



MASSACHUSETTS COLLEGE *of* PHARMACY
and HEALTH SCIENCES

School of Nursing

CLINICAL Student Handbook MSN and CAGS Programs



Massachusetts College of Pharmacy and Health Sciences

19 Foster Street
Worcester, MA 01608

****Please refer to the Student Handbook, MSN and CAGS Programs for all non-clinical related program information, policies and procedures.***

Table of Contents

Table of Contents	2
Clinical Team Directory	4
General Policies	4
Health Insurance Portability and Accountability Act of 1996 (HIPAA)	4
Immunization Requirements	4
Good Moral Character	5
MSN RN Licensure Requirement	6
Criminal Offender Record Information (CORI) and Level 1 Background Check	6
Drug Testing Requirements for Clinical Sites	6
Drug Use Policy	6
CPR Certification	7
Physical, Technical and Professional Standards	7
Physical Requirements in Clinical Setting	8
Inclement Weather	8
Email Policy	9
Use of Social Media	9
Content Validation	9
Clinical Warning	10
MSN Clinical Policies and Procedures	11
Clinical Overview	11
Clinical Course Orientation	12
Required Clinical Hours	12
Clinical Evaluations	12
Clinical Uniform/Dress Code	13
Additional Campus-Specific Dress Requirements	13
Clinical Requirements	13
Clinical Seminar	14
Cell Phones, Texting and Social Media use during Clinical Rotation	14
Telehealth Hours	14
Clinical Preceptorships	14
Non-Massachusetts Residents/Out-of-State Preceptorships	15
Identification of Preceptorships	15

Procedures for Site Agreements and Preceptor Credentialing	16
Substitute Preceptors	16
Clinical Hours	16
Course Faculty, Student, Preceptor and Clinical Faculty Responsibilities	16
Course Faculty Responsibilities	16
Student Responsibilities	17
Preceptor Responsibilities	17
Clinical Faculty Responsibilities	18
Clinical Site Settings	18
Approval of Clinical Sites	18
Family Nurse Practitioner Clinical Experiences	19
Students Enrolled Prior to Fall 2025	19
Students Enrolled Fall 2025 and beyond	22
Psychiatric-Mental Health Nurse Practitioner	24
Clinical Experiences	24
Students Enrolled Prior to Fall 2025	24
NUR 806C: Psychiatric-Mental Health Nurse Practitioner	25
Students Enrolled Fall 2025 and beyond	26
Progression with Incomplete Clinical Hours	28
Flexibility for Clinical Hours Completion	28
Student Responsibility for Contents of the MSN Clinical Handbook	29

This Handbook is not intended and cannot be construed as a contract or guaranty of any kind, express or implied, and Massachusetts College of Pharmacy and Health Sciences may change, delete, or add to it unilaterally in its sole discretion and without notice. This Handbook supersedes any previous School of Nursing Clinical Student Handbook, MSN and CAGS Programs. Students are expected to know the contents of this Handbook. Students will be notified of changes in this Handbook as they occur. Additional guidelines and policies are contained in the individual course syllabi. Students are expected to know the contents of the course syllabi.

Clinical Team Directory

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General Policies

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

In 1996, Congress passed federal regulations to provide portability of health insurance when an employee leaves a job as a way to be able to change insurance carriers without a break in coverage. The act contains other provisions that have a major impact on the practice of healthcare providers.

The Administrative Simplification Clause of HIPAA Title II addresses Electronic Transaction Standards, Unique Identifiers, Privacy Standards and Security Standards concerning all data pertaining to the care of each individual patient in any healthcare facility. The provisions under the privacy and security standards impose strict compliance with confidentiality on the part of all who have access to patient records. All healthcare providers are required to have documented training regarding these patient privacy regulations.

All SON students must attend a formalized training session on HIPAA regulations provided by MCPHS and/or by the clinical agency. Students are expected to adhere to all HIPAA provisions and standards related to patient privacy. Failure to do so may subject the student to disciplinary action under the MCPHS Student Code of Conduct.

Immunization Requirements

Please refer to the section of the [MCPHS Course Catalog](#) titled "MCPHS University Immunization Policy."

Immunization information and clearances are provided through CastleBranch, the University's contracted vendor. Students must meet all deadlines for immunizations and testing/screening as

outlined by the University. It is the student's responsibility to confirm requirements are up to date every semester in Castle Branch.

In accordance with state law, MCPHS policy, and clinical agency requirements, students must show proof of required immunizations, unless they qualify for one of the exemptions allowed by law.

Noncompliance with MCPHS immunization requirements will result in administrative withdrawal from the MCPHS or might negatively impact progression in the academic program.

Students must complete before the start of the semester of clinical courses. **Adherence to the deadline set in place by the Clinical Placement Office is required in order to attend clinical.**

Without full clearance of immunization requirements, students will not be eligible to begin clinical learning experiences, and consequently may be unable to meet course or program requirements. Students who do not meet course or program requirements will be required to step out of the course. The student may be considered for the next course offering if there is space and if compliance is completed.

Some healthcare agencies and clinical education sites may have additional immunization requirements. To be eligible for clinical placements, students must meet ALL University immunization requirements, and any additional requirements imposed by the clinical agency to which the student is assigned. In cases where the clinical site does not pay for the completion of any additional immunization requirements, the student is responsible for paying any associated fees.

***Please note:** additional screening and testing may be necessary during public health emergencies.

Good Moral Character

Many state Boards of Nursing require applicants for licensure to demonstrate "good moral character" as part of the eligibility process. This requirement applies to both initial RN licensure and advanced practice licensure (e.g., Nurse Practitioner).

While definitions vary by state, Boards of Nursing may review factors such as:

- Criminal history (including misdemeanors and felonies)
- Substance-related offenses (e.g., DUI/OUI)
- Disciplinary actions by prior licensing boards
- Academic integrity violations
- Falsification of records or applications
- Ongoing legal matters

In some cases, applicants may be required to provide court documentation, written explanations, character references, or appear before the Board for further review. This process can delay licensure or, in certain circumstances, result in denial of licensure.

Students enrolled in the graduate nursing program are strongly encouraged to:

- Review the licensure requirements of the state(s) in which they intend to seek licensure.
- Proactively disclose any legal or disciplinary history.
- Consult directly with the appropriate Board of Nursing if there are concerns about eligibility.

The University does not grant licensure and cannot override or predict Board of Nursing decisions. Students are responsible for ensuring they meet all eligibility requirements for licensure in their intended state of practice

MSN RN Licensure Requirement

An unencumbered RN license in the jurisdiction where clinical rotations will take place, is required for admission to the SON graduate programs. In the event of disciplinary action or restriction on the student's RN licensure during their tenure in the SON program, the student must notify the Associate Dean for Clinical Education and Experiential Learning and the Associate Dean for Graduate Programs in writing within 24 hrs. of notification from the state board of nursing. A restricted RN license or disciplinary action from the state board of nursing may prohibit the student from participating in clinical experiences and subsequently affect progression or program completion.

Criminal Offender Record Information (CORI) and Level 1 Background Check

Certain laws and accreditation standards require health care agencies to request Criminal Offender Record Information (CORI) about candidates for employment, volunteer, or training positions to determine if the candidate is eligible to be hired or on rotation in the agency. The majority of the clinical training sites at which MCPHS places students for educational experiences must comply with these laws.

