responsibilities in delivering holistic, safe, competent nursing care for the childbearing family during the preconception, antepartum, intrapartum, postpartum, and newborn periods. Deviations from norms are presented in all aspects of the perinatal period for the childbearing family with a focus on application of evidence-based nursing interventions. Students are encouraged to examine their beliefs on ethical issues and challenges associated with childbearing families. Special attention is given to health promotion, patient and family education, and cultural competence.

Prerequisites: NUR 130, NUR 131, NUR 125, NUR 212, NUR 213, BIO 112, BIO 112L. Corequisite: NUR 241

NUR 241 Maternal/Child Nursing Clinical

1 Credit
The focus of Maternity Clinical is to provide an opportunity for students to apply concepts studied in the classroom to the clinical setting. Students will apply the nursing process in delivering care to the childbearing family and neonate. An emphasis is placed on utilizing clinical judgment to meet the nurse's responsibilities in delivering holistic, safe, competent nursing care for the childbearing family during preconception, antepartum, intrapartum, postpartum, and newborn periods in a clinical-based environment. Students are utilizing kinesthetic learning to participate in diverse aspects of the intrapartum, postpartum, and newborn care. Students will analyze their beliefs on ethical issues and challenges associated with childbearing families. Special attention is given to health promotion, patient and family education, evidence-based practice, and cultural competence.
Prerequisites: NUR 130/131, NUR 125, NUR 212/213, BIO 112/112L Corequisite: NUR 240

NUR 250 NCLEX Review Course

3 Credits
Through a variety of teaching and testing modalities, this course will prepare the student nurse for the RN licensure examination (NCLEX-RN). This course is designed to provide students with a comprehensive review of key nursing concepts and fundamental skill.
Prerequisites: NUR 220/221, NUR 225, NUR 240/241. Corequisites: NUR 251, NUR 255

NUR 251 Medical-Surgical Nursing III Clinical

3 Credits
This clinical course requires students to utilize the knowledge and skills studied throughout their progression in the nursing program. Students engage one-on-one with a registered nurse or in a small clinical group within a healthcare setting; with an emphasis on advanced application of the nursing process, therapeutic communication, professionalism, and integration into patient-centered care. The major focus is on transitioning from a student nurse to a novice registered nurse and skills associated with clinical judgment, decision-making, and problem-solving while working as a member of the interprofessional team.

Prerequisites: NUR 220/221, NUR 225, NUR 240/241 Corequisites: NUR 250, NUR 255

NUR 255 Community and Public Health

3 Credits

This course examines the nurse's role in community and public health. As an introduction to these fields, students will develop foundational knowledge in health promotion and disease prevention across the lifespan. The course emphasizes the application of clinical judgment in the role of a community and public health nurse, focusing on caring for populations with diverse needs. Students will explore community, national, and global resources to support community health efforts. By applying the nursing process, students will address healthcare challenges at the community and population levels.

Prerequisites: NUR 220/221, NUR 225, NUR 240/241 Corequisites: NUR 250, NUR 251

Credit-Clock Hours

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. Following is the breakdown of credit to the number of hours the student will be in class, clinical, simulation, or lab.

- Didactic 1 credit=15 contact hours
- Clinical, simulation, and lab 1 credit=30 contact hours
- Preceptorship=40 contact hours per credit

Example: A three-credit didactic course is 45 hours in the classroom. A three-credit clinical course is 90 hours in the clinical setting.

Didactic

Students have fifteen hours of instruction per credit. Example) A three-credit course will have forty-five hours of instruction.

Clinical and Simulation

Students have thirty hours of instruction per credit. Example) A three-credit clinical or simulation course will have ninety hours of instruction.

Preceptorship

Students have forty hours of instruction per credit. Example) A three-credit preceptorship course will have one hundred and twenty hours of instruction.

Traditional Day Program

The ADN program 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 obtain the ADN degree they are eligible to sit for the NCLEX-RN examination to become registered nurses. The curriculum for the ADN program is outlined below.

