



# Massachusetts College of Pharmacy and Health Sciences School of Nursing

## BSN Handbook

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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 Undergraduate Student Handbook. 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.

## Message from the Dean

Dear BSN Nursing Student:

Welcome to the School of Nursing at Massachusetts College of Pharmacy and Health Sciences! Founded in 1823 as the oldest University in Boston, MCPHS is a private co-educational institution with a record of academic excellence and a distinguished tradition of innovation in teaching and learning. The School of Nursing offers accelerated Bachelor of Science in Nursing (BSN) programs that educate students for professional nursing practice in an ever-changing healthcare environment.

The School of Nursing:

- Is uniquely designed as one school with two accelerated programs (32-month traditional BSN program, and 16-month 2nd-degree BSN program), on four campuses: Boston, Worcester, and Manchester, New Hampshire, and Online;
- Is committed to a learner-centered education in which students are immersed in rigorous, relevant, and creative learning experiences;
- Builds clinical partnerships in which resources, knowledge, and experiences are reciprocated and connected through professional relationships and collaborations;
- Uses state-of-the-art simulation technology that promotes knowledge retention, critical and spontaneous thinking, clinical competence, and self-confidence needed for safe, effective, high-quality practice;
- Promotes an interdisciplinary learning environment where faculty and students actively engage in intellectual dialogues and scientific inquiry;
- Fosters an academic process that is reflective, pluralistic, and participatory; and
- Embraces humanity, quality, scholarship, and diversity.

Our vision of academic excellence is achieved through an engaged, creative, and dynamic learning organization, committed to social justice, innovation, clinical scholarship, teaching excellence, and the formation of professionals ready to meet the evolving health care needs of a global community. Students, faculty and staff, and clinical partners form a dynamic triad whereby nursing practice informs nursing education, and nursing education influences the practice of nursing and the delivery of healthcare.

The future of nursing rests with those entering the profession. We are dedicated to the advancement of all engaged in the endeavor of educating students to become caring, compassionate professional nurses and leaders to transform healthcare for all.

Warm Regards,

*Tammy L. Gravel*

Tammy L. Gravel, EdD, MS, RN  
Dean and Chief Nurse Administrator, Associate Professor

## Directory by Campus

### School of Nursing Leadership

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## Approval and Accreditation



The Bachelor of Science in Nursing degree program at Massachusetts College of Pharmacy and Health Sciences is accredited by the Commission on Collegiate Nursing Education

<http://www.ccneaccreditation.org>.

The Master of Science in Nursing degree program at Massachusetts College of Pharmacy and Health Sciences is accredited by the Commission on Collegiate Nursing Education

<http://www.ccneaccreditation.org>.

The Doctor of Nursing Practice degree program at Massachusetts College of Pharmacy and Health Sciences is accredited by the Commission on Collegiate Nursing Education

<http://www.ccneaccreditation.org>.



Massachusetts College of Pharmacy and Health Sciences is accredited by the New England Commission of Higher Education (NECHE) through its Commission on Institutions of Higher Education. Accreditation of an institution of higher Education indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

The Bachelor of Science in Nursing (BSN) programs in Boston and Worcester have Approval with Warning from the Massachusetts Board of Registration in Nursing (MBORN). The Bachelor of Science in Nursing (BSN) program in Manchester, NH has received Full Approval (2021-2031) from the New Hampshire Board of Nursing.

## School of Nursing Guiding Statements

The School of Nursing (hereafter the *School of Nursing*) at Massachusetts College of Pharmacy and Health Sciences University (hereafter MCHPS or University) offers Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Advanced Practice Nurse Practitioner Programs in Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner, Certificate of Advanced Graduate Study (CAGS), Doctorate of Nursing Practice (DNP) and Graduate Certificate degree programs that prepare competent, caring, and ethical nursing professionals and leaders to meet the ever-changing needs of the healthcare environment. The philosophy, mission, vision, core values, goals, and outcome statements of the School of Nursing provide a guiding framework for its faculty, staff, students, and clinical partnerships.

### Philosophy

Congruent with the philosophy and core values of Massachusetts College of Pharmacy and Health Sciences, the School of Nursing philosophy reflects the faculty's beliefs in a set of core values that are fundamental to nursing education, shared, and upheld by the nursing students, faculty and staff, and our clinical partners.

Education is a self-actualizing, creative, and lifetime endeavor involving systematic inquiry and progression from novice to expert. The educational process must be learner-centered to foster intellectual vitality, critical thinking, and the responsibility of ongoing professional development. Nursing education must be academically rigorous and socially relevant, embracing multiple ways of knowing and integrating the liberal arts and sciences with professional nursing study. Organized around a clear appreciation of the domain of nursing, the curriculum's foundation embraces the nursing metaparadigm: person/people, health/illness, society/environment, and nursing. Weaving scholarly, professional, and practice-related activities throughout the education process creates a cohesive tapestry of caring and patient-centered care.

Nursing is deeply rooted in the science of caring and connection to others. Individuals have unique qualities and basic needs for respect and recognition of personal dignity. The universality of human rights and needs transcend the boundaries of age, gender, race, ethnicity, class, culture, language, spirituality, and religion. Human diversity and psychosocial-cultural factors influence and are influenced by the experience of individuals, communities, and society. Incorporation of humanity and respect is vital to the process of healing and the quality of nursing care.

The primary goals of nursing are to promote, restore, and maintain health, prevent disease, and provide care and comfort throughout the life span, during illness, and at the end of life. The patient is the center of nursing care and may be an individual, family, group, or community in varying states of health. Nursing appreciates the patient as having distinct and unique needs that continuously change throughout the lifespan as the patient interacts with the nurse, healthcare providers, and the environment. It is critical that a nurse anticipates and adapts to the changing needs of the patient. Identification of patient needs, the provision of nursing care, the healthcare experience, and the environment are fundamentally connected. The nurse helps create a healing environment for each patient by collaborating with the patient and other healthcare providers to establish mutual goals that enable the patient to attain optimal health.

## School of Nursing Core Competencies

The core competencies necessary to meet the primary goals of nursing are *communication, assessment, critical thinking, and technical skill*. The core competencies allow the nurse to assess, plan, design, provide, and manage culturally competent, cost-effective, high quality, direct and indirect nursing care across the lifespan to diverse populations across an ever-changing healthcare delivery system. We strive to achieve competence in nursing practice through a thoughtful and intentional blending of theory, knowledge, and experience.

Our clinical partners allow for the sharing of resources, knowledge, and experiences between nursing practice and academic nursing. Students, the faculty and staff, along with our clinical partners form a dynamic triad whereby nursing practice informs nursing education and nursing education influences the practice of nursing and the delivery of healthcare. The goal of our clinical affiliations is to provide a solid, functional, and rigorous foundation for evidence-based nursing practice.

The future of nursing rests with those entering the profession. Throughout the various levels of nursing education, faculty and students refine and enhance the beliefs and values that sustain nursing education. We are dedicated to the advancement of all engaged in this endeavor. We believe that the most effective, inspiring, and celebrated professionals are individuals who continue to make their personal development primary and see it as essential to professional excellence. Nurses must be willing to grow and explore outside their comfort zone both personally and professionally as it enhances their ability to innovate, increases their efficacy and enriches their lives.

## Educational Mobility Statement

The BSN curriculum builds upon a strong foundation of liberal arts and science and the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) from the American Association of Colleges of Nursing. Throughout the BSN program, students discover ways to advance within their practice through formal and informal educational offerings. As personal and professional goals are revised, and nurses seek to gain advanced competencies, the BSN curriculum's structure and content at MCPHS allows students to move to the graduate level (MSN Level) without unnecessary duplication of prior learning. However, as noted within the Progression Policy, BSN students must complete the curriculum in sequence.

## Advanced Placement or Transfer of Military Education, Training or Service

The School of Nursing does not accept transfer nursing course credits from other academic institutions, military service schools or for military service experience. Pre-professional education or training of veterans is evaluated for transfer credit on admission or transfer to the University.

## Mission

The Mission of the School of Nursing is to provide students with a high quality and innovative education and to foster scientific inquiry and professional service.

To fulfill the mission, we are committed to:

- Developing an innovative, dynamic, and socio-politically relevant model of nursing education based on theoretically-sound curricula, evidence-based practice, clinical practice that embraces

- acute and community-based care, and clinical reasoning based upon scholarly inquiry;
- Developing a curricular foundation that promotes reflective, ethical, compassionate, innovative, and intellectually rigorous nursing practice;
- Establishing a community of learners inclusive of students, faculty, and clinical partners who embrace a spirit of inquiry and a commitment to continuous professional growth;
- Promoting resiliency and integrity in nursing graduates for practice in dynamic, diverse, and complex healthcare environments;
- Fostering a community of scholars that advance nursing through excellence in the discovery, application, integration, and dissemination of knowledge; and
- Providing service to the School of Nursing, the University, the profession, and the community.

## Professional Comportment

Professional comportment (the manner in which one behaves or conducts oneself) is expected of all nursing students in the School of Nursing. Professional comportment embodies the core values of the University and is defined as behaving in a way that exemplifies respect for individuals including those in the academic setting, healthcare setting, and community of practice. Communication is an important element of professional comportment and as such should be practiced throughout the nursing program. This Manual provides a framework to socialize students to behave in an ethical, responsible, and professional manner. **Breaches of professional comportment may result in the student inability to be awarded a preceptorship or other similar penalty.**

Students are expected to display a professional demeanor, interactions and boundaries with patients and their families, clinical staff, peers, faculty, and the public at all times, taking into consideration their representation of the profession of nursing and University (See the [ANA Code of Ethics for Nurses](#)). Essential expected behaviors include, but are not limited to:

- Consistent display of professional demeanor and appropriate interpersonal interactions and boundaries with patients, staff, and peers; including emails to faculty and staff,
- Adherence to the profession's Code of Ethics;
- Timeliness and adherence to preparation, attendance, policies, and deadlines;
- Prompt notification of absence or tardiness according to the established absence policies;
- Adherence to School of Nursing professional dress guidelines;
- Exhibiting professional and responsible behavior when representing the University in any manner or venue while wearing the white coat, clinical uniform, lanyard, or any University logo;
- Displaying professional conduct in using cyberspace (examples include, but are not limited to Blackboard, Email, Twitter, Pinterest, Tumblr, Facebook, YouTube, etc.);
- Falsification of any test results;
- Impact clinical assessments and faculty references

## Vision

Our vision is to create a center of excellence in nursing education that embraces Interprofessional practice where education, scholarship, and clinical practice connect to advance both the profession of nursing and high-quality patient-centered care.

## Core Values

As members of the School of Nursing and a broader community, we are committed to the following core values:

## **Respect**

- Value and appreciate self and others across the boundaries of age, race, culture, gender, language, ideology, religion, and class.
- Seek to know, understand, acknowledge, and appreciate the uniqueness and contribution of self and others;
- Treat self and others in a caring and considerate manner; and
- Recognize that the patient is the center of nursingcare.

## **Literacy**

- Examine and process information in a critical and reflective manner;
- Appreciate and judiciously use literature from nursing science, liberal arts, and other health sciences;
- Cultivate a sense of intellectual inquiry and engage in the process of lifelong learning and development; and
- Embrace continual knowledge development as central to professional excellence and the advancement of nursing practice.

## **Practice**

- Develop competence and advance acquisition of nursing knowledge, skills, attributes, and abilities;
- Communicate and collaborate as an integral member of the health care team;
- Apply nursing knowledge and skill in diverse practice settings; and
- Provide care in accordance with professional standards, practice within the legal and ethical scope of nursing, and engage in continuous quality improvement of nursing care.

## **Integration**

- Draw on existing knowledge and develop new knowledge in order to establish a nursing practice that is critically reflective and dynamic;
- Connect theory and multiple ways of knowing in the practice of nursing;
- Behave and present self in a manner that projects confidence and inspires trust; and
- Act with integrity, responsibility, and accountability in the practice of nursing.

## **BSN Program Goals**

The School of Nursing provides excellent education that aims to prepare students as liberally educated persons and baccalaureate-prepared professional nurses. We are committed to:

- Incorporating the values of respect, literacy, practice, and integration;
- Building on a solid foundation of liberal arts and sciences;
- Connecting education to practice through affiliations and clinical immersion;
- Cultivating a learner-centered environment where individuals are empowered to think, conceptualize, reason, and make sense of the lived worlds;
- Providing opportunities for personal and professional development of students, faculty, staff, and clinical partners;
- Using knowledge and evidence-based teaching practice; and
- Preparing nursing graduates who are globally aware and informed for practice in a diverse and rapidly changing healthcare environment.

## BSN End of Program Student Learning Outcomes

Upon the completion of the BSN program, graduates will be able to:

- Engage in Professional Nursing Practice grounded in caring behaviors that are patient-centered and culturally sensitive for individuals, families, and communities.
- Integrate the core competencies of critical thinking, communication, assessment, and technical skills in nursing practice.
- Integrate principles of quality improvement and safety; and use technology to deliver patient-centered care within health care organizations and systems.
- Demonstrate professional nursing behavior that involves accountability for one's self and nursing practice, and includes continuous professional engagement and lifelong learning.
- Demonstrate behaviors consistent with the application of contemporary leadership models in healthcare.
- Prepare for professional practice and licensure

The School of Nursing faculty is committed to delivering a nursing curriculum that combines active teaching-learning strategies, both direct and indirect clinical experiences, within an inclusive environment of respect, collaboration, and professionalism to students and prepares students for competent, resilient, compassionate, and skilled professional practice and leadership in healthcare.

## American Nursing Association (ANA) Code of Ethics for Nurses

- **Provision 1:** The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- **Provision 2:** The nurse's primary commitment is to the patient, whether an individual, family group, community, or population.
- **Provision 3:** The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- **Provision 4:** The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
- **Provision 5:** The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and to continue personal and professional growth.
- **Provision 6:** The nurse, through individual and collective efforts, establishes, maintains, and improves the ethical environment of work setting and conditions of employment that are conducive to safe, quality health care.
- **Provision 7:** The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
- **Provision 8:** The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- **Provision 9:** The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

It is an expectation that all students read and refer to the American Nurses Association (ANA) Code of Ethics (2015) located on the ANA website: <http://www.nursingworld.org/codeofethics>.