To be eligible for clinical placements, students must be cleared through a Level 1/National background check and CORI check. Additional Level 1/National background checks and CORI's may be required prior to returning from a Leave of Absence or Out of Sequence Status.

In addition, clinical sites may require their own background check and/or CORI checks, and students may be asked to complete several release forms. In cases where the facility does not pay the charge for the background and/or CORI check, **the student is responsible for paying the fee.** If a site requires but does not provide for obtaining background check and/or CORI checks, the student can obtain them through the Clinical Placement Coordinator for the Graduate Programs and will be responsible for any associated fees.

The Level 1/National background check/CORI must be performed by the University's designated vendor due to clinical site/agency contractual requirements. Students may be required to complete annual CORI checks.

Drug Testing Requirements for Clinical Sites

Some healthcare agencies and clinical sites may have additional drug testing requirements. To be eligible for clinical placements, students must meet any additional requirements imposed by the clinical rotations site to which the student is assigned. The student is responsible for paying any associated fees and completing drug testing at sites per clinical partner. Clinical site drug testing policies can preclude the student from attending clinical, thus making the student unable to satisfy course and program requirements.

Drug Use Policy

In accordance with the Drug Free Schools and Communities Act, MCPHS has adopted a Drug Abuse Policy the following Drug Use policy. Please refer to the Drug Abuse Policy set forth in the [MCPHS Student Handbook](#) regarding drug use.

CPR Certification

All students must show evidence of CPR training during the first semester in the graduate nursing programs. Students must be certified in **Basic Life Support (BLS) Healthcare Provider by the American Heart Association (AHA)**. It is the student's responsibility to confirm CPR requirements are up to date every semester.

Acceptable AHA courses include BLS (instructor lead) or Heart Code BLS (blended online/skill sign off). American Red Cross, First Aid, and online courses will not be accepted. Students must provide a copy of the card/e-card, indicating active certification (AHA requires recertification every two years) to the Clinical Placement Coordinator for the Graduate Programs. We recommend the student verify the course in advance to ensure it is appropriate.

NOTE: The student is responsible for submitting evidence of all required annual updates of immunizations and certification renewals. Students will not be permitted to participate in clinical learning experiences until all information is received, and consequently, may be unable to meet course and/or program requirements and experience a delay in graduation.

Physical, Technical and Professional Standards

All graduate students must have abilities and skills in the following areas: *cognitive, communication; observation; motor function and endurance; and behavioral*. Reasonable accommodation may be made for some disabilities. However, students must perform independently, with or without accommodation.

Students with a recent injury that requires the use of any assistive or supportive device are **not permitted** to participate in lab or clinical activities until they are fully cleared for unrestricted participation by a licensed healthcare provider

Cognitive: Intellectual, Conceptual and Quantitative Abilities

- Follow policies and procedures of MCPHS and the cognitive requirements of the clinical sites hosting the faculty and students for learning.
- Comprehend and follow assignment directions, rubrics, and course syllabi developed by faculty
- Demonstrate ability to achieve course and program outcomes.
- Demonstrate ability to comprehend, integrate, and apply knowledge.
- Develop and refine problem-solving skills crucial to practice as a nurse.
- Access, analyze, and synthesize subjective and objective data to develop nursing diagnoses and comprehensive plans of care.
- Engage effective problem solving and accurately prioritize patient needs in a prompt and timely fashion.
- Utilize current evidence, clinical judgment, and patient preferences to systematically assess, analyze, implement, and evaluate healthcare interventions.
- Promote safe, culturally competent, quality care across the lifespan.

Communication

- Must be able to communicate effectively with patients, families, and members of the healthcare team through oral, written, and interpersonal means.

- Must be able to obtain information, describe patient situations, and perceive both oral and nonverbal communication (including ability to understand normal speech without seeing the speaker's face).
- Must be able to speak, comprehend, read, and write in English at a level that meets the need for accurate, clear, and effective communication. Examples include but are not limited to giving clear oral reports; reading watches or clocks with second hands; reading graphs; reading and understanding documents printed in English; writing legibly in English; discriminating subtle differences in medical terminology.

Observation

- Must be able to observe a patient accurately. Examples include but are not limited to listening to heart and breath sounds; visualizing the appearance of a surgical wound; detecting bleeding, unresponsiveness or other changes in patient status; detecting the presence of foul odor; and palpating an abdomen.
- Must be able to detect and respond to emergency situations, including audible alarms (e.g., monitors, call bells, fire alarms).

Motor Function and Endurance

- Must have sufficient strength and mobility to work effectively and safely with patients and carry out related nursing care.
- Must be able to complete assigned periods of clinical practice, including up to 12-hour shifts, including days, evenings, nights, and weekends.
- Must be able to respond at a speed sufficient to carry out patient assignments within the allotted time.
- Must be able to tolerate physically taxing workloads.

Behavioral

- Must possess mental and emotional health required for total utilization of intellectual abilities.
- Must be able to respond and function effectively during stressful situations.
- Must be capable of adapting to rapidly changing environments and respond with flexibility in uncertain situations.
- Must be able to interact appropriately with others (patients, families, members of healthcare team) in various healthcare contexts.

Physical Requirements in Clinical Setting

Students must meet all physical, technical and professional standards to attend classes/lab/clinical.

Clinical agencies may have additional, or agency-specific technical standards, which take precedence over MCPHS standards. In such instances, the program will attempt to provide a comparable alternative learning experience but if that is not possible, **students will not be able to progress in the program, or complete program requirements.**

Inclement Weather

Online programming does not close due to inclement weather. We encourage students to use their best judgement when deciding whether to attend clinical preceptorships in inclement weather. Students should attend clinical if safe to do so. If students are unable to attend clinical, they need to notify the site, preceptor, and clinical faculty and clinical hours will need to be rescheduled.

Email Policy

All MCPHS students are required to open, utilize, and maintain (i.e., keep storage within the maximum set by the Department of Information Services) an MCPHS email account. Official University communications and notices are sent via MCPHS email accounts. All students are responsible for regularly checking their MCPHS email and for the information contained therein. Only MCPHS accounts will be used in all matters related to academics, student life, and University notifications. The University does not forward MCPHS email to personal email accounts. We encourage students to check their MCPHS email regularly (minimum of 3 times per week). Lack of response to email outreach for a length of ten business days would be considered disappearing (see Disappearing Policy).

When a student needs to contact the faculty by email, the faculty will respond to email messages in a timely manner, within 48 hours during the Monday-Friday University work week. Note that weekends and other MCPHS holidays may impact the timing of email responses from faculty.

Use of Social Media

MCPHS SON has adopted the National Council of State Boards of Nursing (NCSBN)'s policy for social media. It is the student's responsibility to review and comply with the content contained in the NCSBN White Paper on social media that can be found at https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf.

Students must also comply with the MCPHS Electronic Communications Policy, which is set forth in the MCPHS Student Handbook. If there is a conflict between the terms of the NCSBN White Paper on social media and the MCPHS Electronic Communications Policy, the terms of the MCPHS policy shall apply.

Students are also encouraged to review The Core Rules of Netiquette, from the book *Netiquette* by Virginia Shea. <http://www.albion.com/netiquette/corerules.html>

Content Validation

In order to ensure that all students are competent and safe in the delivery and application of patient care, students who are not continuously enrolled in the sequence of the MSN and CAGS curriculum for a period of one semester or more or who are out of sequence via leave of absence (LOA) may be required to validate previous knowledge and skills before they may reenroll in any SON courses. Reenrollment is subject to clinical placement availability and successful demonstration of knowledge and skills.