Curriculum Plan

First Semester

Course	**Credit Hours**
NUR 110 Health Assessment	2
NUR 115 Foundations of Clinical Practice	4

NUR 120 Fundamentals in Nursing	2
ENG 101 College Writing	3
PSY 101 Introduction to Psychology	3
BIO 111 Human Anatomy & Physiology I	4
Second Semester	
NUR 130 Medical Surgical Nursing	3
NUR 131 Medical Surgical Nursing Clinical	3
NUR 125 Pathophysiology/Pharmacology Pt. 1	3
NUR 212 Mental Health Nursing	3
NUR 213 Mental Health Nursing Clinical	1
BIO 112 Human Anatomy & Physiology II	4
Total Credits	**17**
Third Semester	
NUR 220 Medical Surgical Nursing II	3
NUR 221 Medical Surgical Nursing II Clinical	3
NUR 225 Pathophysiology/Pharmacology Pt. 2	3
NUR 240 Maternal and Child Nursing	3
NUR 241 Maternal and Child Nursing Clinical	1
HUM Arts and Humanities Elective	3
Total Credits	**16**
Fourth Semester	
NUR 250 NCLEX Review Course	3
NUR 251 Medical Surgical Nursing III Clinical	3
NUR 255 Community and Public Health	3
BIO 214 Microbiology with Lab	4
PSY 201 Developmental Psychology	3
SSC Social Science Elective	3
Total Credits	**18**
Total Credits upon Graduation	**70**

The curriculum plan is subject to change.

The curriculum plan with specific courses required for graduation will be distributed upon acceptance.

***NUR 250, NUR 251, and NUR 255 must be the last three courses' students take in the AAS Nursing program at MCHP.**

Bridge Program

The Bridge Course allows students with a background in health care to complete the educational requirements for an associate degree in nursing in three semesters instead of the usual four semesters. The paraprofessional is given opportunities to challenge didactic and clinical experiences normally covered in the first semester of the nursing program (NUR 110, NUR 120, NUR 115). The Bridge Program is an accelerated program, which allows experienced licensed practical nurses (LPN), respiratory therapists, and paramedics to advance their knowledge base with the goal of becoming Registered Nurses (RN). Bridge students bypass the first semester nursing curriculum and join the second year of the Associate Degree Nursing Program. After successfully completing the NUR 130, NUR 131, and NUR 125 courses and the senior year of the Associate Degree Nursing Program, students are eligible to sit for the NCLEX-RN examination.

Curriculum Plan

Course	**Credit Hours**
First Semester	
NUR 130 Medical Surgical Nursing	3

NUR 131 Medical Surgical Nursing Clinical	3
NUR 125 Pathophysiology/Pharmacology Pt. 1	3
NUR 212 Mental Health Nursing	3
NUR 213 Mental Health Nursing Clinical	1
Total Credits	**13**
Second Semester	
NUR 220 Medical Surgical Nursing II	3
NUR 221 Medical Surgical Nursing II Clinical	3
NUR 225 Pathophysiology/Pharmacology Pt. 2	3
NUR 240 Maternal and Child Nursing	3
NUR 241 Maternal and Child Nursing Clinical	1
HUM Arts and Humanities Elective	3
Total Credits	**16**
Third Semester	
NUR 250 NCLEX Review Course	3
NUR 251 Medical Surgical Nursing III Clinical	3
NUR 255 Community and Public Health	3
BIO 213 Microbiology with Lab	4
PSY 201 Developmental Psychology	3
SSC Social Science Elective	3
Total Credits	**18**
Prior Learning Credits for 1000 Work Hours	**9**
General Education Courses to Complete Prior to the Program	**14**
Total Credits upon Graduation	**70**

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

Table One

General Education Courses, Contribution to Associate Degree Nursing Program, and Credit Requirements

General Education Course	Contribution to Nursing Program	Credit
English 101 and 102	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	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.	3
Developmental Psychology PSY 201	Human growth and development introduce students to developmental strategies across the lifespan.	3
Sociology 101	Sociology is a student 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
Total Credits		**27**

Professional Organizations

Students are strongly encouraged to join a student nurse organization or a professional nursing organization such as the Maine Organization for Associate Degree Nursing (OADN), the National League for Nursing (NLN), or the American Nurses Association (ANA). Many nursing specialties also have their own national organizations.