The Code of Ethics is one of several professional nursing standards that frame the curriculum of the undergraduate and graduate nursing programs. The Code provides a standard of practice to guide nursing professionals toward thoughtful, ethical, and high-quality nursing care. The Nursing Code of Ethics underscores all activities within the profession of nursing and adherence to the principles is a prerequisite to participation in the School of Nursing.

## General Policies

### Compliance, Immunization Requirements and Clinical Onboarding

Students begin clinical during the first semester of the professional nursing curriculum. All students are required to complete all requirements prior to the start of the semester before each level of the professional curriculum. **Adherence to the deadline set in place by the Clinical Placement Office is required in order to attend clinical.** Any missed clinical days due to compliance will be considered an unexcused absence.

**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.**

Please refer to the section of the University Course Catalog and Student Handbook titled *Massachusetts College of Pharmacy and Health Sciences Immunization Requirements* attached as Appendix 1. Immunization information and clearances are provided through Castle Branch, the University's contracted vendor.

**Some healthcare agencies and clinical education sites may have additional immunization requirements.** In order 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.**

Immunization information and clearances are provided through 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.

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

### 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 School of Nursing students are required to attend a formalized training session on HIPAA



regulations provided by the University and/or by the clinical partner. 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 University's Student Code of Conduct.

## Criminal Offender Record Information (CORI)

Certain laws and accreditation standards require health care facilities 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 the University places students for educational experiences must comply with these laws. In order to be eligible for clinical placements, students must be cleared through a CORI check. In addition, clinical sites may require their own CORI checks, and students may be asked to complete several release forms. In cases where the facility does not pay the charge for the CORI check, **the student is responsible for paying the fee**. If a site requires, but does not provide for obtaining CORI checks, the student can obtain them through the campus site's Clinical Placement Coordinator and will be responsible for any associated fees. The 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.**

Students are expected to be of good moral character to attend clinical as well as sit for the NCLEX-RN examination to ensure the safety of all patients and caregivers in the clinical setting. Students are required to complete a Criminal Offender Record Information (CORI) at the outset of their tenure in the School of Nursing, **prior to attending any clinical rotation**. The cost of the CORI is the student's responsibility. Additional CORI's may be required by specific clinical agencies and is also the responsibility of the student. If a student is out of sequence or takes a leave of absence, they may be required to complete another CORI check and/or complete an attestation form confirming that no change has occurred with their CORI.

In compliance with the policy of the Massachusetts Board of Registration in Nursing and the New Hampshire Board of Nursing, students are hereby notified that completion of the baccalaureate degree does not guarantee admittance to the National Council Licensure Examination for Registered Nurses (NCLEX-RN). According to Board Licensure Policy 00-11, *"any individual convicted of a felony or misdemeanor, and/or who has been disciplined by a licensure/certification body must be evaluated by the Board to determine a licensure applicant's compliance with the good moral character licensure requirement established by Massachusetts General Laws, Chapter 112, sections 74 and 74A."* The good moral character language states that *"Any individual who has been convicted of a felony or misdemeanor, and/or who has been disciplined by a licensure/certification body, or whose ability to practice professional nursing is adversely affected by physical or mental disability/illness that may endanger the health and/or safety of a person, should seek special advising prior to enrolling in any professional nursing program in Massachusetts."* Individuals convicted of certain crimes may be permanently excluded from nurse licensure in Massachusetts and/or New Hampshire. Students should be aware that a court record might prevent them from admittance to the NCLEX-RN. Students who have questions about their eligibility should contact the appropriate State Board of Nursing directly ([www.ncsbn.org](http://www.ncsbn.org)).

## Drug Testing Requirements for Clinical Sites

Some healthcare agencies and clinical sites may have additional drug testing requirements. In order 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 unable to satisfy course and program requirements. The Drug Abuse Policy set forth in the University Student Handbook is included below.

## **Drug Use Policy**

In accordance with the Drug Free Schools and Communities Act, MCPHS has adopted the following Drug Use policy.

### **Introduction**

Only in an environment free of drug use can the University fulfill its mission of developing the professional, social, cultural and intellectual potential of each member of its community. The use of illicit drugs impairs the safety and health of students and employees, inhibits personal and academic growth and undermines the public's confidence in the University. For these reasons, it is the policy of the University that all University activities and University property shall be free of the unlawful use of drugs.

### **Prevention and Awareness Programs**

Prevention programs are in place on campus, administered by the Student Affairs Office and in conjunction with campus departments. The programs provide training and direct services to the University community and offer preventative educational and outreach activities. University supervisors, as well as student staff in the residence halls, receive training on issues regarding drug use. Members of the Student Affairs and Counseling Services staff are available for consultation concerning individual students with drug problems. Individual counseling is available to any student who seeks assistance for a drug problem. In addition, attendance at an evaluation session with a member of the Counseling staff may be required as part of a disciplinary sanction.

Student Affairs, Human Resources, and Counseling Services; along with the Student Health Center have established working relationships with area hospitals, community mental health centers and other social service agencies to facilitate referrals when treatment is needed. Please contact the above offices for listings of campus and community agencies, meetings and information about drug abuse.

### **Health Risks**

The use of drugs, even infrequently, may seriously damage one's health. The Counseling Services or an individual's health care provider can provide more extensive information on the effects of specific drugs on an individual's health. Risks include, but are not limited to the following:

- Cocaine or crack use may be fatal, depending upon the cardiovascular response of the user. This drug is highly addictive, and withdrawal may result in severe depression.
- Tranquilizers and sedatives are also highly addictive, even in low doses. Use of these drugs in conjunction with alcohol is extremely dangerous and may result in the user becoming comatose.
- The intravenous use of drugs carries the additional risk of infection due to shared needles. HIV and hepatitis are transmitted in this way.
- Marijuana has properties of both depressants and stimulants and is considered a psychoactive drug. Marijuana contains more tar than tobacco and causes lung and bronchial disease, a chronic dry cough and respiratory irritation. Continued marijuana use has also been connected with memory loss and a motivational syndrome.
- Tobacco smoke contains carbon monoxide and may cause cancer and bronchial disease, a chronic cough and respiratory irritation. Smoking by pregnant women may result in fetal injury, premature birth and low birth weight. Chewing of tobacco may cause cancer.

## General Provisions

- In accordance with federal and state law, students and employees of the University shall not unlawfully manufacture, distribute, dispense, possess or use controlled substances or prescription drugs. Doing so is in direct violation of the Drug Use Policy.
- The University reserves the right to charge a student with violating the Drug Use Policy based on the smell of marijuana alone.
- The presence of residue or paraphernalia, including but not limited to, bongs, scales and pipes is prohibited and is a direct violation of the Drug Use Policy. Any student found in possession of paraphernalia will face disciplinary charges.

## CPR Certification

All students must complete CPR training prior to beginning Nursing Core Courses. **The SON requires students to receive CPR training through the American Heart Association (AHA) and no other certifications will be accepted. AHA must certify students in Basic Life Support (BLS) Health Provider. 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 campus Clinical Placement Coordinator. We recommend that the student verify the course in advance to ensure that the course is appropriate. It is the student's responsibility to confirm CPR requirements are up to date every semester.

**Note:** It is the responsibility of the student to submit evidence of all required annual updates of immunizations and certification renewals.

## Physical, Technical and Professional Standards

A pre-licensure candidate for the BSN degree must have abilities and skills in the following areas: *cognitive, communication, observation, motor function and endurance, and behavioral*. Reasonable accommodations may be made for some disabilities; however, pre-licensure BSN students must be able to perform in a reasonably independent manner, with or without accommodations.

## Cognitive: Intellectual, Conceptual and Quantitative Abilities

- Follow policies and procedures of Massachusetts College of Pharmacy and Health Sciences 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;
- Assess, 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; and
- 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 and translate patient situations, and perceive both oral and non-verbal 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. Examples include but are not limited to: lifting and positioning patients (lifting up to 50 pounds, carrying up to 25 pounds), transferring patients in and out of bed, cardiopulmonary resuscitation (AHA Basic Life Support/Healthcare Provider), preparation and administration of medications (oral, injection, intravenous, including hanging IV bags at shoulder height), reading and emptying body fluid collection devices below bed level, application of pressure to stop bleeding, clearing/opening an obstructed airway, provision of daily hygiene care.
- Must be able to complete assigned periods of clinical practice, including up to 12-hour shifts (including days, evenings, nights, 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, peers, and faculty) in various healthcare contexts.

## Physical Requirements in Clinical Setting

**Students must be able to meet all physical, technical and professional standards in order to attend classes/lab/clinical.** Clinical agencies may have additional or agency-specific technical standards, which

take precedence over Massachusetts College of Pharmacy and Health Sciences technical 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.**

## Technology Requirements

To enhance the virtual classroom, the School of Nursing uses the collaborative features offered by the Learning Management System (Blackboard). Massachusetts College of Pharmacy and Health Sciences has access to two platforms, Zoom and Collaborate Ultra. Please view the Technology Requirements at <https://is.mcphs.edu/services/computing-printing/technology-requirements> to ensure that your computer or laptop meets the requirements. Please view Collaborate Ultra from the menu on the left-hand side of the Blackboard Course Shell to review and install any updates on your computer to meet the technology needs. Please know that Blackboard works best with Google Chrome. A headset, microphone, and camera are required to maximize the virtual classroom. All students are required to bring a laptop meeting the technology specifications in order to sit for in person exams. Each student may be required to purchase a privacy screen or privacy filter that fits on their PC, MAC or tablet.

## Inclement Weather

Please refer to the Massachusetts College of Pharmacy and Health Sciences Student Handbook directory for information regarding University closure for inclement weather. In the case of inclement weather on a clinical day when the University does not close, students are expected to report to clinical as scheduled. However, at the discretion of the Associate Dean for Clinical Education and Experiential learning, scheduled clinical experiences may be delayed, cancelled, or dismissed early if travel conditions or weather forecasts pose significant concern for student safety. In addition, Massachusetts College of Pharmacy and Health Sciences realizes that some students travel more than thirty minutes to get to campus and the weather conditions could be very different from the student's home. Student safety is very important to the University. If the University remains open and inclement weather is a safety concern, a student may request a documented absence. The documented absence links for all campuses are here:

Boston: <https://mcphsreslife.wufoo.com/forms/w1ewjh3k09bi7tm/>

Manchester: <https://excusedabsencemanchesterworcester.wufoo.com/forms/s64u3460zn17gq/>

Worcester: <https://excusedabsencemanchesterworcester.wufoo.com/forms/qvu5vz91uyt5ft/>

## The Use of Social Media

Massachusetts College of Pharmacy and Health Sciences School of Nursing has adopted the 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. [https://www.ncsbn.org/Social\\_Media.pdf](https://www.ncsbn.org/Social_Media.pdf). Students must also comply with the Massachusetts College of Pharmacy and Health Sciences Electronic Communications Policy, which is set forth in the Massachusetts College of Pharmacy and Health Sciences Student Handbook (attached as Appendix 2). If there is a conflict between the terms of the NCSBN White Paper on Social Media and the Massachusetts College of Pharmacy and Health Sciences Electronic Communications Policy, the terms of the Massachusetts College of Pharmacy and Health Sciences policy shall apply.

Students found to be posting information to social media sites that includes any information regarding our clinical partners, patients, other students, nursing faculty or other University information will be required

to meet with the Dean or Campus Associate Dean and, if appropriate, be referred to the Dean of Students for a conduct review.

## Academic Policies

The School of Nursing does not accept any outside nursing courses for transfer credit.

### School of Nursing Grading Policy for BSN Program

A	4.0	100-94
A-	3.7	93-90
B+	3.3	89-87
B	3.0	86-83
<b>B-</b>	<b>2.7</b>	<b>82-80 (Required professional GPA, for graduation)</b>
<b>C+</b>	<b>2.3</b>	<b>79-78 (Required passing course grade)</b>
C	2.0	77-73
C-	1.7	72-70
D	1.0	69-60
F	0.0	<60

**The overall professional GPA for the BSN program is 2.7.** The School of Nursing grading practice is to eliminate decimal points and to assign whole numbers as to final course graded. The “rounding up” of a final grade is based on 0.50 or above; not 0.49, 0.48, et cetera. For example, if the student grade is 77.49 or less, the student’s final grade of record is 77. Conversely, if the student grade is 77.50 or above, the student’s grade of record is 78.

**For the BSN program, the minimum passing grade in any professional nursing (NUR) course is 78, and the overall required professional GPA remains 2.7.**

Students who wish to appeal a final grade must follow the University’s grade appeal process as detailed below and also in the University Course Catalog.

### Course Work

All assignments are due at the times specified in the course syllabus. **Issues/concerns regarding the completion and or submission of the assignment must be brought to the attention of the course faculty prior to the due date of the assignment. Grades will not be re-considered after submission of the assignment and subsequent posting of the grade.**

Faculty, at their discretion, may allow for a time extension up to a maximum of seven (7) days. Unless additional time has been granted by the course coordinator for completion of an assignment, or unless otherwise stipulated in the course syllabus, a maximum achievable grade will be calculated upon receipt of the late assignment. The maximum achievable grade will be based upon a loss of five (5) points per day for each calendar day that a paper is late. For example, a paper that is four (4) days late can receive a maximum achievable grade of eighty (80) points. The assignment is then graded and points are subtracted from a total of eighty (80), as opposed to one hundred (100). All assigned work must be submitted, regardless of how late, to successfully complete the course and receive a course grade

All written assignments are required to be submitted in the corresponding Assignment drop box in Blackboard. Source matching software (Turn-it-in/Safe assign) is a tool used by universities to help students detect opportunities for improvement in written communication as well as to detect any plagiarism. Please note that source matching software program Massachusetts College of Pharmacy and Health Sciences uses is set to allow for no more than **20% similarity index** on written assignments. If assignments have a similarity index greater than 20%, students should revise the work according to the recommendations of the source matching software program. There are also free programs such as Grammarly that can be utilized prior to submitting into Turn-it-in/Safe assign. (<https://www.grammarly.com/>)

## Exams/Testing

Exams will be objective and utilize NCLEX style questions to measure your progress on a sequential basis during the course. Questions on the exams are derived from all sources of learning materials utilized in the course. Examination format may include multiple choice; fill in the blank, and alternate format questions. Examinations are administered through computerized testing to help mimic the conditions you will encounter when you take the NCLEX as well as, providing several different item analysis statistics which help faculty understand your performance as well as aggregate data class performance on the exams.