The validation will occur via the student's demonstration of knowledge, i.e., by testing and skill demonstration, meeting established program clinical competencies. Program faculty will provide guidance on what content and skills (competencies) must be reviewed by the student before the testing, but it is their responsibility to prepare for the validation testing. The student must pass the validation testing as per the outcome measures determined by the faculty. Validation of competency is on a pass/fail basis.

The student must notify the Program Track Director at least 30 days prior to the semester they anticipate returning to establish the validation plan. It is the students' responsibility to prepare for the validation testing and to connect with the Program Track Director for instructions. If a student fails the validation test, they must enroll in a directed study to remediate, followed by a second validation test,

before re-entering the program. Failure to pass the second validation test after a directed study may result in repeating the last course(s) taken prior to the LOA and/or dismissal from the program.

A student attempting to return from a leave of absence must follow the applicable process set forth in this MSN Handbook under *Return from Leave of Absence* and the Massachusetts College of Pharmacy and Health Sciences Course Catalog. If the student returns from a Health/Medical Leave of Absence, the Office of Student Affairs must clear them before performing validation testing. The Office of Student Affairs, along with the Nursing faculty, will coordinate communication regarding student clearance for leave of absence return and subsequent eligibility to schedule validation testing.

Clinical Warning

When a concern about clinical competency or a breach of professional conduct arises, faculty may place a student on clinical warning status and initiate a clinical learning contract. Examples of incidents which may lead to a clinical warning and a clinical learning contract include, but are not limited to:

- Failure to actively participate in the course
- Failure to demonstrate competence consistent with the clinical objectives of the course;
- Behavior deemed by the faculty member to be unsafe (behavior that places the student, the patient, or another staff member at risk of injury, or causes the student, the patient, or another staff member to be harmed);
- Failure to successfully complete an assigned laboratory skill, an assigned clinical paper, care plan, or other designated clinical assignment;
- Absence or tardiness that precludes an effective learning experience;
- The student does not seek appropriate consultation from the preceptor and/or other health care provider;
- Does not provide for delivery of safe patient care;
- Does not abide by the ANA Scope and Standards of Advanced Practice Nursing in dealing with the patient and other health care providers;
- Fails to be current with or complete clinical hours or submission of clinical experience documentation. This documentation includes clinical logs, clinical notes and documentation of clinical hours submitted weekly;
- Does not notify the preceptor, clinical faculty, and Program Track Director of absence from a clinical site;
- Does not communicate or fails to facilitate communication between course faculty, clinical faculty, and preceptor as necessary;
- Other behavior which adversely affects patient care or does not demonstrate professionalism at all times.
- Does not meet the specialty track required hours in specific populations

Clinical Failure

Students are expected to know both the legal and ethical parameters of professional nursing practice and to demonstrate accountability and responsibility for professional practice standards throughout their course of study.

If a student's performance in a clinical setting is at any time determined to be unsafe or unprofessional in the judgment of the faculty, or if the clinical partner does not allow the student to return to the clinical site, the student will receive a failing grade for the course. Immediate action will be taken by the clinical course faculty and clinical course coordinator. The student may be immediately dismissed (sent

home) from the clinical site; a grade of F will be recorded for the clinical portion of the course grade. If the student chooses to appeal the clinical failure, the student may not attend any subsequent clinical experience during the appeal process. Please note that the student who chooses to appeal the clinical failure must do so within 48 hours of being notified by the course coordinator. Students should follow the appeal procedure in the Grade Appeals section of the Grading Policies in the University Course Catalog.

Graduate Program Documentation of Clinical Warning/Remediation

The clinical learning contract will clearly specify the objectives and means to achieve them, evaluation criteria, and a timeframe by which the student must meet the contract's objectives. The evaluating faculty member will provide progress reports to the student during the contract period.

Outcomes of the clinical warning and/or contract can be successful or unsuccessful. Should the outcome be favorable for the student, documentation of the improvement will be placed in the student's record and the contract may be discontinued. If the warning represents a critical element such as, but not limited to attendance/tardiness, medication administration, organizational skills, documentation, professionalism, etc., the student will remain on warning status during subsequent courses and/or for the duration of their tenure in the nursing program. Patterns of inappropriate behavior and/or weak clinical performance may result in clinical failure.

Should the student fail to meet the prescribed objectives and timeframes noted in the clinical learning contract or if the identified behaviors persist, the result will be a clinical failure, and therefore, failure of the course and an inability to progress in the graduate program.

The clinical warning and/or clinical learning contract will be documented in the student's record. The information will indicate the date, time, place, and circumstances of the relevant incident(s). The information will be signed by the initiating course coordinator/clinical faculty and the student and forwarded to the Associate Dean of Graduate Programs. A copy of the clinical warning/clinical contract will be given to the student. All information will be retained in the student's file for subsequent access by authorized faculty.

MSN Clinical Policies and Procedures

Clinical Overview

The clinical environment is where didactic course content is applied. Students will be restricted from attending clinical hours if it is determined that the quality of didactic course work, frequency of attendance, or frequency of communication does not support the student's ability to practice safely in the clinical setting.

Students are expected to evenly distribute their clinical hours from the beginning of the semester through the final week as outlined in the course schedule, to ensure a balanced and comprehensive clinical experience. Clinical attendance outside the semester calendar requires prior approval from the Program Track Director and is determined on a case-by-case basis considering availability of MCPHS resources. Each student's clinical schedule is subject to approval by the clinical faculty and course coordinator

During the semester, students will be asked to submit their clinical schedule and preceptor contact information to the course clinical faculty before their clinical preceptorship starts. Any deviation or revision of the proposed monthly schedule requires advanced confirmation and approval from the student's clinical faculty member. It is the student's responsibility to know and track their progress in meeting clinical hours, setting, and population requirements for each course and end of program requirements.

Students may not enter the clinical setting in any semester until they have received notification of approval to begin clinical hours from the Clinical Placement Coordinator for the Graduate Programs through a Letter of Attestation. Students who attend clinical hours without having received approval will forfeit all clinical hours performed at the unapproved site and will be subject to clinical warning and/or dismissal.

Students may not use their place of employment for a clinical rotation. Any exceptions must be discussed with the Clinical Placement Coordinator for the Graduate Programs and the Program Track Director. Although the patient population or agency may be appropriate, role confusion for the student and the staff in that setting may occur and prevent an appropriate learning environment from being realized. Students who work in large organizations that may offer off-site options should discuss any questions regarding this policy with the Clinical Placement Coordinator for the Graduate Programs and the Program Track Director. In addition, students may not be precepted by a close friend, co-worker, or relative.

Clinical Course Orientation

All students must complete clinical course orientation and attest to completion before completing any clinical experiences/hours.

Required Clinical Hours

All FNP and PMHNP students must complete seven hundred fifty (750) clinical hours across the lifespan before graduation.

When students have completed the required number of clinical hours in a course, they are not permitted to continue participating in clinical experiences with their preceptor without prior approval of the course coordinator and Clinical Placement Coordinator.

When students are on a Leave of Absence, they are not permitted to participate in any clinical experiences as a MCPHS student.

Clinical Evaluations

Clinical performance will be evaluated on a satisfactory/unsatisfactory basis. The stated course clinical objectives and the clinical evaluation tool standards shall determine the criteria for clinical evaluation. Evaluation is an ongoing process throughout the clinical experience – reflecting both written and verbal performance, professionalism, and clinical practice skills. Course clinical faculty provide evaluative data to the course faculty and preceptors provide additional feedback. The course faculty are responsible for the final clinical evaluation grade.