Membership in a professional organization offers valuable opportunities to stay informed about current practice standards, legislative developments, political advocacy, and professional networking. Students are encouraged to speak with their advisor for guidance on selecting organizations that align with their career goals.

Students who are members, delegates, or officers in the Maine Student Nurses' Association (MSNA) or the National Student Nurses' Association (NSNA) must submit a request for time off to attend state or national meetings at least two (2) weeks in advance to the Director. Approved attendance at these meetings 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) to recognize academic excellence and promote scholarship within the nursing profession. It is the only honor society dedicated exclusively to students pursuing an Associate Degree in Nursing.

The Eta Eta Chapter at Maine College of Health Professions was founded in 2019. Each chapter may establish additional requirements and specific timelines for provisional membership beyond the national standards.
To be considered for provisional membership, students must meet the following minimum criteria:

- Earn a grade of "B" or higher in each nursing course
- Have no prior failures in any nursing course

Students who meet these standards after completing at least one semester of nursing coursework will be invited to provisional membership. Full membership is granted in the final semester, provided the student:

- Maintains a grade of "B" or higher in all courses
- Consistently demonstrates integrity and professionalism in both classroom and clinical settings

Membership in Alpha Delta Nu reflects a commitment to excellence and upholding the values of the nursing profession.

Honors

Students graduating from the MCHP ADN Program will receive the following designations based on their GPA:

- Honors 3.3 – 3.49
- High Honors 3.5 – 3.74
- Highest Honors 3.75 – 4.0

Dean's List: To qualify for the Dean's List, a student must carry a minimum of 9 credits/semester, receive a minimum GPA of 3.5, and uphold the standards of the College.

Community Service

Each year, MCHP students volunteer in community activities as part of their nursing education. Participation in at least one community service activity is required for all student nurses. These experiences help students develop social responsibility, citizenship, leadership, and communication skills. They also offer opportunities to better understand community health needs, appreciate the impact of socio-political and economic factors on healthcare, and apply nursing knowledge and skills in real-world settings. The nursing academic advisor assigns students to a community service activity. For more information, please contact the nursing academic advisor.

Interprofessional Education

Participation in Interprofessional education (IPE) activities is an expectation for matriculated students attending MCHP. Students must attend IPE events as scheduled 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.

Students are required to complete IPE activities each semester, as a graduation requirement. If IPE activities are not completed during the required semester, the student will be placed on academic probation.

Grading Policy

All courses in the Associate Degree Nursing program require a minimum grade of 74% to receive credit. This threshold must be met before **any rounding is applied. A final grade below 74% is considered a failing grade.**

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

Protocol for Administration of Exams

Nursing Examination Protocol is based on NCLEX Examination Candidate Rules

1. All books, papers, pocketbooks, cell phones etc., are to be left in a designated area. 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.
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 the start of the exam or who are absent from the exam will follow the missed exam policy, located in the course syllabus.
6. Pencils, paper, calculators, highlighters, earplugs, and any other items needed for testing will be provided by the exam proctor.
7. No food or beverages (other than water) are allowed in the testing area.
8. Exams will have a question in a variety of formats for students to answer.

Testing Policy

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.

Missed Exam Policy

General Exam Information

- The MCHP nursing department determined not to allow makeup examinations for students who are late or absent from an exam, except for the HESI examination.
- The policy defines examinations as regularly scheduled assessments.
- The policy designates the HESI exams as the final exam.
- Regularly scheduled examinations have a separate grading system from the HESI examinations.
- The HESI exam has a proprietary conversion system to convert earned points into percentages, i.e., 850 points = 74%.

Absence from Regularly Scheduled Course Examination

- Students must notify the course faculty of absences before the start of the exam (following the instructions provided in the syllabus for contacting faculty).