NCLEX style questions are written using Bloom's taxonomy. Bloom's Taxonomy differentiates between being able to recognize a concept and being able to use that concept at a higher level. The Bloom's levels of cognitive functioning are: Remember, Understand, Apply, Analyze, Evaluate, & Create. What does this mean? Answers to examination questions will not rely on rote memory. Instead, you will be tested on your knowledge and ability to critically think in order to apply, analyze and evaluate health care situations.

**The School of Nursing does not provide study guides for any examinations within the BSN Professional Curriculum.**

## Quiz/Exam Review

The School of Nursing has partnered with the testing vendor HESI (Health Education Systems, Inc.) to provide nationally benchmarked and normed content proctored exams to allow faculty and students to better assess acquisition of nursing knowledge congruent with the NCLEX test blueprint.

The additional platform of ExamSoft is used to administer exams within the courses. ExamSoft is used to administer all faculty created course exams. After each exam, the exam questions are reviewed by faculty looking at several different statistics to provide insight to the instructors on individual and aggregate performance on the exam. The exam statistics are reviewed by no fewer than 2 faculty members and any adjustments to scores are made prior to the grade being released to the students.

After the exam is taken and the grade is posted by the respective faculty member, there will be a designated time to allow students to review missed concepts from the exam. The format of the Exam Review is at the discretion of course faculty in order to provide the best learning opportunity for each course. Formats may include but are not limited to silent reviews, open forums, group work, etc. Students have 48 hours after the Exam Review to contact the course faculty with any questions related to that exam. For security and/or other reasons, quizzes/exams administered in courses scheduled in sections may

not be the same. Course faculty has the right to modify quiz/exam format/type based upon their judgment.

With all HESI examinations, due to the process used to validate questions and the proprietary nature of the exams students are not able to review the specific questions on the examination. Students will have the opportunity to review and analyze completed exam content analysis and missed concepts through HESI individualized remediation package. This process enables students to perform better on exams by analyzing their strengths and weaknesses as a test-taker. It is used to help students determine how to improve the way they prepare for and take tests. Students are expected to review their missed concepts and complete remediation activities to ensure success as they move forward with the curriculum.

## Mandatory NCLEX Review

**All students are required to complete the NCLEX review course provided by the University.** Attendance at the NCLEX review is **mandatory**. All students must complete the standardized exit examination at the completion of the NCLEX review course. Failure to attend the NCLEX review or to sit for the exit examination **will preclude the student from graduation** and subsequent eligibility to take the NCLEX examination.

## APA Style

All formal papers must conform to guidelines of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition with the exception that page numbers must be included on all pages. In addition to the *Manual*, students may find the following references helpful:

- APA Research Style Crib Sheet: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
- APA Citation Style: [https://liu.cwp.libguides.com/sb.php?subject\\_id=13235](https://liu.cwp.libguides.com/sb.php?subject_id=13235)
- APA Style.Org: <http://www.apastyle.org/>

## Incomplete Grades

The University Catalog details the Incomplete Grade Policy. This policy is also included below.

Courses with a grade of Incomplete must be completed within three weeks of the new semester following the academic term (including summer sessions) in which the Incomplete grade was assigned, or the grade automatically becomes an F. The instructor is responsible for notifying the Office of the Registrar regarding any student who has been granted additional time for coursework completion. The instructor also must specify the extended time period, up to one semester. No student may progress to courses for which the course with an Incomplete is a prerequisite until the work is completed and the I grade is changed. Incomplete grades render a student ineligible for the dean's list. No student can graduate with an Incomplete grade in any course necessary for graduation.

## Grade Appeals

Students who wish to appeal a final grade must follow the University's grade appeal process as detailed in the University Catalog and is included below.



A student who wishes to appeal a final grade of a course must do so within two weeks of the grade being posted by the Registrar's Office.

- The first appeal should be in writing to the instructor, who must make a decision to uphold or change the grade within 3 business days of the appeal. The written appeal should contain the rationale for the appeal.
- If a mutually acceptable agreement cannot be reached (or the instructor does not respond within 3 business days), the student has 3 business days to appeal in writing to the administrator in charge of the academic unit offering the course (Department Chair, Program Director or designee). The appeal should contain the rationale for the appeal and the result of the appeal to the instructor. The academic unit administrator must decide to uphold or change the grade within 3 business days of the appeal.
- If this procedure does not successfully resolve the matter (or if the administrator does not rule on the matter in 3 business days), the student has 3 business days to appeal in writing to the chief administrator (School of Nursing Dean or designee) overseeing the academic unit offering the course. The appeal should contain the rationale for the appeal and the results of the appeals to the instructor and the academic unit administrator. The chief administrator will uphold or change the grade and inform the student within three business days. The decision of the chief administrator is final. Decisions on grade appeals are based solely on objective grade information. **If the grade appeal affects a student's progression status, the grade appeal process must be completed on or before the first day of class/clinical rotation, prior to the start of the next semester.** It is the student's responsibility to initiate the grade appeal.

## Progression and Retention

Students must complete the requirements for the BSN degree within five (5) years (32-month track) or three (3) years (16-month track). If this time limit from the date of admission into the major has elapsed and the student has not completed degree requirements, the student must request an extension in writing and meet with the School of Nursing Dean, who may approve or deny the extension request. The School of Nursing Dean's decision is final and not subject to further appeal.

## General Progression Guidelines

- Please refer to the Good Academic Standing Chart set forth in the Massachusetts College of Pharmacy and Health Sciences Course Catalog (attached as Appendix 6).
- A minimum grade of C+ (78) is required for the following pre-professional/pre-requisite courses: Anatomy and Physiology, Chemistry, Microbiology, Chemistry of Nutrition, Human Development, and Statistics.
- Progression in the nursing major is dependent upon the student maintaining a cumulative professional grade point average (GPA) of 2.7 in all nursing courses (those with an "NUR" prefix).
- Professional courses may not be taken on a Pass/Fail basis.
- The minimum passing grade for all professional courses is C+ (78).
- All nursing courses are taken in the specified sequences. An individual nursing course may be repeated only once. A second failed attempt of the same course (C, C-, D, F) will result in dismissal from the nursing program. Throughout the nursing program, a student may repeat no more than two separate nursing courses. A third failed attempt (C, C-, D, F) in any nursing course will also result in dismissal from the nursing program.
- Clinical and laboratory components of nursing courses are graded on a Pass/Fail basis. A failing grade in clinical or laboratory will result in course failure, regardless of didactic grade. If a student is



unsuccessful in the didactic portion of a course, but successful in the clinical/lab component, this will result in a course failure. The student will need to successfully retake all didactic, lab, and clinical components in order to receive course credit.

- Please refer to the Massachusetts College of Pharmacy and Health Sciences Course Catalog for Massachusetts College of Pharmacy and Health Sciences academic policies (attached hereto as Appendix 4, 5 and 6), all of which apply to the BSN degree program, including but not limited to those pertaining to leave of absence, academic probation, academic dismissal, re-admission, progression, and graduation. All students are encouraged to utilize the Center for Academic Success and Enrichment (CASE) to maximize efficiency, effectiveness, and independent learning. Details regarding the Center for Academic Success and Enrichment can be found on the my.mcphs.edu portal: <https://my.mcphs.edu/en/departments/academic-support>

## Out of Sequence Status

If a student fails any nursing course, the student will be designated as “out of sequence” and will be encouraged to meet with the designated course faculty to discuss his/her situation after receiving the final course grade.

A student who wishes to return to the School of Nursing must notify the Dean in writing of his/her intent to return to the nursing program **no later than thirty (30) days** from the start of the desired semester return date. Returning to the School of Nursing is subject to space availability.

## Content Validation after Non-Progression or Leave of Absence

A student who fails or withdraws from a BSN nursing professional course, or who withdraws from a nursing program via leave of absence, must validate previous knowledge and skills held prior to program exit before he/she may reenroll in nursing clinical professional courses. Reenrollment is subject to clinical placement availability. (Note: There is no guarantee that space will be available at the student’s desired return date. It may take up to two (2) years for reentry due to lack of clinical placement availability). This policy applies to all BSN nursing programs.

The validation will occur via the student’s demonstration of knowledge and skills, i.e., meeting established program clinical competencies, in a selected clinical facility or simulation laboratory. The student must notify the Dean of the desired date of return a minimum of thirty (30) days prior to the anticipated return date to make arrangements for preparing for and performing validation testing. Program faculty will provide guidance as to what content and skills (competencies) need to be reviewed by the student prior to the testing, but it is student’s responsibility to prepare for the validation testing. The student must pass the validation testing as per the outcome measures determined by the faculty. **Students will have two attempts to be successful with content validation.**

Failure to meet the required outcome(s) will result in dismissal from the School of Nursing and/or the need to repeat identified courses as determined by the Dean of the School of Nursing or designee and will be based upon the level of student’s inability to demonstrate proficiency with 100% of the skills.

A student attempting to return from a leave of absence must follow the applicable process set forth in the section of the Massachusetts College of Pharmacy and Health Sciences Course Catalog titled “Return from Leave of Absence” (attached as Appendix 4). If it is a “Health/Medical Leave of Absence,” in addition to the “Return from Leave of Absence” steps for returning to the University, the Office of Student Affairs prior to performing validation testing must clear a student. 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.

## Medication Calculation Testing

Medication administration is an integral component of nursing care. Students must demonstrate competency to calculate medication doses accurately in order to safely administer medications. Medication administration calculation is threaded through all levels of the nursing curriculum with medication calculation proficiency testing in each Health & Wellness Course.

## Medication Calculation Examination

The Medication Calculation exam in each Health and Wellness course consists of 25 questions. Students are allowed 63 minutes (62.5 rounded to 63 minutes) to complete the exam (2.5 min./question). Students may use a calculator built into exam software or online testing platforms. Students are not permitted to use a personal calculator.

## NUR 204

The medication calculation exam is held during the final few weeks of the course. The grade on the exam is the grade of record weighted at 5% of the final course grade. Students will not be passing medication during the 204 clinical experiences. **The benchmark for the medication calculation exam in NUR 204 is 96%. Students who do not meet the 96% benchmark must remediate in preparation for testing in NUR 304.**

Remediation for the NUR 204 medication calculation exam includes the following:

- Attend the faculty scheduled ExamSoft Exam Review to view identified areas of weakness.
- Student will utilize SafeMedicate and the Pickar textbook to review content missed and create their own remediation tests over the semester break.
- Please see [Additional Math Resources](#) section below.

## NUR 304, NUR 404, NUR 504

Medication calculation exams are held at the beginning of the course. Students must achieve **a minimum grade of 96% on of the medication calculation exam**. Students are allowed three attempts to reach the 96% benchmark to participate in clinical experiences. **The first attempt is the grade of record that will be weighted as 5% of the course grade.** The subsequent attempts will not be counted as part of the course grade. There will be a minimum of 48 hours between attempts of the medication calculation exams. All attempts will be scheduled to be completed by the 2<sup>nd</sup> Thursday of the semester. Students are permitted to attend clinical during the three attempts of the medication calculation exam. However, students may not administer medication in clinical until a score of 96% on the medication calculation exam has been earned. Remediation is expected to be completed prior to the next attempt of the medication calculation exam. If students do not reach the 96% benchmark by the third attempt of the medication calculation exam, they will receive an immediate course grade of "F." Please see the [NUR 304, NUR 404, and NUR 504 Medication Calculation Exam Failure and Appeal](#) section below.

### Additional Math Resources (all levels)

Students are encouraged to reach out to course faculty and the NCLEX Success Coach for support. Additionally, students are strongly encouraged to utilize resources to support self-directed study in order to prepare for each medication calculation exam, which may include:

- Attending optional medication calculation review sessions
- Elsevier Adaptive Quizzes (EAQ) for the NCLEX-RN
- Elsevier RN Case Studies and Practice Tests: Dosage Calculations
- MCPHS NCLEX Success Coach
- faculty and/or peer tutors
- MCPHS Library resources
- Pickar textbook and online resources

### Readiness Worksheet (Pass/Fail) (all levels)

There is one mandatory readiness worksheet **in each Health and Wellness course** that aligns with the 25 questions that students will be tested on during the medication calculation exam. The readiness worksheet mirrors the specific Health and Wellness course medication calculation exam template. The Readiness Worksheet is posted in Blackboard. Students will complete the worksheet and submit the completed document to the designated drop box in Blackboard by the posted due date. An answer key will be made available on Blackboard for students to self-grade their work. Students should meet a benchmark of 96% on the Readiness Worksheet. **Students who do not meet the 96% benchmark should remediate prior to taking the graded medication calculation exam.**

- Remediation for the Readiness Worksheet **in all courses** includes reviewing the posted answer sheet to self-grade their submission after taking the exam.
- The answer key will include Pickar textbook chapters for additional practice for each type of problem.
- Students are advised to remediate for the Readiness Worksheet **in the 304, 404, and 504 courses** as directed by the course coordinator. The remediation may include student participation in 1:1 or group tutoring and completion of practice modules and assignments.

### Remediation

Students who do not pass the first or second attempts of the medication calculation exam must do the following for remediation:

- Attend the faculty scheduled ExamSoft Exam Review to view identified areas of weakness.
- Students are expected to remediate as directed by the course coordinator prior to the next medication calculation exam attempt. The remediation may include student participation in 1:1 or group tutoring and completion of practice modules and assignments.