For courses where clinical hours and didactic hours are both required for academic credit allotment, failure to achieve a grade of "Satisfactory" in the clinical portion will result in overall course failure

regardless of the didactic grade earned in the course. The student must repeat both components of the course (didactic and clinical hours) before progressing to later clinical courses.

For courses that have a co-requisite clinical course, failure to achieve a grade of “Satisfactory” will result in clinical course failure and the student may not progress into subsequent clinical courses until the corequisite clinical course is successfully repeated.

Should a student fail clinical at any point in the course, the student will not be permitted to attend any subsequent classes or clinical experiences in that course. The student may continue to attend other previously enrolled non-clinical courses for the duration of the semester but will be unable to progress in the graduate program upon receipt of the course failure grade. Students may not progress into a different clinical course until after they have successfully retaken and passed the clinical course in which a failing grade was received. Refer to the MCPHS Student Handbook for the policy regarding course failure.

Clinical Uniform/Dress Code

Students are expected to maintain a clean, neat, and well-groomed appearance appropriate to the affiliating clinical agency. White coats and nametags, distributed by the SON, must be worn in the clinical setting or per clinical facility guidelines. Replacement coats and nametags can be ordered by contacting the Graduate Administrative and Clinical Assistant.

Additional Campus-Specific Dress Requirements

Graduate nursing students are expected to dress in clothing and footwear that reflect a professional appearance while on campus and, as such, clothing should be clean and neat. White lab coats are required on campus in all areas, including the library.

Clinical Requirements

The following requirements must be completed and on file before the first clinical course starts. The Clinical Placement Coordinator for the Graduate Programs will prompt the collection of the onboarding requirements throughout the first two semesters of the program.

- Immunizations according to [MCPHS policy](#) and agency specific requirements
- Unencumbered nursing license in each jurisdiction (state) in which you intend to participate in clinical practice
- Evidence of current malpractice insurance as a Nurse Practitioner student*
- Current American Heart Associate (AHA) Basic Life Support (BLS) for Health Care Providers CPR certification
- Updated Resume with active MSN enrollment noted
- Completed CORI and Level 1 background check
- Preceptor documents
- Successfully completed HIPAA training
- Annual Centralized Clinical Placement (CCP) Ticket
- Verification of Health Insurance

**Along with the student's APRN malpractice insurance policy, the University's group liability insurance policy provides coverage for liability while practicing as a student in MCPHS SON clinical activities.*

Clinical Seminar

Clinical seminars provide the student with access to clinical faculty which enhances clinical development. Attendance of online synchronous seminars in their entirety is mandatory. Seminars are graded and impact students final course grade. Please refer to course syllabi for clinical seminar schedules and grading. Students are expected to schedule their personal and professional schedules, if applicable, to ensure their attendance at clinical seminars. These dates are provided to students well in advance to support personal scheduling.

Cell Phones, Texting and Social Media use during Clinical Rotation

Cell phones, tablets and other social media are only to be used in the clinical setting to access resources needed to participate in patient care, and/or to log hours in the e-Value system. No personal use of cell phones or other social media in the clinical setting is allowed.

Telehealth Hours

The SON Graduate Team recognizes the value of telehealth care delivery to increase access to healthcare and supports the completion of a limited number of clinical hours via telehealth with prior approval.

Telehealth visits must occur at the clinical site and be directly supervised by the preceptor (both the student and preceptor must be physically present at the clinical site which cannot include the preceptor's home).

Students complete a request for telehealth hour consideration via the Clinical Rotation Intent Form. The decision to approve the telehealth clinical placement and number of hours will be made by the Program Track Director in collaboration with the Course Coordinator and the Clinical Placement Coordinator of the Graduate Programs.

Students in the PMHNP program may request up to 50% of total clinical hours be completed via telehealth. Students in the FNP program may complete up to 10% of total clinical hours via telehealth. The percentage is calculated across all track-specific clinical courses and not per course.

Clinical Preceptorships

The clinical preceptorship is an exciting and rewarding experience. Clinical preceptorship is the opportunity for the student to integrate and practice the skills and knowledge they have acquired through their courses and expand their role to an advanced practice level. During each of these clinical preceptorships, the student develops the advanced practice nursing knowledge, skills, and competencies they will use as primary care family nurse practitioners and psychiatric mental health providers. All students are expected to demonstrate knowledge, critical thinking, clinical skills, and competencies in the primary care or mental health practice setting aligned with the National Organization of Nurse Practitioner Faculty (NONPF) Core Competencies and AACN Essentials (2021).

For students to attend their clinical preceptorships all clinical onboarding requirements must be completed by the dates established by the Clinical Placement Coordinator for the Graduate Programs. Failure to do so may result in delays attending preceptorship rotations or in program completion.

Students are expected to evenly distribute their clinical hours from the beginning of the semester through the final week as outlined in the course schedule, to ensure a balanced and comprehensive

clinical experience. Each student's clinical schedule is subject to approval by the clinical faculty and course coordinator. Students' clinical hours will require at least four-hour shifts, with a maximum of 12 hours per shift. Any requests for shifts outside of these designated hours must be submitted to the course coordinator for prior approval.

Non-Massachusetts Residents/Out-of-State Preceptorships

Students who do not reside in Massachusetts or intend to complete their clinical rotations outside of Massachusetts may find additional state specific restrictions or procedures that impact their ability to attend clinical hours. Students are required to keep the Clinical Placement Coordinator for the Graduate Programs and Student Services Specialist or Program Track Director informed if they will be completing their clinical rotation in any state other than Massachusetts or their home state of record as reflected in their Student Account at the time of application. Students must notify the Student Services Specialist or Program Track Director if they will be moving to another state to determine if the program delivery and/or the ability to complete the program will be impacted.

Identification of Preceptorships

It is the student's responsibility to actively participate and collaborate with the Clinical Placement Coordinator for the Graduate Programs, Program Track Director, faculty, and staff in identifying and securing appropriate preceptorships. Students are expected to commit to preceptorship opportunities well in advance, to ensure the placements are approved to attend by the time the clinical courses open. It is the student's responsibility to adjust their personal and work schedules to facilitate their ability to meet the clinical course requirements for clinical hour completion. For all courses, the last day students may attend clinical hours is determined by the course faculty based upon the class calendar and is published in the course syllabi. *Students should plan to identify their potential preceptor and site as far in advance as possible, one year in advance is recommended.*

The preceptor must be a person who is capable of assisting, guiding, and directing a graduate student to meet their clinical practicum goals and objectives. The preceptor is a master's or doctoral prepared experienced professional with a commitment to teaching, and serves as a role model, resource person, consultant, and mentor. The preceptor must have at least one (1) year of clinical experience in their identified role.

Student placements for the FNP or PMHNP program will be negotiated by the student and respective Program Track Director. Advanced Practice Nurses, Certified Physician Assistants, and Medical Doctors may serve as preceptors for FNP students. Preceptors for the PMHNP students may include Advanced Practice Psychiatric Mental Health Nurse Practitioners, Psychiatric Clinical Nurse Specialists with prescriptive authority and Medical Doctors who are credentialed and state licensed to practice in Psychiatry. All approved preceptors must be in good standing with their respective licensure boards. In addition to those mentioned above, students may also precept with a master prepared therapist for a limited number of clinical hours with Program Track Director approval. At least fifty-one percent (51%) of the total precepted clinical hours must be with a graduate-prepared nationally certified nurse practitioner.