- Examinations begin at the scheduled time. Students who arrive late will be marked absent and will not be permitted to take the examination. Note: Students are required to follow the standard procedure for missing an examination despite the reason for their absence.
- If a student misses a regularly scheduled exam for any reason (not HESI), their HESI grade will count for the missed exam and the HESI grade. For example, a student is absent from the second examination. There is no opportunity to make up the second examination, but the student earns 74% on the HESI exam. Therefore, the grade for the HESI and second examination is 74%.
- *Students who miss more than one regularly scheduled exam will earn a grade of zero (0).*
- Students who do not miss regularly scheduled exams will have their lowest regularly scheduled exam grade replaced with their grade on the HESI exam. However, the original score will remain if the HESI exam grade is lower than the regularly scheduled exam grade.

Absences from the Course HESI (Final Exam)

- Students will complete two HESI exams during the semester. However, students who obtain a conversion score of 74% or higher to create a passing grade in the course and testing average are exempt from completing the second HESI exam.
- Students are required to complete the HESI examination.
- No matter the reason, students who miss or are late to the HESI examination will receive a ten (10) - point deduction from the conversion score.
- Examinations begin at the scheduled time. Students who arrive late are marked as absent and will not be permitted to take the examination.
- Students absent or late to the HESI exam must complete the exam within five (5) business days of the exam date and time of the missed HESI examination, or the earned grade is zero (0).

Assignments

Assignments must be submitted by the due date. Failure to submit 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.

Student Dismissal

The College may dismiss, at any time, a student whose academic standing is not in compliance with the Scholastic Standards Policy. Students who are dismissed for academic reasons have been previously placed on Academic warning. Dismissal for other than academic reasons may occur without 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 seek a Waiver of Dismissal by following the Waiver Of Dismissal 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

8.

Nursing Student Clinical Attendance Policy

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 the course schedule.
3. Participation at all teaching/learning activities is monitored.
4. Students who are unable to be present for clinical are responsible for obtaining the information missed and are still responsible for meeting clinical objectives.
5. Clinical experience is defined as time scheduled in a designated patient care area, lab, 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 will count as a clinical absence.

Clinical Attendance Policy:

Clinical Attendance Policy

Faculty and students at the Maine College of Health Professions (MCHP) actively engage in a shared commitment to learning. MCHP matriculated students also accept the responsibility and accountability to be present for all required teaching/learning activities.

The course does not grant partial clinical days. Students are required to be present for the entire clinical day. Students who leave clinical early or arrive late will receive a clinical absence. This policy pertains to any nursing course designated as a clinical course in the college catalog.

- The course allows one clinical absence for any reason.
- Students must complete simulation makeup if they miss a second clinical experience.
- Students fail the clinical course if they are absent a third time.

Exceptions

If the College is closed due to inclement weather, emergencies, or instructor absence, alternative learning experiences will be provided. The closure will not be considered an absence if the student completes the alternative learning experience assigned by the faculty. The College reserves the right to reschedule class/clinical days subject to extenuating circumstances (ex: multiple cancellations for storms). Please refer to the Inclement Weather Policy.
If a student has a death in their immediate family (spouse, child, parent, or sibling), the student may be excused from one clinical day.

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 the lecture is canceled 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

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 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 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

Student Code of Conduct Violation Procedure

The college community encompasses administration, faculty, staff, and students. Students are part of the college community and retain the rights, protections, and privileges of fair treatment. Students are also subject to the standards, responsibilities, and regulations associated with an educational environment.

The purpose of the Maine College of Health Professions (MCHP) Student Code of Conduct is to foster a sense of trust, responsibility, professionalism, and accountability among all individuals at MCHP. The Code of Conduct is to assist in students' personal and intellectual growth to become healthcare professionals, as well as to reinforce behavioral expectations. Students' behaviors can have long-term effects, even in their careers. Depending on the offense, students

may not be eligible to obtain a professional license; therefore, students should contemplate making decisions that violate the Student Code of Conduct. The goals for the disciplinary policy in the MCHP's Student Code of Conduct are:

- to develop a sense of responsibility
- to provide a safe atmosphere for learning and well-being
- to encourage ethical behaviors
- to promote academic integrity

The MCHP Student Code of Conduct is located in the MCHP College-Wide Handbook.