### NUR 304, NUR 404, and NUR 504 Medication Calculation Exam Failure and Appeal

Students are permitted to attend clinical during the three attempts of the medication calculation exam. However, may not administer medication in clinical until a score of 96% on the medication calculation exam has been earned. If a student does not reach the 96% benchmark on the third attempt of the medication calculation exam, they will receive an immediate course grade of “F” and will not be allowed to continue in the course. Please refer to the [SON Student Handbook](#) for the policy pertaining to [Grade](#)

Appeals and Clinical/Lab Failure. Please note that the student who chooses to appeal the course failure must do so within 48-hours of being notified of the course failure by course faculty. Students may choose to appeal by following the appeal procedure as noted in the MCPHS Catalog. If a student chooses to appeal the clinical failure due to not passing the medication calculation exam with a 96% or better, the student will continue to attend didactic, lab, simulation, and clinical rotation until a final decision has been made. This is the only exception to the clinical failure policy. The student may not administer medications during the appeal process. All other clinical failures will follow the process outlined in the clinical failure section of the student handbook.

## Online Standardized Testing

Students in the nursing program are required to take online standardized tests throughout the curriculum. These standardized tests have been found to be accurate predictors of success on the NCLEX-RN examination. Valuable feedback concerning the student's strengths and weaknesses can assist the student in examining learning outcomes and preparation for the NCLEX-RN, while providing important information to the faculty who are responsible for seeing that program goals and learning experiences are leading to expected program outcomes. Each course that utilizes a standardized online test may incorporate the grade earned on the standardized test as a percentage of the final course grade, which will be specified in the course syllabus.

## Clinical, Simulation, Lab, and Classroom Policies

### Absence Policy

The School of Nursing requires students' attendance in the classroom, lab and clinical. Attendance and participation in learning activities and experiences in the classroom, lab, and clinical settings directly correlate with successful course completion and represent professional nursing behavior.

Attendance and engagement in scheduled course supported learning activities are the student's responsibility and critical to successful course completion. Course supported learning activities are defined as any activity included as part of the curriculum content and include, but are not limited to, labs, clinical rotations, lectures, posted Blackboard materials, Zoom or Blackboard Collaborate sessions and simulations. Students are responsible for all curriculum content that includes pre-work in preparation for class, lab or clinical. Students who are absent from course supported learning activities compromise their ability to master course content, attain the necessary skills to meet course objectives, and ultimately pass the course.

### Absence from Class

In the case of illness or prolonged absence, it is the student's responsibility to notify the Office of the Dean of Students on the student's campus (Boston, Worcester or Manchester) and his/her course faculty within five (5) days from the first date of absence. With acceptable documentation from a student, an official memorandum will be issued notifying faculty of an excused absence. Students may only make up missed class assignments, quizzes, and exams if a valid excused absence has been granted. **Graded work that is missed due to an unexcused/unapproved absence will be assigned a grade in alignment with the Late Submission Policy with a grade deduction of 5 points/day except in the case of quizzes or exams which will be assigned a grade of zero (0).** In the case of an approved, excused absence, the course faculty will make reasonable attempts to assist the student to satisfy requirements of the course (e.g., make up classes and exams).

Unexcused absences of more than six (6) didactic hours will result in a **final grade reduction of one full letter grade** (e.g. B to C). Unexcused absences of more than nine (9) didactic hours will result in a **failing grade (F) for the course**.

### **Absence from Examinations**

Students are expected to take all quizzes and examinations at the scheduled time. Students will get a zero (0), unless excused documented absence is granted by the Office of Student Affairs (which can be found in the University Course Catalog and Student Handbook). If an emergency or illness occurs, the student must contact the Office of the Dean of Students and the respective course faculty member/campus administrative assistant before the examination is given, if possible, or no later than 3:00 p.m. on the day of the scheduled exam. Once the excused request for a documented absence is approved, course faculty will coordinate a time to take the missed exam.

### **Social Absences**

In the case of requesting approval for an absence not addressed in the MCPHS Student Handbook (i.e. social absences), it is the student's responsibility to discuss the request for the absence with the respective campus Associate Dean at least five (5) days prior to the date of the requested excused absence. Please note that due to the nature of the accelerated curriculum, the excused absence may not be granted. If the excused absence is granted, an official memorandum will be issued notifying faculty of an excused absence. In the case of an approved excused absence, the course faculty will make reasonable attempts to assist the student to satisfy requirements of the course (i.e. make up classes and exams).

### **Clinical and Lab Attendance Policy**

Clinical and Lab attendance is **mandatory** and essential to ensure that students can demonstrate clinical competence and mastery of clinical objectives. Students who miss one or two clinical or lab experiences will jeopardize their ability to demonstrate clinical competence. Students who miss more than **two excused lab/simulation or clinical experiences/per course will result in a course failure and will be unable to advance in the professional nursing curriculum. Any unexcused absences may result in failure of the course. All absences in either the clinical or lab sessions must be made up.**

**For any lab absence, the student must follow the procedure below.**

1. Students must notify the course faculty and Campus lab manager (Boston, Worcester or Manchester) of any tardiness and/or absences in **ADVANCE** of the start of the lab session to ensure patient safety. The student must follow the documented excused absence process with the campus Dean of Students (Boston, Worcester or Manchester) within 24 hours of the occurrence.
2. **No makeups will be offered beyond two excused absences.** The School of Nursing will offer makeup for a maximum of two absences if possible. Makeup learning activities are determined and scheduled by the Campus Lab team. Alternate experiences for the purposes of makeup are at the discretion of the faculty and are not negotiable.
3. A student who does not call or does not attend any scheduled clinical, laboratory, or simulation activity will receive a clinical/lab warning or if appropriate, clinical failure for that day and/or learning activity regardless of the number of hours. **This is considered an unexcused absence.**
4. Students who do not notify course/clinical or lab faculty will not be considered for senior level preceptorships, if available.

**For any clinical absence, the student must follow the procedure below.**

1. Students must notify (**by telephone**) the course faculty and clinical faculty of any tardiness and/or absences in **ADVANCE** of the start of the clinical shift to ensure patient safety. The student must also inform (by email or phone call) the respective course coordinator and follow the documented excused absence process with the campus Dean of Students (Boston, Worcester or Manchester) within 24 hours of the occurrence.
2. **No makeups will be offered beyond two excused absences.** The School of Nursing will offer makeup for a maximum of two absences if possible. Makeup learning activities are determined and scheduled by course faculty in collaboration with the clinical team. **Please do not contact the clinical faculty to request a makeup session.** Alternate experiences for the purposes of makeup are at the discretion of the faculty and are not negotiable.
3. A student who does not call or does not attend any scheduled clinical, laboratory, or simulation activity will receive a clinical/lab warning or if appropriate, clinical failure for that day and/or learning activity regardless of the number of hours. **This is considered an unexcused absence.**
4. Students who do not notify course/clinical or lab faculty will not be considered for senior level preceptorships, if available.

Students who have an excused absence and have not completed regularly scheduled or makeup learning activities prior to the conclusion of the semester may receive a grade of (I) incomplete. Students who do not complete the makeup learning activities as scheduled are subject to incomplete policies in the Student Handbook and may fail the clinical portion of the course and therefore fail the course.

## **Simulation and Lab Expectations**

In order to be eligible to attend simulation/lab, students must meet ALL University immunization requirements and any additional requirements imposed by the University during public health emergencies. Without full clearance of immunization and any additional University screening/testing requirements, students will not be eligible to attend simulation/lab experiences, and consequently will be unable to meet program requirements. Immunization information and clearances are provided through the University's contracted vendors.

Students are to arrive to their assigned simulation/lab on-time and in clinical attire. Students must have their stethoscope, pen light, and watch with second hand. There may be pre-simulation/lab work required. Pre-work (readings/videos/modules/worksheets/etc.) helps students to be fully prepared to participate in the simulation/lab experience. The instructions for any pre-work will be found in Blackboard. The pre-work must be completed **prior to** the simulation/lab experience. Students who have not completed the pre-work will be admitted into lab/simulation but will receive a Lab/SIM/Clinical warning.

Issues/concerns regarding the completion and or submission of the pre-work must be brought to the attention of the course faculty prior to the due date of the assignment. Additional work may be assigned if pre-work was not completed. Personal laptops may be required for admission into the simulation/lab.

Students who arrive to class after the door is closed must wait to enter the classroom at the first break. Students who arrive late for a lab/simulation session may be denied the opportunity to participate and will need to make up that laboratory assignment at a time to be determined by the Simulation Lab Manager/course faculty. Students will be held accountable for all missed material. Students are expected to be on time and to stay for the duration of the class, lab, simulation, or clinical experience. If a student must be late or leave early, it is expected that the student will present an approved excused reason for

leaving early approved by the appropriate Dean in advance. If a student reports to lab/simulation late or leaves lab/simulation early without a prior excused reason for doing so, a lab warning will be issued and the final course grade will be dropped by one-half letter grade. More than one unexcused tardiness or early departure may result in failure of the course.

## Food and Drink in Classrooms and Clinical Simulation Laboratory

Food is not allowed in classrooms (virtual or in person). Clear, capped bottles containing clear liquid may be brought into the classroom. **Food and drink of any kind is not allowed in any lab area.**

## Clinical Rotation/Clinical Preceptor Placement

Students' clinical placements are assigned by the School of Nursing, taking into consideration learning objectives, site, faculty availability, quality of clinical sites and student's location. The School of Nursing will make every effort to accommodate requests regarding assignments to experiential education sites.

**Students should be prepared to travel at minimum one (1) hour based on clinical availability. In all instances, students are responsible for transportation and any other related travel expenses.**

**In advance of the final semester in the BSN curriculum (NUR 504), there may be opportunities for a student to be assigned to a preceptorship. The preceptorship assignment is based on the following;**

- Availability of academically and experientially prepared preceptors at the clinical partner agency
- The student must provide a resume and cover letter to the Clinical Placement Coordinator prior to the published deadline.
- The student must be in good academic standing.
- The student must not have received any clinical or lab warnings during their tenure in the program.
- The student will not have had any professional comportment issues in the classroom, lab or clinical.

## Clinical Shift Hours

Students may be assigned to 8 or 12 shifts depending upon the request of clinical partner, can be days or evening shifts or be held on weekends. Students **must** stay on-site for the entire shift. In the case of an emergency and they have to leave, students will speak to the clinical instructor and the core faculty.

## Clinical Evaluations/Grades

Clinical/lab performance will be evaluated on a Pass/Fail basis. The stated clinical/lab objectives for a course shall establish the criteria for evaluation. Evaluation is an ongoing process throughout the clinical/lab experience, reflecting both written and verbal performance, as well as clinical practice. Criteria utilized in the evaluation consist of specific learning objectives that the student must achieve in order to receive a passing grade. **Clinical/lab failure will result in overall course failure, regardless of course theory grade. Should a student fail clinical/lab at any point in the course, the student will not be permitted to attend any clinical/lab experiences in that particular course.**

The student may continue to attend other previously enrolled courses for the duration of the semester but will be unable to progress in the nursing program upon receipt of the course failure grade. The student does have the opportunity to appeal the clinical/lab failure (in accordance with the Grade Appeals section of the Grading Policies set forth in the University Course Catalog and as listed under Grade Appeals above)



but must do so within **48 hours** of being notified of the clinical/lab failure if following the time line set forth in the Grade Appeals policy would interfere with the timing/flow of the nursing curriculum.

**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.**

## Clinical/Lab 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 nursing course or in any class is determined at any time to be unsafe or unprofessional in the judgment of the faculty, immediate action will be taken by the clinical/lab/course faculty. The student may be immediately dismissed (sent home) from the clinical rotation site/lab/simulation/class and a grade of F will be recorded for the course. The student will fail clinical/lab and the overall course and may not attend any subsequent clinical/lab experience during an appeal process (if appeal is opted by the student). Please note that the student, who chooses to appeal the clinical/lab failure, must do so within 48-hours of being notified by course faculty. Students should follow the appeal procedure as set forth in the Grade Appeals section of the Grading Policies contained in the University Course Catalog and included above.

**Clinical/lab failure will result in overall course failure, regardless of course theory grade.** Any clinical/lab hours completed within a failed course, do not count towards the clinical requirement necessary for graduation.

## Clinical/Lab/SIM Warning

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

- Failure to demonstrate competence consistent with the clinical/lab/SIM 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 (see the section of this Manual titled "Attendance/Absence"); or
- Behavior that does not demonstrate professionalism at all times.

The clinical/lab/SIM warning and clinical/lab/SIM 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 clinical/lab/SIM faculty and the student and forwarded to the School of Nursing Dean. A copy of the clinical/lab/SIM warning and clinical/lab/SIM contract will be given to the student. The clinical/lab/SIM learning contract will clearly specify the objectives and means to achieve the objectives, evaluation criteria, and a timeframe by which the student must meet the objectives of the contract. The evaluating faculty member will provide progress reports to the student during the period of the contract.



Outcomes of the clinical/lab/SIM warning and clinical/lab/SIM learning 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, 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/lab/SIM performance may result in a clinical/lab failure. All information will be retained in the student's file for subsequent access by authorized faculty. Should the student fail to meet the prescribed objectives and timeframes noted in the clinical/lab/SIM learning contract or if the identified behaviors persist, the result will be a clinical/lab failure, and therefore, failure of the course and an inability to progress in the nursing program.

The maximum number of lab/simulation/clinical warnings are three (3) for the course. **Students who are issued three (3) lab/simulation/clinical warnings will receive a grade of F, fail the course, and step out of sequence in the BSN program.** Students are advised to contact the Center for Academic Success and Enrichment (CASE) to discuss his/her out of sequence status.

## Clinical Uniform/Dress Code

Students are expected to maintain a clean, neat and well-groomed appearance. Students are expected to report to clinical experiences including the Simulation Laboratory wearing the designated School of Nursing uniform, individual name tag, and appropriate footwear. Students must wear footwear that is non-porous/non-canvas and non-slip. Shoes must have a closed toe and closed heel (open back clogs are not permitted). Footwear may be any solid color but must look clean and professional.