Please refer to Family Nurse Practitioner Clinical Experiences and Psychiatric-Mental Health Nurse Practitioner Clinical Experiences for additional information on clinical completion standards.

Procedures for Site Agreements and Preceptor Credentialing

1. Once a preceptor/site is identified, the student will complete the Clinical Rotation Intent Form. It is imperative that all required information is filled out. If any clinical hours will be completed via telehealth, this must be indicated on the Clinical Rotation Intent Form. The Clinical Rotation Intent Form, and all forms for clinical, are in Blackboard under the [SON Graduate Virtual Student Center organization, All Things Clinical section](#).
2. The Clinical Placement Coordinator for the Graduate Programs begins obtaining an affiliation agreement with the clinical site.
Note: The agreement must be returned and fully executed between MCPHS and the clinical site for the student to begin the clinical rotation. This process can take anywhere between two business days and three months, depending on the complexity of the clinical site.
3. The student will forward the preceptor's resume/curriculum vitae (CV) and national board certification as an advanced practice nurse, or license if MD/DO. This process is validation of the preceptor's credentials to serve as a preceptor.
4. The entire process from submission of the Clinical Rotation Intent Form to finalizing the dates of clinical rotation may take several weeks to months. Students are encouraged to initiate the process as soon as possible to avoid delays in clinical rotations.

Substitute Preceptors

When a student is cleared for clinical, they will only attend clinical hours with the preceptor officially approved by the SON. If the approved preceptor(s) is on vacation, or out ill, the student may seek approval to be with a substitute preceptor for a limited time. The student must contact their assigned clinical course faculty who will then discuss this request with the Clinical Placement Coordinator for the Graduate Programs to seek approval for the substitute preceptor.

Students may not attend clinical hours with any unapproved preceptor. The student will forfeit any clinical hours completed with an unapproved preceptor and disciplinary action may be taken.

Clinical Hours

Any logged clinical hours in the EXAAT tracking software must be in person, hands-on, time that the student has spent at their clinical site with their preceptor. The student may not log hours spent at home preparing for clinical or documenting. Any hours logged outside of set parameters may be considered fraudulent. The student will forfeit any fraudulent hours, and disciplinary action could be taken.

Course Faculty, Student, Preceptor and Clinical Faculty Responsibilities

Course Faculty Responsibilities

- Deliver the didactic content for the course.
- Assume overall responsibility for teaching and final didactic and clinical evaluation of student.
- Maintain communication with clinical faculty and students.
- Provide support to clinical faculty and students.

Student Responsibilities

- Collaborate with Clinical Placement Coordinator for the Graduate Programs to secure an appropriate clinical placement and submit site/preceptor information via Clinical Intent Form.
Include a request for consideration of telehealth hours if this will be part of the experience.
Telehealth must be provided from the clinical site with the preceptor on-site with the student.
- Coordinate with the Clinical Placement Coordinator for the Graduate Programs to complete all onboarding and clearance requirements for each rotation. The process may take up to six weeks or more and requires approval from both the Clinical Placement Coordinator for the Graduate Programs and the clinical site.
- Arrange a mutually acceptable clinical schedule between student and preceptor.
- Notify clinical faculty of the pre-established semester clinical schedule
- Notify preceptor and faculty of any illness or clinical absence, and arrange to make up missed clinical time;
- Notify clinical faculty of any issues with preceptor, site, or experience within twenty-four (24) hours of occurrence. *Note- serious safety issues or concerns should be relayed to clinical faculty ASAP after event*
- Notify clinical faculty and the Clinical Placement Coordinator for the Graduate Programs if an alternative preceptor is needed at your approved clinical site due to your assigned preceptor's absence (e.g., illness or vacation). Prior approval is required.
- Develop and update personal learning objectives.
- Obtain resources and experiences that facilitate the clinical learning objectives outlined in the syllabus and Graduate Handbook.
- Meet the orientation requirements of facility.
- Observe policies of the facility.
- Adhere to the standards of professional practice.
- Adhere to mandated reporter standards.
- Maintain effective communication with preceptor and clinical staff.
- Complete all clinical assignments by due dates.
- Submit the Mid-point and the Final Clinical Evaluation in a timely manner adhering to dates communicated in the course syllabus and by Clinical Faculty.
- Ensure the completion of all end of semester evaluations. Submit all end of semester documents as indicated in the course syllabus.
- Know and track progress in meeting clinical requirements including hours, setting and population
- Ensure ongoing compliance by regularly reviewing all communications from the Clinical Placement Coordinator for the Graduate Programs, CastleBranch, and EXAAT.
- Respond to emails and clinical document requests from the Clinical Placement Coordinator for the Graduate Programs **within 24 hours**.

Preceptor Responsibilities

- Provide necessary documents and certifications to the SON.
- Review the orientation module and course syllabus provided by the SON.
- Orient the student to the clinical site and to agency policies.
- Be an expert role model.
- Adhere to mandated reporter standards.
- Provide valuable, evidence-based learning experiences with appropriate patient populations.
- Provide ongoing feedback to students to improve the student's clinical skills.

- Communicate with Clinical Faculty throughout the semester.
- Provide mid-semester and end of semester feedback to faculty and student.
- Guide the student to meet the needs of the patient population and the clinical site.
- Direct the student to resources and reading.
- Demonstrate and critique patient and family education skills.
- Promote critical thinking and clinical reasoning skills.

Clinical Faculty Responsibilities

- The Clinical Adjunct Faculty will provide clinical supervision to up to 8 students per semester.
- Clinical Adjunct Faculty will be Advanced Practice Registered Nurses (APRN), with at least 3 years' practice experience.
- Clinical Adjunct Faculty will have an active APRN license in Massachusetts.
- Adhere to mandated reporter standards.
- Provide guidance and supervision for the student during the preceptorship.
- Support the student in developing personal values and philosophy for the advanced practice role.
- Promote personal growth of students.
- Contribute to the grading of assignments as delineated by the Course Coordinator.
- Host clinical seminars as directed by the Course Coordinator.
- Establish a collaborative relationship with preceptors.
- Confirm preceptors have obtained orientation to the SON and course specific clinical materials.
- Maintain communication with preceptors and other agency personnel (initial, mid-point, and end of semester contacts).
- Maintain communication with students (initial, mid-point, and end of semester contacts) • Ensure the preceptorship provides adequate learning experiences for the student.
- Ensure the student is performing to expectation and maintaining a professional demeanor.
- Provide timely formative (weekly feedback on SOAPs, mid-semester update, and feedback on other course assignments) and summative feedback (student mid-term and final evaluation, and final update) to the student during the semester.
- Complete EXAAT Student Clinical Evaluation at Mid-Point and end of each clinical rotation and the Clinical Site evaluation at the end of each clinical rotation.
- Communicate with Course Coordinator regularly regarding student performance.
- Any requirements for an on-site visit will be addressed on a case-by-case basis.

Clinical Site Settings

Approval of Clinical Sites

All clinical sites are evaluated for appropriateness by the Program Track Directors in accordance with program requirements, certification requirements, MCPHS outcomes, and individual program learning outcomes.