Student Code of Conduct Violations Procedure

Minor Violations

Unacceptable behaviors are not tolerated, and students are subject to disciplinary actions outlined below. Individuals involved in the Student Code of Conduct violation are expected to participate and cooperate during the procedures and are to uphold all confidential matters regarding the issue.
Anyone in the MCHP college community may file a complaint against a student violating the Student Code of Conduct.

1. The complainant must complete the Student Code of Conduct Violation Form and turn the form into the Program Dean within five (5) business days of the incident (see Appendix A).
2. The program dean will make an appointment with the student(s) who allegedly violated the SCC and encourage the student to bring any supporting evidence within five (5) business days of the submitted Student Code of Conduct Violation Form.
3. After the meeting with the student, the program dean has two choices regarding the alleged violation.
   - The accused is not responsible and/or did not violate the student code of conduct.
   - No disciplinary action occurs; however, the dean keeps the documents on file.
2. The accused is responsible and/or did violate the student code of conduct.
   - The program dean will start disciplinary sanctions from the list provided.
4. The program dean will document on the MCHP Student Code of Conduct Form the meeting results and informs the student's right to due process.
5. The dean will submit all evidence and the form to the chief academic officer (CAO) and registrar to become part of the student's record.
6. If the student does not meet with the dean within the time frame required, the student forfeits all appeals, and the dean's decision is final.

Major violations are exempt from the above procedure.

Major Violations

Major violations bypass the minor violations procedure. Students with a major SCC violation will meet with the CAO and program dean immediately. The student(s) should bring all supporting evidence to the meeting. The results of a major violation may include suspension or expulsion from the program and/or college. Examples of major violations include but are not limited to the following:

- multiple minor violations (may include the same or different nature as the first)
- theft
- falsifying documents, signed forms, or other MCHP documents
- validated physical threats made toward other individuals
- destroying MCHP property
- possessing or distributing drugs or other substances on the MCHP campus or college-sponsored property.
- bringing a weapon onto the MCHP campus or college-sponsored property

- cheating or academic dishonesty on any activity or assignment to prove competency in the course, program, or college outcomes

Sanctions

Below is an example of sanctions or consequences for violating the MCHP SCC. Program deans may use the examples below, but this is not an exhaustive list:

- Written warnings
- Remediation
- Learning projects
- Referral for prosecution
- Expulsion
- Suspension
- Probation
- Loss of privileges
- Community service

Due Process

Whenever possible, resolving the violation of the MCHP SCC should be resolved at the lowest levels; however, students who do not agree with the program dean's decisions have the right to enact due process. Within five (5) business days of the program dean's decision, the student must submit a written appeal to the CAO. The CAO will convene the Code of Conduct Committee to review the appeal within five (5) business days of the submitted appeal. Any appeal submitted outside of the time frame forfeits the due process procedure.

Code of Conduct Committee

The Code of Conduct Committee only convenes if a student submits an appeal of the program dean's decision for minor violations. The committee meeting is a closed meeting and solely comprised of the code of conduct committee members and the student. Confidentiality is a priority in all matters associated with the alleged violation. **Decisions made by this committee are final.**

The committee membership includes:

- One (1) individual from student support services.
- One (1) faculty member selected from the Faculty Senate.
- One (1) assistant dean associated with the program.
- The dean associated with the program.
- One (1) faculty or program administrator who is not associated with the program.
- The CAO attends the meeting, as a non-voting member.

Code of Conduct Committee Procedures

1. The Chief Academic Officer (CAO) submits all supporting evidence and documentation to the Code of Conduct Committee at least two (2) days prior to the scheduled meeting.
2. During the meeting, the committee meets with the student to ask questions and verify information.
3. After the student responds and provides any necessary clarification, they are excused from the meeting. The committee then deliberates and votes on the outcome.
4. The CAO communicates the committee's decision to the student.
5. Following the decision, the CAO submits all evidence, supporting documents, and the completed Student Code of Conduct Violation Form to the Registrar for placement in the student's file.

Student Code of Conduct Violation Form

This form is to be completed when an individual(s) allegedly violates the MCHP Student Code of Conduct. A form must be completed for everyone who allegedly violates the Student Code of Conduct.