The following additional rules apply in all clinical settings, including the Simulation Laboratory:

- No perfumes or scented products
- Nails must be short and trimmed (no artificial press-on nails, dip or acrylic nails are allowed)
- No nail polish
- Allow for visible tattoos. (1) If clinical partner policy does not allow - they will need to be covered during clinical) AND (2) Tattoos must be covered if they depict profanity, violence, nudity or sexual image/words or if potentially offensive to others. No jewelry except a wedding band and wristwatch. Ear piercings must be discreet and not create a safety hazard (no hoops, pendants, dangles). No more than two (2) items may be worn in an ear at any one time. A small nose stud may be worn. Any other visible jewelry worn in piercings is prohibited, including the tongue. Hair must be neat, clean and follow our clinical partner policy
- Facial hair (beard and moustache) neatly trimmed
- Long hair pulled back and off the collar.
- No jewelry except wedding band and wristwatch
- No gum or tobacco chewing
- No children/visitors are allowed in the clinical learning center
- Jewelry worn for religious / cultural reasons should be worn under clothing due to safety and infection control whenever possible
- MCPHS sweatshirts or fleece, zip-ups may be worn. No hoodies are permitted in lab or clinical. A long sleeve shirt or V-neck shirt either solid black or solid white may be worn under the scrubs in cold weather.

- Smart watches (watches with phone, text, audio, and/or photo capabilities) will not be allowed in any clinical setting due to HIPAA (confidentiality and privacy) concerns. Students must have an analog watch with a second hand for clinical/lab/simulation.

**Non-adherence to proper dress code will result in immediate dismissal from the lab/simulation/clinical.**

The student will need to meet with the lab manager to schedule a lab/simulation make-up. Second offense will result in dismissal from the lab/simulation and the missed lab/simulation will be considered an unexcused lab/simulation absence.

School of Nursing students must follow Standard Precautions to minimize the risks of disease transmission during the administration of all parenteral medications at designated clinical/clinic facilities. Although OSHA regulations do not require gloves to be worn when administering injections such as vaccines, the SON requires students to wear gloves and change them between patients. Hand hygiene must be practiced whenever the gloves are removed. Gloves do not prevent needle stick injuries. In the event of a needle stick injury, the student must notify the clinical instructor and/or course faculty immediately in order to receive appropriate and timely care and follow up as per facility protocol. An MCPHS Student Injury/Illness Report in the form included at the end of this Manual must also be completed and one copy returned to the SON. The report form can also be found on the Environmental Health and Safety page of the University website under the tab “Medical Response”. In the case of a medication error or student nurse care intervention that places the patient at risk and/or is against the agency or University policy, the student must notify the clinical instructor and/or course faculty immediately. An incident form must be completed as required by the host agency.

Any requests to wear cultural/religious attire in the clinical/lab setting that impacts safety or infection control will be addressed on an individual basis. The student is responsible for discussing any requests for deviations from the approved MCPHS School of Nursing dress code with the respective campus leadership. The nurse leader will notify appropriate course coordinators if any deviations in the uniform have been approved. The course coordinator will share the information with appropriate clinical faculty. All students are expected to care for assigned patients regardless of medical diagnosis, race, creed, religion, color, age, gender, sexual orientation, disability, veteran status, marital status, or national origin.

## **Additional Campus Dress Requirements**

Nursing students are expected to dress in clothing and footwear that reflect a professional appearance while on campus. Students are expected to wear their white coats and lanyards with University ID on all campuses in all areas. Clothing should be clean and neat and provide adequate coverage (no bare midriffs or visible undergarments/lingerie, reasonable hem length). Certain attire is inappropriate to wear to class or lab/simulation sessions, including sleepwear, slippers, torn garments, shirts or sweatshirts/jackets with pictures, commercial logos, or sayings, etc.

Clinical attire with nametag is required for all lab/simulation sessions. Students are required to wear the University lanyard and ID at all times when on the campus or in clinical rotations. Failure to comply will result in class dismissal (unexcused absence).

## **Skills/Simulation Laboratory**

Proficiency in performing clinical skills is an integral part of the nursing curriculum. The Skills/Simulation Laboratory environment provides an opportunity to attain the essential skills necessary to care for patients in hospital and other care settings. Various techniques will be utilized to support student learning,

including video and audiotapes, computer-based instruction, demonstration, performance practice, and simulation. It is important to note that skills require frequent repetition so that the steps of the skill being learned is second nature to the student. Thus, students may be required to attend additional skills labs to ensure that they are proficient with the skills needed in the clinical environment.

Students are expected to handle all lab equipment with care and to return all equipment to the designated area after use. Students are also required to dispose of all papers and other disposable supplies and to place used linen in the dedicated hampers. The Skills/Simulation Laboratory should always be left neat and orderly.

Guidelines for the Skills/Simulation Laboratory:

- No eating, drinking or gum chewing;
- Clinical attire and nametags must be worn at all times;
- Neat, clean, and comfortable clothing is required;
- No open-toed shoes or flip flops;
- Use of sharps must be under faculty supervision;
- All equipment must be left in the condition in which it was found;
- Any broken or malfunctioning equipment should be reported immediately to the Lab Manager; and
- No children or visitors are allowed in the Simulation Laboratory.

## Use of Cell Phones in the Clinical Setting

To ensure the safety and security of the patient treatment environment and to ensure patient and employee privacy and confidentiality, in accordance with HIPAA, the use of personal cell phones/electronic communication devices by University nursing students during clinical hours is prohibited. Students may use cell phones/electronic communication devices only during lunch or break periods in private spaces away from all patients, common patient care areas, and/or common clinical work areas. Personal cell phones/electronic communication devices are to be turned OFF and stored away and are NOT to be kept on the person.

## Clinical Guidelines for NUR 504

### Introduction

The NUR 504 course builds on the foundation of prior Health and Wellness courses with the integration of knowledge and skills of advanced medical/surgical nursing care for the complex patient with knowledge of contemporary professional issues necessary to facilitate patient care through a multifaceted, health care system within an interdisciplinary team. The student will meet course and clinical objectives while integrating the core competencies of assessment, critical thinking, communication and technical skills. The clinical component for Health and Wellness IV has two separate clinical tracks to facilitate successful transition from student to novice professional nurse. The tracks include a traditional clinical model facilitated by a clinical faculty member and a preceptorship model where the student is mentored by an experienced professional BSN prepared nurse at a designated clinical facility. In either track, student knowledge and skills are advanced as deemed appropriate to meet clinical course and student objectives in collaboration with core course faculty.

In the traditional clinical track, clinical faculty provides onsite supervision to a designated group of students. The clinical faculty identifies appropriate patient assignments and facilitates pre and post conference content focused on enhancing student learning and core competency assimilation. The clinical faculty works collaboratively with the facility, department staff and students to meet clinical course objectives and support the transition of the student to novice entry-level professional nurse. Clinical faculty and core faculty provide student evaluation at designated points throughout the clinical experience. The core faculty has final responsibility for completing all student clinical evaluations.

The preceptor clinical track provides the student with a professional nurse preceptor (s) who will serve as clinical faculty. The preceptor is designated by the clinical facility and the student is assigned as per the criteria discussed later in this document. The student partners with the designated preceptor (s) and follows their work schedule in order to satisfy the designated clinical hours. As with the clinical faculty in the traditional model, the nurse preceptor works collaboratively with the core course faculty to facilitate student integration of clinical course objectives, competencies and in the completion of the student evaluation.

The assigned core course faculty and adjunct clinical manager will make periodic visits to meet with the student and the clinical faculty/ preceptor in the clinical area in order to monitor and assess student performance. The assigned core course faculty, in collaboration with the clinical faculty/ preceptor and the student, will evaluate the student's clinical performance. All clinical faculty/preceptors are oriented to the School of Nursing's guiding documents, the respective course and clinical objectives, the clinical evaluation tool, the Student Nurse Handbook and relevant policies prior to the start of the clinical experience.

### **Responsibilities of Clinical Faculty/Preceptor**

Clinical faculty and/or preceptors in collaboration with the core faculty are responsible for the following:

- Orienting student to the clinical practice setting including identification of facility policies and procedures. These may include general guidelines, expectations for documentation, dress code, parking, negotiating a clinical schedule etc.
- Setting clear expectations and providing constructive feedback
- Planning and assigning direct patient care activities to the student
- Supervising the student in the clinical practice setting
- Providing suggestions that will assist and improve student performance to achieve course and clinical objectives/outcomes
- Contacting core course faculty as soon as possible concerning any issues that may arise
- Providing ongoing written documentation of student progress in meeting designated course outcomes for the purpose of evaluation
- Completing the formal evaluation of the student's progress at mid-point and at the end of the clinical experience in collaboration with the core course faculty and the student
- Assuring the safe/appropriate supervision of the student
- Understanding that the student may:
  - administer medications (all routes) according to agency policy (students must be familiar with all medications and perform correct calculations) \*
  - perform all required nursing care procedures (new skills or skills not yet performed outside of the nursing laboratory may need to be supervised by an RN)
  - Document as per agency standard.

***The student does NOT work “off the license” of the preceptor or assigned faculty facilitator. The student’s liability is addressed via affiliation agreements between the agency and the University School of Nursing.***

These expectations are accomplished by the preceptor:

- Working closely with the student; demonstrating and explaining their nursing role
- Allowing the student to assume responsibilities at a mutual agreeably upon pace
- Serving as a resource person; sharing nursing expertise and knowledge with a student while working together as part of a healthcare team
- Demonstrating technical and managerial skills necessary to coordinate care for a group of patients
- Communicating freely the successes, suggested improvements, and/or problems related to the student’s clinical performance to the student and faculty
- Facilitating the student’s role transition by deferring assistive personnel to the student, as appropriate, so the student will develop management of care abilities, and delegation competencies
- Attends / reviews clinical faculty orientation

### **Determining Student Clinical Assignments**

The School of Nursing values professional comportment in the classroom and clinical settings. The School of Nursing gives high priority to patient safety as well as to the designated core competencies discussed within the guiding statements. Student clinical assignment to either clinical option is based upon several criteria with the focus being on student learning and the knowledge and skill acquisition necessary for the successful transition from student to novice entry-level professional nurse. Once the clinical assignment has been determined, students are required to identify measurable personal professional objectives which they feel will enhance their clinical success and to provide subsequent clinical reflections of their experiences. Students must minimally meet the School of Nursing/ University academic progression criteria for placement in either clinical option. In addition, GPA is considered in all cases. This it is important to note, the availability of qualified preceptors and appropriate clinical sites ultimately determines the mix of clinical options for this senior experience.

### **Traditional Clinical Option Determinants**

- Students who have been identified by prior clinical/core faculty evaluations as likely to benefit from the traditional clinical model due to the onsite faculty support or who have been identified as needing improvement in any of the core competencies (assessment, communication, critical thinking, technical skills) will be assigned to the traditional option.
- Students who have been placed on clinical warning in any Health and Wellness course that addresses any patient safety concern or warning related to professional comportment will be assigned to the traditional option.
- Students who have demonstrated unprofessional behavior in the classroom during their tenure will be assigned to the traditional option.
- Students who feel that they could significantly benefit from onsite faculty guidance/mentoring will be assigned to the traditional option.
- A faculty recommendation, in the absence of a clinical warning or documented clinical need that a student would significantly benefit from onsite supervision will result in the student being assigned to the traditional option.

## Preceptorship Clinical Option Determinants

- Students recommended for assignment to the preceptorship model must have documented positive clinical performance evaluations for all Health and Wellness courses.
- Students recommended for assignment to the preceptorship must not have any clinical warnings on file. \*
- Students recommended for the preceptorship must have strong critical thinking, communication, assessment and technical skills as reflected in formal clinical evaluations.
- Students recommended for the preceptorship model must be self-directed as evidenced by laboratory and clinical evaluations.
- Students recommended for the preceptorship model must have consistently demonstrated **professional behaviors/comportment** throughout their tenure in the School of Nursing.
- Have not missed clinical due to compliance issues (expired TB etc.)

\*At faculty discretion: A student, who has received a clinical warning at any time prior to the NUR504 course, may still be selected for a preceptorship if they have demonstrated satisfactory performance in all subsequent courses and has fulfilled or achieved the outcomes described in their remediation plan.

## Student Responsibilities (for both clinical options)

Students are expected to abide by the Massachusetts College of Pharmacy and Health Sciences School of Nursing policies as described in the Student Handbook. Additional responsibilities include:

- Developing specific individualized learning objectives that correlate with the planned clinical experience and that are congruent with the objectives of the course. These objectives must be reviewed with the course faculty and discussed with the clinical faculty/nurse preceptor at the onset of the clinical experience.
- Following all University School of Nursing and clinical agency policies and procedures.
- Understanding individual strengths and weaknesses and not exceeding the scope of nursing practice or the limitations of one's own practice as a student.
- Accepting guidance, mentoring and supervision from the clinical faculty/preceptor and that of the respective course faculty.
- Assuming an increasing level of responsibility and independence for patient care as negotiated with the clinical faculty/preceptor and as the clinical experience progresses.
- Taking responsibility for being an active learner by pursuing learning opportunities and taking initiative in achieving educational goals.
- Accepting accountability and responsibility for determining competency in a given situation and seeking clinical faculty/preceptor assistance when situations are encountered which are new and/or in which the student does not feel prepared to perform.
- Accepting responsibility and accountability for actions, and promptly report any errors, mistakes, or variances. Students are expected to take appropriate action if errors, mistakes, or variances occur including the immediate reporting of the incident/situation to the clinical faculty/preceptor and core course faculty.
- Remain in compliance and respond to CastleBranch and placement coordinators in a timely manner as to not expire in clinical requirements.
- Accept clinical placements. Any refusal of a clinical assignment may require a leave of absence and reassignment with the next course offering.
- Follow guidelines and policies regarding clinical attendance and absences.

# Academic Honesty

The following comes directly from the and Student Handbook titled “Academic Honesty Policy”.

The University presumes that students will assume personal responsibility and maintain personal integrity in all aspects of their education. *Responsibility for academic integrity is expected of all students whether in-person and/or through a virtual learning environment.* Dishonest actions in the execution of an examination, report, academic assignment, and/or academic coursework requirement, including clinical rotations, constitute violations of the University Academic Honesty Policy. Such violations are subject to specific academic sanctions, as well as to disciplinary sanctions (i.e., disciplinary warning, probation, deferred suspension, suspension, and/or expulsion).