To be successful in the FNP/PMHNP program, the student must be able to negotiate their learning needs within the preceptorship. The student must be aware of the hours they must obtain for the program, and the experiences with each distinct patient population for family and mental health nurse practitioner training.

Clinical shifts are limited to four hours and a maximum length of twelve (12) hours. Students may not attend more clinical hours than the course or program requires.

Family Nurse Practitioner Clinical Experiences

Students registering for clinical courses must have an identified/established clinical rotation before enrollment. In the event a student does not have a prospective clinical rotation prior to the semester start date according to the academic calendar, they are required to reach out to the Program Track Director to discuss impacts on their clinical course progression and plan of study. Students must have clinical placements to participate in the clinical courses. A student without placement will be withdrawn from the course and the students overall program progression and expected graduation date will be affected.

Family Nurse Practitioner students may benefit from altering the sequence of their 800 level clinical courses to fit with identified preceptorships. Doing so requires approval from the FNP Program Track Director.

Students Enrolled Prior to Fall 2025

NUR 810: Family Primary Care II (Adult)

Course Overview	Students will focus on advanced practice nursing and health care management of adults. The student will provide primary health care services to adults and families in primary care type settings. During this course, the student will focus on performing comprehensive health assessments, episodic and chronic care for adults within the context of family and community. Health promotion and disease/injury prevention will be an integral component of the course. Students will also learn the diagnosis and treatment of common illnesses and injuries in adults.
Hours	225 hours spread across the entire semester
Emphasis	• Within this period the FOCUS is on the POPULATION EXPERIENCES • Evidence of experience with the variety of well care and problem focused care must be demonstrated • If not able to obtain the required experiences during clinical hours, • additional experience will be required to fulfill this course's objectives.
Appropriate Settings	• Family practice (focusing on adult patients >21 years of age) • Primary Care • Internal medicine • Correctional health *Multiple sites will be necessary to cover lifespan requirements
Potentially Appropriate Settings*	• Urgent care* • Occupational health clinics* • Adult care outpatient specialty clinics*
*Note: some alternative sites can be considered for partial hours toward the optional specialty clinical allowance. These require pre-approval from the FNP Track Director.	

NUR 809: Family Primary Care I (Pedi and Women's Health)

Course Overview	Students will focus on advanced practice nursing and health care management of pediatric patients and women with reproductive needs- and their families. During the Women’s Health section, the student will provide primary health care services to women with needs related to the reproductive system. During the pediatric section, students will focus on performing comprehensive health and developmental assessments for children and their families, in addition to managing episodic and chronic disease states. Health promotion and disease/injury prevention will be an integral component of the course. Health promotion and disease/injury prevention will be an integral component of the course.					
Hours	225 hours spread across the entire semester					
Emphasis	• Within this period the focus is on the population experiences • Evidence of experience with the variety of well care & problem focused care must be demonstrated • If not able to obtain the required experiences during clinical hours, additional experience will be required to fulfill this course’s objectives. • Care delivery to two distinct populations: <table><tr><td><u>Women’s Health:</u> Adult (18+)</td><td><u>Pediatric:</u> Children from birth to young adult</td></tr><tr><td> • The emphasis is delivering primary care services to women. • Health care delivery addressing women’s health issues and care delivery related to the reproductive system’s needs. </td><td> • Performance of comprehensive health (well-child checks) and developmental assessment for children and their families. • Identification and management of both episodic and chronic health issues in children </td></tr></table>		<u>Women’s Health:</u> Adult (18+)	<u>Pediatric:</u> Children from birth to young adult	• The emphasis is delivering primary care services to women. • Health care delivery addressing women’s health issues and care delivery related to the reproductive system’s needs.	• Performance of comprehensive health (well-child checks) and developmental assessment for children and their families. • Identification and management of both episodic and chronic health issues in children
<u>Women’s Health:</u> Adult (18+)	<u>Pediatric:</u> Children from birth to young adult					
• The emphasis is delivering primary care services to women. • Health care delivery addressing women’s health issues and care delivery related to the reproductive system’s needs.	• Performance of comprehensive health (well-child checks) and developmental assessment for children and their families. • Identification and management of both episodic and chronic health issues in children					
Appropriate Settings	<table><tr><th>Women’s Health</th><th>Pediatric</th></tr><tr><td> • Primary Care • Internal medicine or family practice that manages own GYN and women’s health care • OB/GYN offices • Women’s health clinics • Women’s correctional health • College health clinics </td><td> • Family primary care practices (seeing patients from birth to young adulthood, 0-21 years) • Pediatric practices • School health clinics • Recreational camp settings with medical provider </td></tr></table>	Women’s Health	Pediatric	• Primary Care • Internal medicine or family practice that manages own GYN and women’s health care • OB/GYN offices • Women’s health clinics • Women’s correctional health • College health clinics	• Family primary care practices (seeing patients from birth to young adulthood, 0-21 years) • Pediatric practices • School health clinics • Recreational camp settings with medical provider	
Women’s Health	Pediatric					
• Primary Care • Internal medicine or family practice that manages own GYN and women’s health care • OB/GYN offices • Women’s health clinics • Women’s correctional health • College health clinics	• Family primary care practices (seeing patients from birth to young adulthood, 0-21 years) • Pediatric practices • School health clinics • Recreational camp settings with medical provider					
* Multiple sites will be necessary to cover lifespan requirements						

Inappropriate Women's Health Setting	• labor and delivery units (inpatient)
Potentially Appropriate Pediatric Settings*	• Urgent care or fast tracks* • Specialty clinics* (i.e., Pedi endocrine/Pedi GI)
*Note: some alternative sites can be considered for partial hours toward the optional specialty clinical allowance. These require pre-approval from the FNP Program Track Director.	

NUR 811: Family Primary Care III (Geriatrics)

Course Overview	Students will focus on advanced practice nursing and health care management of older adults and frail elders and families. The student will provide primary health care services to older adults and frail elders in primary care or skilled care facilities. During this course, the student will focus on performing comprehensive health assessments, episodic and chronic care for older adults and frail elders in family and community. Health promotion, disease/injury prevention and end of life care will be an integral component of the course. Students learning and teaching will address the diagnosis and treatment of common illnesses and
	injuries; and coordination of complex health needs of the older adult and frail elder.
Hours	225 hours spread across the semester
Emphasis	• Within this period the focus is on the population experiences (elder/frail elder) • Evidence of experience with the variety of well-care & problem-focused care must be demonstrated • Evidence of experience managing complex issues of the elderly required • If not able to obtain the required experiences during the clinical hours, additional experience will be required to fulfill this course's objectives.
Appropriate Settings	• Family practice (focusing on adult patients >65 years of age) • Primary care • Internal medicine • Skilled nursing facilities/assisted-living facilities that provide primary care to the residents (e.g., those providing care through Evercare, an NP coordinate care group for those in skilled or assisted-living facilities) • Long term care facilities • Geriatric home care agencies • Senior/Adult Day health programs with medical component • Medicare/Insurance plan elder care management programs • PACE Program * Multiple sites will be necessary to cover lifespan requirements

Potentially Appropriate Settings*	• Emergency rooms or inpatient settings such as with hospitalist* • Urgent care* • Hospice/Palliative care services* • Specialty outpatient clinics*
*Note: some alternative sites can be considered for partial hours toward the optional specialty clinical allowance. These require pre-approval from the FNP Program Track Director.	