Student's Name: _____ Date: _____

Student's Program of Study: _____

Program Dean: _____

Describe the alleged student Code of Conduct Violation:

_____
_____
_____
_____
_____

Attach supportive evidence

Meeting with the Program Dean

Date the Program Dean was Notified: _____ Signature: _____

Date of Meeting Scheduled with Individual who Allegedly Violated the Student Code of Conduct: _____.

Signature of the Program Dean: _____

Signature of the Student_____

Results:

☐ The student is not responsible and/or violated the Student Code of Conduct.

- No action is required

☐ The student is responsible and/or violated the Student Code of Conduct.

- Disciplinary Action(s):_____
- Remediation: _____

Appeal the Program Dean's Decision

☐ The student wishes to appeal the program dean's position and will submit all evidence and this form to the CAO.

☐ The student does not wish to appeal the program dean's decision.

The student must submit their appeal to the CAO within five (5) business days of the decision of the program dean, or the decision of the program dean is final, and no appeal will be accepted.

Decision of the Code of Conduct Committee

☐ Substantiated: the committee found enough evidence that supports the student violated the MCHP SCC.

☐ Unsubstantiated: the committee did not find enough evidence that supports the student violated the MCHP SCC.

The committee's decision is final

In Class

When you go to class, clinical, lab, or sim, put yourself in a mental "meeting mode." This not only shows respect for 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.
- Always be punctual.
- 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).
- Always be respectful of everyone. 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 for 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.
- Always Pay attention (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, do not sleep in class. 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 assignment. The assignment has a learning purpose tied 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
- The 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.

Clinical, Lab, Simulation, and Preceptorship Dress Code

The following dress code shall be adhered to by all Maine College of Health Professions (MCHP) students during all assigned clinical, preceptorship, and clinical lab experiences:

- All students will present a neat, clean, and professional appearance with respect for the comfort and safety of the patients and themselves always.
- *Uniform*: The MCHP uniform must be clean and well-pressed and includes:
  - Pewter uniform pants and navy-blue scrub top with the MCHP logo embroidered on the left chest.
  - Below-the-knee pewter scrub skirts may be worn; tights must be worn if wearing a skirt.
  - Appropriate undergarments that are not visible.
  - A solid white or navy-blue shirt may be worn under the scrub top.

  - Clean white or black shoes and shoelaces that do not have a large logo. Shoes must be in good repair and align with clinical site guidelines. In clinical areas, appropriate footwear consists of a closed toe, a fully covered top, and a secure heel to protect against injury and exposure to chemicals and fluids. Footwear that presents safety or infection control concerns or loose-fitting shoes of any style are prohibited.
  - Socks or tights are required and must be free of runs and holes.
  - Students may wear a navy-blue scrub jacket over the uniform with the embroidered MCHP logo on the left chest.
- *ID Badge:* Appropriate identification name badge must be worn on the chest on campus and at clinical sites. Facility-specific identification badges must be worn when appropriate.
- *Jewelry*: Small jewelry such as wedding bands and plain, smooth, and easily removable rings may be worn, and one pair of small stud-type earrings may be worn in the ears.
- *Piercings*: The visible presence of any body piercing other than pierced ears is unacceptable.
- *Tattoos*: Whenever possible, tattoos should be covered.
- *Make-up and Nails*: Light make-up may be worn. Students may not wear nail polish, artificial nails, nail jewelry, or nail extenders.
- *Hair*: If hair is shoulder length or longer, it must be worn up and away from the face (off the collar, no long ponytails or long braids). Facial hair must be clean, neat, and trimmed.
- *Fragrance*: The clinical setting is fragrance-free. Students may not wear perfumes or strongly scented personal care products and must not smell body odor, cigarette smoke, or other strong scents.

The College uniform is required for all lab, clinical, preceptorship, and simulation learning experiences unless instructed otherwise by their clinical faculty.

The College uniform is required for all lab, clinical, and simulation learning experiences. 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 or designee.

Accident Insurance

All students are required to carry accident insurance. The cost of accident insurance is included in each academic year's 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 always remain in compliance with all immunizations (and CPR certification) while they are in the nursing program. This compliance includes maintaining the electronic record management system utilized by the College.