## Academic Honesty Policy

Academic violations or offenses include the following:

- 1.01 Receiving assistance, or attempting to receive assistance, not authorized by an instructor in the preparation of any assignment, laboratory exercise, report, or examination submitted as a requirement for an academic course or rotation.
- 1.02 Knowingly giving unauthorized assistance, or attempting to give unauthorized assistance, to another student in the preparation of any assignment, laboratory exercise, report, or examination submitted as a requirement for an academic course or rotation.
- 1.03 Plagiarism: Submitting another person’s work (including words, images, and ideas) as one’s own without the proper acknowledgment of source, or use of the words or ideas of another without crediting the source of those words or ideas. Also, submitting the same work for assignments in more than one class (copying from oneself) without permission from the instructor and/or appropriate citation, in the same semester or subsequent semesters.
- 1.04 Obtaining or attempting to engage another person (student or non-student) to take one’s own examination or offering to or taking another students’ exam.
- 1.05 Selling, giving, lending, or otherwise furnishing any material that can be shown to contain the questions or answers to any examination scheduled to be given at any subsequent date in any course of study offered by the University.
- 1.06 Taking, or attempting to take, steal, or otherwise procure in any unauthorized manner any material pertaining to the conduct of a class, including examinations.
- 1.07 Falsifying or presenting fictional patient information as real to fulfill requirements for work assigned by individual faculty members or clinical preceptors.
- 1.08 Signing in another student or requesting to be signed in by another student on a course attendance sheet; or falsely recording another student’s attendance (as with the use of “clicker”). Signing into an assessment for another student or providing your username and password to another individual is also prohibited.
- 1.09 Altering or attempting to alter grades or information on any assignment, laboratory exercise, report, exam, or previously completed examination as a requirement for an academic course or rotation.

## Implementation of the Academic Honesty Policy

1. The Dean of Students or designee will review the Academic Honesty Policy, issues of dishonesty, and consequences of violating the Academic Honesty Policy during new student orientation.
2. The Academic Honesty Policy will be provided by the Office of Student Affairs to all members of the University community online through the University student handbook. All entering University



students are expected to acknowledge they have read the Academic Honesty Policy via an online process coordinated by the Office of Student Affairs. Refusal to do so may result in more severe sanctions should a student be found responsible for an academic honesty violation.

3. In specific testing and/or evaluation situations, students may be required to present their University ID cards to verify identity, including situations where remote proctoring tools are used during examinations
4. Each instructor is responsible for informing students of the standards of behavior expected of students in the classroom, laboratory, clinical site, and remotely, and for consistently enforcing such standards.
5. Faculty may require that students sign an academic honesty statement for exam and written graded assignments. *This statement may be defined by the School of Nursing or Program for specific requirements for in-person or remote assessment methods. The statement will include:*

## Academic Honesty Statement

I pledge that I have neither given nor received unauthorized aid and will not give or receive unauthorized aid on any examination, paper and/or assignment.

Student Name (printed) \_\_\_\_\_

Student Signature: \_\_\_\_\_ ID Number: \_\_\_\_\_

## Student Discipline Procedures for Academic Honesty Policy Violations

Preliminary procedure: The University maintains a policy of open communication among all members of the University community so that any misunderstanding can be minimized and any conflicts can be expeditiously resolved between the parties involved. Hence, the first step in attempting to resolve an alleged student violation shall ordinarily be a meeting between the faculty member and the student.

The faculty member will schedule a meeting with the student to attempt to come to a resolution. The meeting should be scheduled within seven (7) business days of the faculty member's knowledge of the alleged academic dishonesty incident.

The faculty member will give the student a copy of the MCPHS Academic Honesty Policy and Student Discipline Procedures and offer the Office of Student Affairs as a resource to discuss student rights and responsibilities.

The faculty member will provide the student with the information the faculty member has regarding the alleged incident and will provide the accused student the opportunity to respond to the presented information.

After listening to the student's response, the faculty member may do one of the following:

- Determine academic dishonesty did not occur and not pursue the incident further.

OR

- Determine academic dishonesty did occur and discuss the academic sanction the faculty member will assign (e.g., repeat of the assignment, grade reduction, failure for the assignment or exam, failure for the course). If consequences regarding academic dishonesty are listed in the course syllabus, faculty sanctions must follow information as indicated in the syllabus.



*Additional policies for Academic Honesty and Integrity in a remote learning environment may be further defined by each the School of Nursing or Program.*

## **Plagiarism Prevention Service**

Students are expected to abide by the University's Academic Honesty Policy as outlined. Plagiarism (see Offense 1.03 above) is considered a violation of this policy. In order to deter plagiarism and ensure appropriate use of resources in student research and learning, the University subscribes to a plagiarism prevention service. Faculty may require students to submit their written work electronically through this plagiarism prevention service in order to verify that when ideas of others are used, they are cited appropriately. The course syllabus identifies student work that must be submitted electronically for such review.

## **Academic Honesty and Exams**

The University School of Nursing Deans are responsible for the proper conduct of examinations in their schools and will assign faculty and graduate assistants to serve as proctors for examinations. Support staff, under the supervision of the school Deans, are responsible for maintaining confidentiality in the production and reproduction of examinations.

Instructors are expected to assist in the promotion of academic honesty through the following practices:

- Access to and use of "recycled" exams should be limited.
- Students will be required to leave all unnecessary materials (i.e., all backpacks, notebooks, texts, calculators, PDAs, cellular phones, etc.) away from their seat assignment only required *or designated* materials will be allowed at the seat assignment. *"Use of materials applies toward online/remote exams as defined by the School or Program."*
- All exams are to be proctored whether in person or virtually by remote proctoring services, unless otherwise specified.
- In specific evaluation situations, students may be asked to show instructors/proctors materials being used during the exam (PDAs, cellular phones, etc.) to ensure proper use of the allowed material and adherence to the honesty policy.

Instructors are encouraged to utilize the following exam seating practices whenever possible:

- Students entering an exam room will be randomly seated.
- Seating assignments will be spaced throughout the exam room, allowing for adequate spaces between students.
- *Additional requirements for integrity during online/remote exams will be specified by remote proctoring software and/or by School/ Program and course instructor.*

The instructor should follow the University Policy on Academic Honesty when giving examinations and ensure that proctors are present at all examinations in compliance with this policy. At least one (1) course coordinator for each course should be present during an examination to answer questions or to clarify issues that may arise. Exceptions to this rule must be approved by the school dean. Students are expected to report violations of the Academic Honesty Policy to the instructor and/or the department/division chair or program director of the academic department for further investigation.

## Communication

### Programmatic Evaluation

Students and/or graduates have the opportunity to participate in the development and evaluation of the BSN Program through a variety of evaluation strategies. This includes the following;

Minute Papers	Students provide feedback via anonymous minute papers during a class session. The minute papers may be requested by faculty or students and target an assessment of teaching and learning classroom strategy or other course based opportunity.
Shared Governance	Students have the opportunity to participate in the development and evaluation of the BSN program through School of Nursing Shared Governance Committees. These committees include; Undergraduate Curriculum Committee, Student Affairs Committee, DEIB Committee and Scholarship Committee. The SON BSN Handbook provides an overview of each SON Committee.
University Based Engagement	A variety of opportunities are provided for students to engage at the University level that include campus based Student Government Association (SGA), Student Organizations, and surveys such as Noel-Levitz.
End of Course Evaluations	Students have the opportunity to provide feedback through anonymous end of course evaluations. These are launched two weeks before the end of the semester from the University. Students are encouraged to provide feedback on teaching and learning in the didactic, lab and clinical setting.
Town Halls	The School of Nursing holds Town Halls during each semester by cohort level and campus. Students have the opportunity to ask questions and provide feedback to campus leadership, faculty and staff.
Exit Surveys	The University administers an end of program exit survey that is released at graduation from all programs. Graduates have the opportunity to provide feedback on the end of program learning outcomes, teaching and learning and readiness for transition to practice.
One Year Out Surveys	The University administers a one year out survey to gather the graduates feedback on transition, employment and advanced education.
Four Year Out Surveys	The University administers a one year out survey to gather the graduates feedback on transition, employment and advanced education.

### Faculty Availability

Faculty makes every effort to be available to students. Office hours are posted each semester. If a student cannot meet with faculty during these times, they should communicate this with the faculty via email so that another mutually convenient time may be arranged. Student emails to faculty will be answered during business hours. To ensure timely communication, students are expected to use the official faculty email addresses as listed in the [University Faculty and Staff Directory](#). Faculty are not required to respond on weekends, vacations, or other school closings.

### Chain of Command

In the event a student in the School of Nursing needs to communicate a concern, need, or issue relating to courses/clinical expectations/experiences, the student needs to follow the designated chain of command

as follows. In order to meet all students' needs timely and appropriately, the student is asked to follow the appropriate chain of command as outlined.

Chain of Command	Didactic Issue	Lab Issue	Clinical Issue
Step 1	The student addresses their concern/need/issue with the course faculty	The student needs to discuss their concern/need/issue with the lab faculty	The student needs to discuss their concern/need/issue with the Clinical faculty
Step 2	If the concern/need/issue is not resolved, the student may elevate to the Course Coordinator	If the concern/need/issue is not resolved, the student may elevate to the Lab Manager	If the concern/need/issue is not resolved, the student may elevate to the Course Coordinator
Step 3	If the concern/need/issue is not resolved, the student may elevate to the Associate Dean and/or BSN Program Administrator	If the concern/need/issue is not resolved, the student may elevate to the Course Coordinator	If the concern/need/issue is not resolved, the student may elevate to the Associate Dean and/or BSN Program Administrator
Step 4	If the concern/need/issue still is not resolved, the student may elevate to the School of Nursing Dean.	If the concern/need/issue is not resolved, the student may elevate to the Associate Dean and/or BSN Program Administrator	If the concern/need/issue still is not resolved, the student may elevate to the School of Nursing Dean.
Step 5		If the concern/need/issue still is not resolved, the student may elevate to the School of Nursing Dean.	

Students with complaints regarding discrimination are referred to the University discrimination grievance policy. Students with issues or complaints regarding their grade or performance in an individual class are referred to the grade appeals policy above. Both policies are in the Academic Policies and Procedures section of the University Course Catalog.

## Formal Complaints

The University Policy can be found in the University Course Catalog and attached as Appendix 7.

## Cell Phones and Texting

Cell phones and pagers must be kept off or in the vibrate mode during class. Talking on a cell phone is not allowed in class. Texting or photographing is not permitted during class. Students talking on a cell phone and/or texting during class will be asked to leave the class and this will result in an unexcused absence (see section titled "[Attendance/Absence](#)"). Cell phones are not allowed in the lab/simulation or in the clinical agencies due to HIPAA regulations and potential interference with medical equipment.

## Electronic Devices in the Classroom

The use of laptops and other electronic devices/accessories in the classroom is at faculty discretion.

Possessing, displaying, or using cell phones, smart watches, or other electronic devices during testing is prohibited. All electronic devices must be turned off (not on vibrate or silent) and placed at the front or back of the classroom during testing.

## **Audio Recorders and Cameras**

The use of cameras and/or audio recorders during class is at the discretion of the course faculty and **must be approved prior to class.**

## **Visitors in the Classroom**

The course faculty member, prior to the class, must approve any request for visitors in the classroom.

## **Student Representation on the School of Nursing Shared Governance Committees**

Student Representatives from each cohort and each campus are included in the Student Affairs (SA) Committee, Undergraduate Curriculum Committee (UGC), Scholarship Committee (SC), and Diversity, Equity and Inclusion Committee (DEI).

Meetings occur at a designated meeting room determined on each of the campuses or virtually via Zoom. Meetings occur up to two (2) times a semester for each meeting. Students are voting members of some of the shared governance committees per the bylaws.

The student representative may be asked to report any student issues that the committee may need to address that pertain to the specific committee responsibility. The student representative is expected to share information from the committee to their respective student cohort. Attendance at all meetings is encouraged, but not mandatory. The Student Representative is strongly encouraged to email any student concerns or topics for discussion to the committee chair prior to the scheduled committee meeting to ensure placement of the requested items on the respective committee agenda. Please see below for an overview of the committees that include student representation.

Cohort representatives are elected at the outset of their respective tenure to the School of Nursing and serve for the duration of their tenure at the University. Campus Student Government Association (SGA) for Manchester/Worcester and the Associate Dean of Boston oversees the voting process in collaboration with Student Affairs/Campus Life.

Should a student decide to terminate his/her respective role a subsequent election will be held. Students are non-voting members of the campus faculty/staff meetings. The representative for the UCC is invited to attend the campus meetings. Students may be excused from any of the committee meetings when the committee moves to the executive session to address sensitive or confidential issues such as personnel issues, specific progression issues and/or as deemed appropriate by the Chair of the committee.

## **Student Affairs Committee**

Purpose: To review policies, issues and concerns related to professional comportment expectations and School of Nursing *Student Handbook* issues.

Membership of the Student Affairs Committee:

- A full-time faculty member will chair this committee

- Faculty representatives from all three campuses will be included.
- The committee shall function as a whole.
- Nursing students (voting members; representing each campus and/or cohort,) may serve as members and be elected.

The role of the Student Affairs Committee shall be:

- To establish and periodically review standards, policies, procedures, and operational guidelines for all tracks of the BSN nursing program in accordance with the policies and procedures of the University.
- To recommend University resources to assist students to meet and maintain required academic standing within the School of Nursing.
- To review and update the *Student Handbook* annually and as needed
- To ensure collaboration with other School of Nursing committees about the need for policy development and revision related to student issues in accordance with all University policies and procedures.
- To develop and make revision recommendations of the School of Nursing *Student Handbook* to the Dean and the Faculty Organization, annually and as needed.
- To advise the Dean of issues, concerns, and recommended changes related to student learning which may require the input and/or support of the larger University community.
- To record and maintain meeting minutes and make reports to Dean and the Faculty Organization.

Meeting and reporting structure

- Report to the Dean and the Nursing Faculty.
- Meeting frequency: Twice per semester or more as needed.

## Undergraduate Curriculum Committee

Purpose: To evaluate and make recommendations for changes in the existing BSN curriculum.

Membership of Curriculum Committee:

- The Curriculum Committee will be chaired by a full time faculty member.
- Faculty representatives from all three campuses will be included.
- The committee shall function as a whole.
- Nursing students (voting members; representing each campus and/or cohort) may serve as members and be elected.