Students Enrolled Fall 2025 and beyond

NUR 820: FNP Clinical Experience I

Course Overview	This is the first of two supervised clinical rotations in the FNP track, following the completion of all didactic coursework, including foundational, diagnostic, and specialty content. Students will begin applying their knowledge in the primary care settings under preceptor supervision, delivering evidence-based care to diverse pediatric, adult, and geriatric populations. This initial clinical experience fosters the development of independent clinical reasoning and supports professional identity formation in the advanced practice role.
Hours	375 direct care hours spread across the entire semester
Emphasis	This clinical rotation focuses on the delivery of evidence-based primary care across the lifespan, encompassing diverse pediatric, adult, and geriatric populations.
Appropriate Settings	• Family Practice • Internal Medicine
	• Age and Gender Specific Populations for partial hour fulfillment: • Pediatric Offices • Women's Health/OBGYN Clinics • Skilled Nursing Facilities (SNF) • Long Term Care Facilities • Rehabilitation Settings * Multiple sites will be necessary to cover lifespan requirements
Potentially Appropriate Settings*	• Emergency rooms or inpatient settings such as with hospitalist* • Urgent care* • Hospice/Palliative care services* • Specialty outpatient clinics*
*Note: some alternative sites can be considered for partial hours toward the optional specialty clinical allowance. These require pre-approval from the FNP Program Track Director.	

NUR 821: FNP Clinical Experience II

Course Overview	This is the second of two supervised clinical rotations in the FNP track. Building upon the skills developed in Clinical I, this course allows students to advance their clinical reasoning, diagnostic accuracy, and management of increasingly complex patient cases across the lifespan. Under preceptor supervision, students are expected to demonstrate greater autonomy in delivering comprehensive, evidence-based care to diverse populations, including pediatric, adult, and geriatric patients. Clinical Experience II supports the transition from student to novice-level advanced practice provider, focusing on readiness for independent practice.
Hours	375 direct care hours spread across the entire semester
Emphasis	In the final clinical experience, focus remains on the delivery of evidence-based primary care across the lifespan. Students are expected to demonstrate increased clinical independence, refine diagnostic and management skills, and address complex health conditions. Experiences reflect readiness for the advanced practice role, including comprehensive care planning, interprofessional collaboration, and the integration of social determinants and environmental factors into patient centered care.
Appropriate Settings	• Family Practice • Internal Medicine • Age and Gender Specific Populations for partial hour fulfillment: • Pediatric Offices • Women's Health/OBGYN Clinics • Skilled Nursing Facilities (SNF) • Long Term Care Facilities • Rehabilitation Settings * Multiple sites will be necessary to cover lifespan requirements
Potentially Appropriate Settings *	• Emergency rooms or inpatient settings such as with hospitalist* • Urgent care* • Hospice/Palliative care services* • Specialty outpatient clinics*
*Note: some alternative sites can be considered for partial hours toward the optional specialty clinical allowance. These require pre-approval from the FNP Program Track Director.	

Psychiatric-Mental Health Nurse Practitioner

Clinical Experiences

Students registering for clinical courses must have an identified/established clinical rotation before enrollment. In the event a student does not have a prospective clinical rotation prior to the semester start date according to the academic calendar, they are required to reach out to the Program Track Director to discuss impacts on their clinical course progression and plan of study. Students must have clinical placements to participate in the clinical courses. A student without placement will be withdrawn from the course and the student's overall program progression and expected graduation date will be affected.

A minimum of fifty-one percent (51%) of the program clinical hours must be completed with a Psychiatric-Mental Health Nurse Practitioner (PMHNP) and/or Mental Health Clinical Nurse Specialist with prescriptive authority. Any clinical hours completed in NUR 703 or NUR 805 with an NP cannot count towards the PMHNP specialty hours.

Clinical experiences prepare students to provide patient centered care for individuals and populations with various mental health needs across diverse practice settings. Students must have sufficient clinical experience in each population (adult, geriatric, pediatric) across the lifespan. **At least 75 of the total clinical hours must be spent caring for the child/adolescent population.**

Students Enrolled Prior to Fall 2025

NUR 805C: Basic Counseling Theory & Techniques for the PMHNP

Course Overview	Along with the general types of counseling offered to clients, prominent individual, group, and family therapy approaches are considered. In addition, an opportunity to learn, explore and practice the foundational evidence-based interaction skills essential in the delivery of psychotherapy is provided. Relevant ethical concerns are noted and addressed during role-play of counseling sessions.
Hours	75-hours spread across the entire semester
Emphasis	Individual, family, group therapy
Appropriate Settings	• Community mental health centers (care across the lifespan) • Family counseling services • School-based therapy services • Private mental health practice (across the lifespan) • Outpatient mental health clinics • Inpatient mental health treatment facilities • Behavioral Mental Health clinics*
Appropriate providers	Note: Must be licensed/credentialed to provide therapy. May be a psychiatrist, psychologist, Licensed Social Worker, mental health nurse practitioner. Check with the Clinical Placement Coordinator for Graduate Programs and the Program Track Director to ensure the site is appropriate.

NUR 806C: Psychiatric-Mental Health Nurse Practitioner

Course Overview	This is the first of two sequential courses that will build upon prerequisite knowledge of theoretical concepts of advanced practice nursing and related disciplines. Students will identify and implement appropriate culturally sensitive interventions for the care of patients and their families with mental health care needs across the lifespan. Ethical and legal issues, health promotion, and disease prevention are emphasized.
Hours	300 hours spread across the entire semester
Emphasis	• The clinical rotation will be the opportunity for the student to apply knowledge gained in the didactic part of the course. Within this period the focus is on the experience through clinical patient exposure and preceptor mentoring. • Evidence of experience with age-appropriate care of mental health illnesses, prevention, and promotion must be demonstrated. • If not able to obtain the required experiences during clinical hours, additional experience will be required to fulfill this course's objectives.
Appropriate Settings	• Community Mental Health Centers • In-patient psychiatry • Private psychiatric practice • Outpatient Psychiatry Clinics • Psychiatric Consult Services • State Psychiatric Facilities • Urban Nurse-Managed Clinics • Veterans Administration Psychiatric Facilities • Domestic Violence Shelters* • Psychopharmacology Clinics* • Residential Substance Abuse Facilities* * Multiple sites will be necessary to cover lifespan requirements
Not/Partially Appropriate Settings*	*Note: Must provide diagnostic, coordination, monitoring and management of treatments plans for patients with mental health needs. Check with the Clinical Placement Coordinator for Graduate Programs and the Program Track Director to ensure the site is appropriate.

**May or may not be appropriate settings- must be reviewed and approved by Program Track Director.*

NUR 807C: Psychiatric-Mental Health Nurse Practitioner II

Course Overview	In Psychiatric-Mental Health Nurse Practitioner II, the student will deliver a holistic healthcare managed approach to caring for patients with mental health needs across the lifespan. Emphasis is placed on the acute, complex, and chronic psychiatric mental healthcare needs of patients and their families in a culturally diverse environment within integrated and coordinated care.
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Hours	300 spread across the entire semester
Emphasis	The clinical rotation will be the opportunity for the student to apply knowledge gained in the didactic part of the course. Within this period the focus is on the experience through clinical patient exposure and preceptor mentoring.
	- Evidence of experience with age-appropriate care of mental health illnesses, prevention, and promotion must be demonstrated. - If not able to obtain the required experiences during clinical hours, additional experience will be required to fulfill this course's objectives.
Appropriate Settings	- Community Mental Health Centers - In-patient psychiatry - Private psychiatric practice - Outpatient Psychiatry Clinics - Psychiatric Consult Services - State Psychiatric Facilities - Urban Nurse-Managed Clinics - Veterans Administration Psychiatric Facilities - Psychopharmacology Clinics* - Residential Substance Abuse Facilities* * Multiple sites will be necessary to cover lifespan requirements
Not/Partially Appropriate Settings*	*Note: Must provide diagnostic, coordination, monitoring and management of treatments plans for patients with mental health needs. Check with the Clinical Placement Coordinator for Graduate Programs and the Program Track Director to ensure the site is appropriate.