Immunization Record:

- 2 MMR's or positive titers of Measles, Mumps and Rubella (lab report required).
- Positive Hepatitis B surface antibody titer (lab report required).
- 2 Varicella immunizations or positive titer (lab report required).
- Initial QuantiFERON-TB Gold In-Tube blood test (lab report required) OR T-SPOT blood test (lab report required).
- Annual influenza vaccine (see details below).
- Tdap (tetanus/diphtheria/pertussis) – Written documentation of immunization within 10 years.

*Clinical sites may require additional immunizations or requirements; students must obtain the required immunizations and meet any requirements that clinical sites mandate.

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. Matriculated students must be able to perform the physical activities inherent in the role of a student in the ADN 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. 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 a 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 lectures 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 in that report. This is a requirement of OSHA.

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 the Student

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 the Clinical Experience

Prior to being 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 needs to be made up. Written clinical assignments must be submitted according to the written rotation guidelines. Failure to submit written clinical assignments as required will result in a clinical absence.

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

Electronic Access to HIPPA 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.

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, 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 grace period.

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 applying 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.

Students who are dismissed from the program based on the academic probation policy must wait ***two academic years*** to reapply to any nursing program. However, students may enter another non-nursing MCHP program without waiting for the two-year time frame.

Re-admission 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:
    - Consult with the Program Dean and Admissions Coordinator.
    - Apply for readmission.
    - Be readmitted at the point within the program at which the student withdrew.
    - Be readmitted within one year of the withdrawal or dismissal.
    - Submit physical exams if records on file are more than a year old.
    - Submit updated CPR, immunization records, and an updated CBC
    - 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 Title IX and ADA 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 can 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

Academic probation allows students to resolve barriers to success and improve academic skills and program knowledge. A student must attain a minimum grade of C (74%) in any course required for the major and/or a passing grade for the co-curriculum requirements.

Criteria to be placed on Academic Probation

- A student earns a grade of C- or lower in a course in any given semester or
- A student does not complete co-curricular requirements for that semester

Procedure

- The course instructor will e-mail the assistant dean of student services if a student achieves a C- or lower grade or does not complete the co-curriculum requirement.
- The assistant dean of student services will collaborate with the student, the program dean, the academic advisor, and the registrar.
- A student who meets the criteria for academic probation must set up a meeting with the assistant dean of student services within one week of the semester's end. Failure to meet with the assistant dean of student services within the stated time frame will result in program dismissal.
- Probationary status is resolved upon successful completion (grade C or higher) of the repeated course or successful completion of co-curricular requirements.
- A student may be placed on Academic Probation once during the program.
- The student's program may extend beyond the published program length since most courses are taught only once yearly.
- A student placed on academic probation must make a non-refundable deposit to reserve a spot to continue in the enrolled program. Students cannot reserve a spot if the program has no available spaces. The deposit will be required for any student on probation who does not have continuous enrollment.
- Spring Return: Deposit Date September 1st
- Summer Return: Deposit Date February 1st
- Fall Return: Deposit Date February 1st
- The assistant dean of student services or designee may adjust the student's deposit date depending on when the student is unsuccessful and looking to continue with courses. Once the deposit date is set, there are no adjustments to the due date. Students who do not meet the deposit deadline are dismissed from the program.

Criteria for Program Dismissal

Any one of the following is grounds for dismissal from the program:

- A student receives a grade of C- or lower in 2 or more courses in one semester.
- A student receives a grade of C- or lower in a course and does not complete the co-curriculum requirement.
- A student fails to meet the deposit deadline to return.
- A student fails a second course required for their major during their program.
- There are no available spaces for the student in the enrolled program.
- While on Academic Probation, withdrawal from any course after the Add/Drop Period will result in student dismissal from the Program.

Unfair Treatment Defined

- Deviating significantly from the syllabus.
- The curriculum plan was not followed.
- Offensive statements or disrespectful behavior.