The role of the Curriculum Committee shall be:

- To periodically review and evaluate the vision, mission, values, goals, and objectives of the School of Nursing in relation to those of the University.
- To plan and recommend a program of study that reflects the stated philosophy and strategic goals.
- To formulate, implement, revise, and evaluate the program curricula.
- To evaluate allocation of credit for courses.
- To review and recommend changes related to new learning experiences.
- To evaluate and recommend changes required in non-nursing courses.
- To analyze data from standardized testing and make curriculum recommendations.
- To evaluate student and clinical partner evaluations and make curriculum recommendations.
- To design and conduct formative and summative evaluation of the curriculum.
- To make recommendations to the Dean, the Faculty Organization and/or Curriculum Council for

- BSN and graduate programs
- To record and keep meeting minutes.

#### Meeting and reporting structure

- Report to the Dean and the Nursing Faculty.
- Meeting frequency: Twice per semester or more as needed.

## Scholarship Committee

Purpose: To promote scholarly work and research in faculty.

#### Membership of the Scholarship Committee

- A full-time faculty will chair this committee.
- Faculty representatives from the Boston, Worcester, Manchester and Online campuses will be included.
- Student representatives may participate from each campus and program.
- The committee shall function as a whole.

#### The Role of the Scholarship Committee shall be to:

- Identify areas of interests of faculty scholarly work and research.
- Formulate relevant research and scholarly work agendas.
- Inform faculty about the cutting-edge research and scholarly work.
- Develop faculty in scholarly work and research.
- Seek relevant funding opportunities for faculty research.
- Promote scholarly writing and publication.
- Promote interdisciplinary research.
- Form a community of scholars in the School of Nursing.

#### Meeting and reporting structure

- Report to the Dean and the Nursing Faculty regarding all issues related to scholarship.

## Diversity, Equity and Inclusion (DEI) Committee

Purpose: to increase cultural competence, humility, and sensitivity and to raise awareness of social injustice, unconscious bias, and systemic discrimination, with the goal of developing a globally minded nursing workforce.

#### Membership of the DEI Committee:

- A full-time faculty member will chair this committee.
- Faculty representatives from each campus will be included.
- The committee shall function as a whole.
- Nursing students (non-voting, ad hoc members; representing each campus and/or cohort,) will serve as DEI Ambassadors.

#### The role of the DEI Committee shall be to:

- Foster a culture of inclusion and welcome.
- Raise awareness of social injustice, unconscious bias, structural barriers, health inequities, and systemic discrimination.

- Advance nursing skills and competencies in diversity and inclusion to improve health outcomes and equity for diverse populations in all communities and clinical healthcare settings.
- Cultivate faculty development to increase knowledge and awareness, increase class discussion, increase confidence and competence, scholarship opportunities, research opportunities.

#### Meeting and reporting structure

- Report to Dean and Nursing Faculty regarding all issues related to DEI
- Meeting frequency: Monthly

## Programs of Study

Note: Please refer to the MCPHS Catalog or Appendix 8 attached for detailed program information:  
<https://www.mcphs.edu/academics/university-course-catalog>.

## Test of Essential Academic Skills (TEAS) Policy

**All BSN (traditional), internal MCPHS transfers, and External Transfer Students:** Students admitted or transferring to the BSN program must successfully complete the ATI TEAS test prior to the transition into the professional nursing curriculum.

- The ATI TEAS test must be taken before the end of the summer semester for students entering the Professional BSN curriculum in the spring semester. ATI TEAS test results must be reported to the School of Nursing and will be documented in the student's program of study.
- Students must achieve a score of 65.3 or better within three (3) attempts
- Students who do not meet the benchmark score of 65.3 or better within three (3) attempts will be dismissed from the BSN program.

## Nursing Course Descriptions

### BSN Curriculum

BSN Course Number	Course Title	Course Description	Course Credit
Semester 1			
NUR 201	Professional Practice I	<p>This course focuses on the theoretical, historical, and contemporary underpinnings affecting the nurse as an individual and professional delivering care to patients in varying settings and healthcare delivery models. Students engage in significant pre-class work to facilitate active learning strategies employed during class time using the synchronous conferencing tool Collaborate.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. the nursing process to demonstrate critical thinking in planning for and providing holistic nursing care to clients in relation to the human response patterns to health challenges as               <ol style="list-style-type: none"> <li>a. evidenced by completion of a Daily Holistic</li> </ol> </li> </ol>	3 credits



		<p>Assessment Tool (DHAT).</p> <ol style="list-style-type: none"> <li>2. Demonstrate principles of therapeutic communication appropriate to clients, families, and health team members.</li> <li>3. Compare and contrast three different conceptual models that frame the discipline of nursing through the completion of analysis of the how each model would frame a specific patient's care.</li> <li>4. Describing factors that create a culture of safety recognizing that both individuals and systems are accountable for a culture of safety through patient safety case studies.</li> <li>5. Describe ethical and legal concepts relevant to the practice of professional nursing and align them with your personal values as evidenced by the values clarification assessment.</li> <li>6. Display components of professional/personal growth and life-long learning as evidenced by a class presentation utilizing the dynamic principles of Teaching/Learning.</li> </ol>	
NUR 204	Health and Wellness, I: Fundamentals	<p>This course introduces nursing students to the nursing metaparadigm with special attention on the concept of health promotion, prevention, and injury prevention throughout the lifespan. The application of concepts through clinical skills in seminar, laboratory, and the clinical setting provides students with the knowledge, skills, attitudes, and behaviors congruent with foundational nursing practice.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. The student will be able to articulate the goals and boundaries of the profession of nursing through the presentation of a concept map illuminating the inter-related concepts associated with an assigned foundational nursing concept. SLO (4,5)</li> <li>2. Apply therapeutic communication skills when interacting with patients as evidenced by conducting a motivational interview and teaching plan for a selected patient from an emerging population SLO (2)</li> <li>3. Recognize barriers to health promotion access across the continuum of care as evidenced by participation in a professional discussion with colleagues presenting data and analysis of identified barriers. SLO (3)</li> <li>4. Demonstrate knowledge acquisition of foundational nursing skills and principles through achieving a C+ or better on objective exams. SLO (2,3, 4)</li> <li>5. Working with a collaborative team analyze Gordon's</li> </ol>	<p>9 credits: 5 credits didactic/3 credits skills lab / 1 credit clinical</p>

		<p>Functional Health Patterns for its effectiveness in conducting a comprehensive nursing assessment of individuals throughout the lifespan and across cultures through a debate. SLO (1, 2, 4)</p> <p>6. Provide culturally sensitive, safe, effective, cost-effective nursing care to a selected group of patients. SLO (1,2,3,4,5 &amp; 6)</p>	
NUR 245	Healthcare Participant I: Health Assessment and Promotion	<p>You will acquire foundational knowledge of health assessment and health promotion, and their relationship to comprehensive nursing care. You will learn to perform a comprehensive and holistic assessment of the patient across the lifespan, including systematic collection, analysis, and synthesis of health data from patients and secondary sources. You will develop the organizational and critical-thinking skills necessary for the planning and delivery of nursing care; and integrate the essential nursing core competencies and concepts of health promotion, risk reduction, and disease prevention in the clinical laboratory setting.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Demonstrate organizational and critical-thinking skills necessary for the development of judgment in the planning and delivery of culturally sensitive patient care across the lifespan.</li> <li>2. Integrate the principles of health promotion, risk reduction, and disease prevention in the development of a holistic plan of care across the lifespan.</li> <li>3. Recognize the unique differences in assessment data across the lifespan.</li> </ol> <p><u>Clinical Objectives</u></p> <p>Upon completion of this course you will:</p> <ol style="list-style-type: none"> <li>1. Determine the appropriate approach to health assessment and promotion consistent with the patient's developmental stage.</li> <li>2. Demonstrate ability to systematically collect, analyze, and synthesize patient related health data across the lifespan.</li> <li>3. Demonstrate ability to complete a detailed health history and a comprehensive head-to-toe physical assessment.</li> <li>4. Demonstrate cultural competence in collecting and interpreting patient health data.</li> </ol>	4 credits/ 3 credit didactic and 1 lab
Semester 2			
NUR 301	Professional Practice II: Pharmacology	This course introduces the nursing student to pharmacologic nursing practice throughout the lifespan	3 credits

		<p>with special attention to the legal and ethical implications of drug administration and therapeutic drug monitoring.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Identify major classifications of pharmacotherapeutics by prototypes as used in the treatment of commonly occurring health challenges.</li> <li>2. Interpret effective communication in reports of the action, rationale for use, common and/or life-threatening side effects, nursing implications, and client teaching issues for each major classification of medications.</li> <li>3. Identify the roles of the professional nurse in relation to medication administration and education in both acute care and community health settings.</li> <li>4. Explain the correct measures to ensure the prevention of medication errors.</li> <li>5. Recognize differences in physiology and pathophysiology that must be considered in assessing correct dosages administered to “at risk” populations such as the fetus, infant, child, pregnant woman, and the frail elderly</li> <li>6. Relate the differences in Pharmacology use and its effects across the lifespan, when administering medications to culturally diverse populations commonly occurring diseases.</li> </ol>	
NUR 304	Health and Wellness II: Introduction to Med/Surgical Nursing	<p>This course is an introduction to medical surgical content. The course and provides a framework for application of professional nursing concepts and exemplars within the professional nursing roles. Integration of previous health care knowledge and skills into the role development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the healthcare team, and a member of the profession. Emphasis is on clinical decision-making for patients and their families.</p> <p><u>Course Objectives:</u></p> <p>Upon completion of this course, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine effective therapeutic communication techniques to establish and maintain therapeutic nurse-patient relationships with patients, families, and significant others, small groups of patients, and colleagues.</li> <li>2. Demonstrate cultural competence while meeting the multicultural needs of patients and their families.</li> <li>3. Identify clinical decision making to understand clinical problems, and plan evidence-based patient-centered care consistent with novice nursing practice roles.</li> </ol>	<p>9 credits: 5 credits didactic/1 credit simulation lab/3 credits clinical</p>

		<ol style="list-style-type: none"> <li>4. Formulate a patient-centered teaching plan to assist patients and families about their plans of care, medical diagnosis, medication, treatment regimen, and application of the nursing process.</li> <li>5. Identify safety concerns both real and potential to improve quality improvement through procedural practice.</li> <li>6. Demonstrate the use of informatics and technological advances to corresponds with and support clinical decision-making as it applies to patients.</li> <li>7. Discuss the management of care in organizing delegation activities.</li> </ol> <p><u>Clinical Objectives:</u> Upon completion of this course, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Assume responsibility and accountability for clinical practice with guidance from faculty and clinical partners.</li> <li>2. Apply a holistic nursing approach to illness and disease management in the acute and chronically ill adult throughout the adult lifespan.</li> <li>3. Perform systematic head-to-toe and focused nursing assessments appropriate to patient condition and need.</li> <li>4. Prioritize nursing care of adults throughout the lifespan in a manner that ensures patient safety.</li> <li>5. Demonstrate organization skill in the provision of nursing care for adults throughout their lifespan.</li> <li>6. Performing therapeutic nursing interventions for adults in a safe manner.</li> <li>7. Demonstrate technical skill in the delivery of nursing care for adults.</li> <li>8. Evaluate nursing care and patient outcomes.</li> <li>9. Document nursing care and patient outcomes.</li> <li>10. Document nursing care in accordance with clinical agency standards.</li> <li>11. Interact with patients, peers, faculty, and members of the interdisciplinary team in a professional manner.</li> <li>12. Communicate with patients, peers, faculty and members of the interdisciplinary team in a professional manner.</li> <li>13. Provide culturally competence nursing care to adults from diverse cultural background</li> </ol>	
NUR 320	Nursing Seminar II		1 credit
NUR 322	Healthcare Participant II: Care of	This course introduces the nursing student to the attributes associated with the recipients of healthcare: individual, families, communities and populations. The	3 credits

	Vulnerable Populations and Community Health	<p>aim is to examine the nursing metaparadigm and nursing process as it applies to individuals, families, communities, and population health. The course explores the concepts of healthcare disparities, social justice, and healthcare equity and their impact on patient health outcomes and the nurse's contributions to ameliorate healthcare disparities.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Identify values, beliefs and attitudes towards health and illness of the health care participant through a Holistic Assessment of different healthcare participants.</li> <li>2. Articulate the role of nursing in relation to the health of vulnerable populations and elimination of health disparities evidenced by scoring a 78 or better on Objective Exams.</li> <li>3. Describe the protective and predictive factors which influence the health of families, groups, communities, and populations by completing a Windshield Survey with data as the first step for a future community assessment of a specific assigned community utilizing information technology to retrieve empirical data to support application of nursing process to diverse individuals, families and populations.</li> <li>4. Describe the use of evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan through an objective exam</li> <li>5. Examine the concept of social justice within the context of healthcare disparities as evidenced by creation of an Environmental Justice short paper.</li> <li>6. Identify clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity.</li> </ol>	
Semester 3			
NUR 401	Professional Practice III: Scholarly Inquiry	Students acquire an understanding of the historical development of nursing as a scholarly discipline, and appraise its contemporary standing in the scientific community. Students learn the research process, methods of qualitative and quantitative research, and the legal and ethical considerations of engaging in nursing research. Students learn to apply critical thinking to the evaluation of professional and popular literature and other sources of information, apply research-based knowledge from nursing and the sciences as the evidence	3 credits