**May or may not be appropriate settings- must be reviewed and approved by Program Track Director.*

Students Enrolled Fall 2025 and beyond

NUR 815: PMHNP Clinical Experience I

Course Overview	This is the first of two sequential courses that will build upon prerequisite knowledge of theoretical concepts of advanced practice nursing and related disciplines. Students will identify and implement appropriate culturally sensitive interventions for the care of patients and their families with mental health care needs across the lifespan. Ethical and legal issues, health promotion, and disease prevention are emphasized.
Hours	375 direct care hours spread across the entire semester

Emphasis	The clinical rotation will be the opportunity for the student to apply knowledge, skills and competencies gained in the didactic portion of the curriculum. Within this period the focus is on the experience through clinical patient exposure and preceptor mentoring. • Evidence of experience with age-appropriate care of mental health illnesses, prevention, and promotion must be demonstrated. *If not able to obtain the required experiences during clinical hours, additional experience will be required to fulfill this course's objectives
Appropriate Settings	Community Mental Health Centers • In-patient psychiatry • Private psychiatric practice • Outpatient Psychiatry Clinics • Psychiatric Consult Services • State Psychiatric Facilities • Urban Nurse-Managed Clinics • Veterans Administration Psychiatric Facilities * Multiple sites will be necessary to cover lifespan requirements
	• Psychopharmacology Clinics* • Residential Substance Abuse Facilities*
Not/Partially Appropriate Settings*	*Note: Must provide diagnostic, coordination, monitoring and management of treatments plans for patients with mental health needs. Check with the Clinical Placement Coordinator to ensure the site is appropriate.

NUR 817: PMHNP Clinical Experience II

Course Overview	In Psychiatric-Mental Health Nurse Practitioner II, the student will deliver a holistic healthcare managed approach to caring for patients with mental health needs across the lifespan. Emphasis is placed on the acute, complex, and chronic psychiatric mental healthcare needs of patients and their families in a culturally diverse environment within integrated and coordinated care.
Hours	375 direct care hours spread across the entire semester
Emphasis	The clinical rotation will be the opportunity for the student to apply knowledge gained in the didactic part of the course. Within this period the focus is on the experience through clinical patient exposure and preceptor mentoring. • Evidence of experience with age-appropriate care of mental health illnesses, prevention, and promotion must be demonstrated. *If not able to obtain the required experiences during clinical hours, additional experience will be required to fulfill this course's objectives.

Appropriate Settings	• Community Mental Health Centers • In-patient psychiatry • Private psychiatric practice • Outpatient Psychiatry Clinics • Psychiatric Consult Services • State Psychiatric Facilities • Urban Nurse-Managed Clinics • Veterans Administration Psychiatric Facilities • Psychopharmacology Clinics* • Residential Substance Abuse Facilities* * Multiple sites will be necessary to cover lifespan requirements
Not/Partially Appropriate Settings*	*Note: Must provide diagnostic, coordination, monitoring and management of treatments plans for patients with mental health needs. Check with the Program Track Director to ensure the site is appropriate.

Progression with Incomplete Clinical Hours

Students are expected to arrange their clinical schedule to allow for completion of all required clinical hours within the confines of the semester, in accordance with the schedule published in the course syllabi. If extraordinary circumstances are identified that have prevented the student from meeting the clinical hour requirement, the Program Track Director may allow a student to proceed into the subsequent clinical course, provided they have completed a minimum of 75% of the required clinical hours by the semester deadline. Students must be in good didactic and clinical standing, and decisions regarding progression are made on a case-by-case basis.

The student will not be permitted to begin any clinical hours in a subsequent course, until all outstanding clinical hours have been successfully completed and the student has received the final course grade. In the event the student does not complete the clinical hour requirement within the first two weeks of the semester, they will be withdrawn from the subsequent clinical course and subject to any fees or tuition loss according to the MCPHS Academic Calendar. The student will then be moved to an “out of sequence status.” During this time, the student must complete any outstanding clinical hours before enrolling in any future clinical courses.

Students must be prepared to complete all outstanding clinical hours by the end of the subsequent academic semester. Any student who has an incomplete or is out of sequence due to lack of clinical hours must have successfully completed those outstanding hours within one (1) year or will have to retake the clinical course in its entirety, including all didactic, clinical components and/or co-requisites. Students must notify the Clinical Placement Coordinator of any outstanding clinical hours and plan for completion and receive notification of clearance from the Clinical Placement Coordinator prior to completing the outstanding clinical hours.

Flexibility for Clinical Hours Completion

1. Inter-Semester Hours:

- Students in good clinical standing may complete clinical hours during the inter-semester periods (spring-to-summer and summer-to-fall) with the following guidelines:

- i. This is subject to oversight (faculty and preceptor) availability.
- ii. May complete hours between spring and summer or summer and fall to meet the 750- hour requirement.
- iii. Winter Break Excluded: Clinical hours may not be completed during the winter break period.

2. Requirements for Students:

- a. With the exception of unforeseen circumstances, a request for inter-semester clinical hour completion must be submitted to the course coordinator **by week 6**.
- b. The student must maintain good clinical standing and the request for inter-session clinical hour completion must be approved by the course coordinator.
- c. The request for inter-session clinical hour completion must be submitted via email to the course coordinator
- d. The request must include the following:
 - i. Reason for extension
 - ii. Name of site and preceptor for extended clinical hours
 - iii. A clinical calendar detailing the planned hours during the request extension period.
- e. Logging of all completed clinical hours in EXAAT is required during the clinical extension period.
- f. Clinical documentation requirements will be determined by course coordinator

3. Faculty Oversight

- a. The Clinical faculty will review and verify EXAAT logs and calendars for inter- semester hours.

4. 75% Rule

- a. The 75% rule will remain in effect, allowing students to progress with a minimum of the following number of completed hours:
- b. Students enrolled prior to Fall 2025: 168 hours completed per 225-hour semester and 225 hours per 300-hour semester.
- c. Students enrolled Fall 2025 and beyond: 281 hours completed per 375-hour semester
- d. For students utilizing this inter-semester option, outstanding clinical hours may extend beyond the current three-week completion timeline into a planned inter-semester period, alleviating time constraints and promoting better clinical placement flexibility.

Student Responsibility for Contents of the MSN Clinical Handbook

Upon admission to the Graduate Nursing program and at the start of each clinical semester, students must read the MCPHS MSN Clinical Student Handbook, MSN and CAGS Programs. Students must verify by electronic signature via the Blackboard platform that they have read and will abide by the policies, protocols, and guidelines described in this document.

The *MCPHS MSN Clinical Student Handbook, MSN and CAGS Programs* is reviewed and revised as needed. The student body will be informed of any major revisions via email.

****Please refer to the Student Handbook, MSN and CAGS Programs for all non-clinical related program information, policies and procedures.***