Student Grievance Policy and Procedure

Policy

The administration, faculty, and staff encourage open communication. It is our belief that minor differences can be resolved without recourse to the process listed below. The Academic Advisor may be used as a resource at any step within the problem-solving process. Should a concern arise, the student should first speak to the faculty or staff member involved. However, there may be situations where a more formal process becomes necessary. The grievance process is intended to settle disputes through mediation and reasoned discussion. It is not intended to supplant the students' code of conduct, course syllabus, program requirements, etc. Usually, the resolution of a complaint or grievance involves the resolution of the problem/issue, not the punishment of those involved.

A "grievance" is a complaint based on the belief that one has been treated unfairly.

Academic: The student has the right to grieve and appeal a final course grade, an academic policy decision, or academic dismissal.

Non-academic: The student also has the right to grieve and appeal a complaint pertaining to a staff, faculty, or administrator violating a student's right or privileges.

Grievance Procedure

All matters involved in this procedure will be confidential. All disputes need to be delivered in writing. When concerns, problems, and complaints cannot be alleviated by the usual communication channels in place within the College, the following steps are to be followed:

Informal Meeting

If a student has a grievance concerning any grade, academic policy decision, or academic college dismissal, he or she first must meet with the instructor or decision-maker to discuss the concern and present documentation that supports the grievance. This meeting must occur within 3 business days of notification of the grade, policy decision, or academic dismissal.

Petition

If unsatisfied with the outcome of the informal meeting, the student may make a petition, requesting that the Dean review and amend the prior decision. In the event that there is a conflict of interest, the petition will be referred to another person of authority.

The student will submit the Grievance Petition Checklist and all relevant documentation (i.e., policies, syllabi, handbook, etc.) within 2 business days. Students who have questions regarding the process are encouraged to contact their faculty advisor.

The Dean must meet with the student within 3 business days of receiving the student's Grievance Petition Checklist. The Dean will:

- serve as a mediator and attempt to resolve the concern through mutual agreement.
- review relevant documentation, meet with additional parties as appropriate, and provide a written decision within 5 business days of receiving the student's Grievance Petition Checklist.

- submit all documentation related to the decision to the Registrar to be held in the student's academic file.

Appeal

If either party (student or instructor) disagrees with the decision of the Dean, he or she may file an appeal with the Grievance Committee.

The appeal must be submitted to the Vice President of Academic and Student Affairs (VPASA) in writing with all relevant documentation no later than 2 business days after the date of the Dean's written decision.

The Committee will:

- review all documentation and may request a meeting with the parties concerned.
- provide a decision in writing within 5 business days of receiving the appeal to the student, faculty member, Dean, and the student's academic advisor of the decision.
- submit all documentation related to the decision to the Registrar and to be held in the student's academic file.

The decision of the Committee is final.

The Grievance Committee will consist of:

- The VPASA or designee, Chair of the Committee
- One uninvolved faculty from within the division
- One uninvolved faculty from another division
- If the grievance is not academic, a staff member will be involved

MCHP
Maine College of Health Professions

Nursing Faculty and Staff

Table 5

Faculty and Administration

NAME	TELEPHONE
Leanne Moreira, PhD, MSN, RN Interim Dean	207-795-2141
Michelle Thibault, MSN, RN Assistant Dean of Student Services	207-795-2851
Brittany Crush, MSN, RN ADN Program Coordinator, Fulltime Faculty	207-795-7597
Meredith Kendall, DNP, RN- BSN Program Director	207-795-7599
Sandy Longley, MSN, RN Fulltime Faculty	207-795-2858
Whitney Allen, BSN, RN Fulltime Faculty	207-795-2751
Olivia Jesiolowski, MSN, RN Fulltime Faculty	207-795-2858
Deana Renander, MSN, RN Fulltime Faculty	207-754-7598
Mariann Gowell, BSN, RN Fulltime Faculty	207-795-7838
Nicole DeBlois, Registrar Financial Aid Counselor	207-795-2270
Lesa Rose, MBA Vice President of Financial Services	207-330-7743
Pam Buckley, Bursar	207-795-2649
Melissa Wetherby, MAT, MSOT Instructional Design ADA Coordination	207-330-7878
Sarah Hudson, MLIS, MBA Director of Gerrish True Library	207-795-5956
Susan Hiscock Administrative Assistant	207-795-2840

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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 associate degree nursing at MCHP.

_____ _____

Student Signature Date