		<p>base for nursing practice, and participate in the research process.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Discuss roles and responsibilities of the nurse related to evidence-based practice</li> <li>2. Compare and contrast the research process and evidence-based practice process</li> <li>3. Discuss the interrelationships with nursing theory, practice and research</li> <li>4. Identify sources of evidence as a basis for evidence-based practice</li> <li>5. Formulate evidence-based practice questions related to relevant clinical problems.</li> <li>6. Identify basic concepts and steps related to the research process in nursing</li> <li>7. Discuss contemporary issues related to nursing research</li> <li>8. Critically appraise published research studies</li> </ol>	
NUR 404	Health and Wellness III: Childrearing and Childbearing and Family	<p>Students apply concepts and principles acquired in all prerequisite and concurrent nursing courses to the provision of care for vulnerable populations to include; patients and families, as well as patients with psychosocial issues in diverse clinical settings. Professional nursing concepts include; clinical judgement, communication, evidence-based practice are integrated along with additional QSEN competencies to deliver safe patient care.</p> <p><u>Course Objectives</u></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of selected health problems for vulnerable populations to include; health needs for child-bearing women, children, and child-rearing families.</li> <li>2. Develop a holistic plan of care for vulnerable patients with selected health problems and disease states;</li> <li>3. Analyze anticipated patient needs related to states of health, wellness, and illness; and</li> <li>4. Distinguish anticipated nursing interventions associated with selected states of health, wellness, and disease states.</li> </ol> <p><u>Clinical Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Assume responsibility and accountability for clinical practice with guidance from faculty and clinical partners;</li> <li>2. Apply a holistic nursing approach to health problems, disease states, and health needs for vulnerable</li> </ol>	<p>9 credits: 5 credits didactic/1 credit simulation lab/3 credits clinical</p>

		<p>populations to include; child-bearing women, children, and child-rearing families;</p> <ol style="list-style-type: none"> <li>3. Prioritize nursing care of vulnerable populations to include; child-bearing women, children, and child-rearing families in a manner that ensures patient safety;</li> <li>4. Demonstrate organizational skill in the provision of nursing care for child-bearing women, children, and child-rearing families;</li> <li>5. Perform therapeutic nursing interventions for vulnerable populations to include; child-bearing women, children, and child-rearing families in a safe manner;</li> <li>6. Evaluate nursing care and patient outcomes across diverse clinical settings.</li> <li>7. Communicate with patients, peers, faculty, and members of the interdisciplinary team in a professional manner;</li> <li>8. Provide culturally competent nursing care to vulnerable populations to include; childbearing women, children, and child-rearing families as well as patients with psychosocial issues.</li> </ol>	
NUR 422	Healthcare Participant III Social and Mental Health	<p>Students will develop the knowledge, skills to care for patients with psychosocial needs and psychiatric disorders in diverse clinical settings. Students will use a holistic approach to assessment, care, and management of persons with psychosocial issues and selected psychiatric disorders. Students learn to incorporate contemporary social issues as they relate to the mental and social health of patients and their families.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Demonstrate appropriate knowledge of psychosocial issues and selected psychiatric disorders;</li> <li>2. Analyze the impact of psychosocial stressors across the lifespan in individuals and families;</li> <li>3. Evaluate the nurse's role in the provision of nursing care of persons and families with psychosocial issues and selected psychiatric disorders and conditions;</li> <li>4. Develop a holistic plan of care for persons and families with psychosocial issues and selected psychiatric disorders and conditions across the lifespan;</li> <li>5. Analyze anticipated needs of persons with psychosocial issues and selected psychiatric disorders and conditions; and</li> <li>6. Distinguish anticipated nursing interventions associated with selected states of health, wellness,</li> </ol>	4 credits (3 didactic credits, 1 clinical credit)



		and disease states.	
Semester 4			
NUR 501	Professional Practice IV: Nursing Integrations	<p>Students will demonstrate learning acquired across the curriculum in preparation for RN licensure. Students will complete a variety of standardized assessments and proctored testing across the semester to assess knowledge acquired to date. Remediation strategies will be individualized to support student first time licensure success upon graduation.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. The student will appraise their individual knowledge of the key concepts in nursing in alignment with the NCSBN NCLEX-RN TestPlan</li> <li>2. The student will review/complete individualized remediation plan for success in collaboration with the course faculty.</li> <li>3. The student will construct an assessment of key strategies to successfully pass the NCLEX-RN examination.</li> </ol>	3 credits
NUR 504	Health and Wellness IV: Complex Care Across the Lifespan	<p>Students integrate concepts and principles acquired in all prerequisite and concurrent nursing courses. Students expand their knowledge and skills to care for patients with complex health problems across the lifespan to include; cancer, infectious disease, trauma, and end-of-life care. Students have opportunities to demonstrate principles of coordination of care in both acute and chronic settings.</p> <p><u>Course Objectives</u></p> <ol style="list-style-type: none"> <li>1. Demonstrate management behaviors in relation to coordination of complex patient care as they apply to selected areas of nursing practice.</li> <li>2. Analyze nursing care delivery systems and how they impact cost, quality, and patient outcomes</li> <li>3. Utilize research that focuses to improve the efficacy and effectiveness of nursing interventions</li> <li>4. Provide safe, comprehensive nursing care to patients with complex health problems</li> <li>5. Analyze best evidence-based practices in nursing care delivery.</li> <li>6. Integrate knowledge and skills related to care, health informatics, quality improvement and interprofessional collaboration to the delivery of safe and competent nursing care.</li> <li>7. Apply principles of palliative care to support clients and their families in chronic disease management and</li> </ol>	9 credits: 5 credits didactic/1 credit simulation lab/3 credits clinical

		<p>end of life.</p> <p>Clinical Objectives:</p> <ol style="list-style-type: none"> <li>1. Coordinate, design, and manage nursing care for patients with complex health problems across the lifespan;</li> <li>2. Manage and supervise delegated nursing interventions safely and competently;</li> <li>3. Integrate best research with clinical judgment and patient values for safe and optimal care;</li> <li>4. Manage the communication of information within an interdisciplinary team and among diverse/vulnerable patient populations;</li> <li>5. Evaluate complex information from multiple sources;</li> <li>6. Evaluate and intervene in the prevention of, and response to, errors and patient safety events in a variety of settings;</li> <li>7. Synthesize nursing knowledge and skills acquired throughout the nursing curriculum in preparation for the transition into entry-level practice;</li> <li>8. Collaborate with members of the healthcare team to provide holistic care for patients and families with complex health problems to include the impact of acute and chronic illness across the lifespan; and</li> <li>9. Analyze cultural competence in the delivery of nursing care to patients with complex health problems.</li> </ol>	
NUR 520	Nursing Seminar IV		1 credit
NUR 522	Healthcare Participant IV: Leadership	<p>The student will examine contemporary theories of management, leadership and change related to nursing practice. Discussions are focused on effective communication within interprofessional teams, addressing conflict, delegating successfully, and building teams. The student will utilize knowledge acquired across the curriculum to develop strategies to address a contemporary nursing practice issue.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Apply leadership and management theories to achieve high quality nursing care.</li> <li>2. Incorporate effective communication techniques to support interprofessional collaboration for the delivery of patient-centered care.</li> <li>3. Discuss concepts related to health policy, finance, and regulatory principles as they apply to the nursing leadership role.</li> <li>4. Demonstrate nursing leadership role in advocating for</li> </ol>	3 credits

		<p>social justice related to healthcare access, equity and affordability.</p> <p>5. Demonstrate professional behaviors and compassionate, patient-centered, evidence-based care.</p> <p>6. Analyze appropriate strategies for delegation in alignment with the NCSBN/ANA Delegation guidelines and appropriate state Nurse Practice Act.</p>	
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## Acknowledgement of Receipt of BSN Student Handbook

I acknowledge that I have received the Massachusetts College of Pharmacy and Health Sciences BSN Student Handbook, and that I am responsible for reading, understanding, and complying with its contents.

Student Signature: \_\_\_\_\_

Student Name (*please print*): \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix 1

## Massachusetts College of Pharmacy and Health Sciences Immunization Policy

### **MCPHS Immunization Policy**

In accordance with state law and University policy, students must show proof of required immunizations. Noncompliance with University immunization requirements will result in adverse action up to and including administrative withdrawal from the University, and may negatively impact progression in an academic program.

#### **How and when to report your immunizations to MCPHS:**

Students must submit documentation demonstrating compliance with the MCPHS Immunization Policy prior to the first day of the first semester of admission to the University. MCPHS works with an external company, CastleBranch, to support immunization tracking and management.

#### **The following MCPHS students must show proof of required immunizations:**

- All full-time students, including students attending MCPHS while on a visa who will be on campus;
- All part-time students, including students attending MCPHS while on a visa who will be on campus;
- All online students who might be in contact with patients;
- All online students whose program involves an on-campus component; and
- All students attending or visiting MCPHS as part of a formal academic visitation or exchange program.

#### **Immunization/Waiver Deadlines for State Requirements**

<b>August 1</b>	<b>Fall Admitted Students</b>
<b>December 1</b>	<b>Spring Admitted Students</b>
<b>April 1</b>	<b>Summer Admitted Students</b>

### **NURSING**

- Measles vaccinations (2 immunizations at least 4 weeks apart; first dose must be received on or after the student's 1st birthday) or laboratory evidence of immunity.
- Mumps vaccinations (2 immunizations at least 4 weeks apart; first dose must be received on or after the student's 1st birthday) or laboratory evidence of immunity.
- Rubella vaccinations (2 immunizations at least 4 weeks apart; first dose must be received on or after the student's 1st birthday) or laboratory evidence of immunity.
- Tetanus Diphtheria Pertussis vaccinations 1 dose of Tdap and either a history of DTaP primary series or ageappropriate catch-up vaccination. See:  
<https://www.cdc.gov/vaccines/schedules/hcp/imz/catchup.html#notetdap>. Tdap given  $\geq 7$  years may be counted, but a dose at age 11-12 is recommended if Tdap was given earlier as part of a catch-up schedule. Td should be given if it has been  $\geq 10$  years since last Tdap.
- Hepatitis B immunization series (3 doses) followed by laboratory evidence of immunity; or Heplisav-B vaccine (2 doses, first dose must be given on or after the student's 18th birthday, and the second

dose must be given at least 28 days after the first dose) followed by laboratory evidence of immunity. Laboratory evidence of immunity alone is also acceptable.

- Varicella vaccinations (2 immunizations at least 4 weeks apart; first dose must be received on or after the student's 1st birthday); laboratory evidence of immunity; or physician diagnosis of varicella.
- Annual Two-step Tuberculosis skin test (two tests within the last 12 months, completed 1-3 weeks apart) or Tuberculosis blood test within the past 12 months. If results are positive, a clear chest x-ray (with laboratory report or physician verification of results) or a physician letter verifying the student is symptom free is required each year. \*
- Annual influenza shot (Must be obtained as soon as the vaccine for the annual flu season becomes available each fall). \*
- Meningococcal vaccination: 1 dose of MenACWY (formerly MCV4) received on or after the student's 16<sup>th</sup> birthday required only for students under the age of 22. Meningococcal B vaccine does not meet this requirement.
- COVID-19: Primary series ("monovalent") vaccinations: Pfizer-BioNTech – 2 doses at least 21 days apart; Moderna – 2 doses at least 28 days apart; Janssen (Johnson & Johnson) – 1 dose; WHO authorized vaccine – completion of scheduled series of the vaccine, followed by COVID-19 Booster Vaccination: Pfizer-BioNTech, Moderna or WHO authorized vaccine – received 5 months after last dose in primary series; Janssen (Johnson & Johnson) – received 2 months after primary dose;  
OR:  
If previously unvaccinated or received the Novavax primary series: 1 dose of the updated ("bivalent") PfizerBioNTech or Moderna vaccines received at least 2 weeks prior to access to campus.

\*Bachelor of Science Nursing-Boston this requirement must be met prior to entering the professional practice phase of the program and will need to be repeated at least yearly but maybe more often depending on the requirements of our clinical partners.

### **WAIVERS/EXEMPTIONS**

If a student is unable to obtain one or more immunizations due to medical or religious reasons, they may upload the Student Vaccine Exemption Request Form to CastleBranch. Students who are unable to obtain one or more immunizations for medical reasons must also submit a letter (on official letterhead with a signature) from the student's health care provider certifying that the provider has personally examined the student and is of the opinion that the student's health would be endangered by the immunization. Medical and religious exemptions must be renewed annually at the start of each school year.

In addition to the medical and religious exemptions detailed above, students may qualify for an exemption from the meningococcal immunization requirement if the student (or the student's parent or legal guardian, if the student is a minor) signs a waiver stating that the student has received information about the dangers of meningococcal disease, reviewed the information provided and elected to decline the vaccine. A copy of this waiver is available for download in your CastleBranch account.

Requirements for clinical rotations are set by clinical sites and MCPHS does not have the authority to override these requirements. Medical and religious exemptions may be accepted at the discretion of clinical sites. Failure to obtain all immunizations required to participate in clinical or other activities with patient contact may negatively impact progression in certain academic programs. Please contact your Clinical Coordinator for your academic program to discuss how waivers/exemptions may affect your clinical rotation requirements.

**ADDITIONAL INFORMATION**

Certain health care agencies and clinical training and service learning sites may have additional immunization requirements. In order to be eligible for clinical placements or service learning experiences, students must meet all University immunization requirements and any additional site requirements. In cases where the site does not pay for the completion of additional immunization requirements, the student is responsible for paying any associated fees, if it is not covered by their personal health insurance. Without clearance with respect to all University and site immunization requirements, students will not be permitted to begin clinical or service learning placements, and therefore, would be unable to meet program requirements.

Students who change academic programs must become compliant with all immunization requirements of their new academic program. Students must contact their Program Director/Clinical Coordinator for necessary steps to review their immunization compliance with the new academic program. MCPHS works with a confidential health information service company that maintains and processes all student immunization records and monitors compliance with state law immunization requirements. Authorized officials at MCPHS have access to student immunization records to monitor compliance. (August 2023).

For assistance with record uploads, creating a MyCB account, general questions etc. can be directed to:

Student Immunization Compliance Office

Division of Student Affairs

Phone: 617.735.1105

Email: [immunization@mcphs.edu](mailto:immunization@mcphs.edu)



## Appendix 2

### **Massachusetts College of Pharmacy and Health Sciences** **Electronic Communications Policy**

Failure to comply with the guidelines presented herein may result in disciplinary action, up to and including termination of employment or student status. Please visit the Information Services website: <https://www.mcphs.edu/information-services>.

## Appendix 3

### **Massachusetts College of Pharmacy and Health Sciences** **Admission Policies**

#### **School of Nursing – Boston – Program-Specific Admission Requirements**

##### First Year Applicants – Minimum Requirements

Official transcripts from all secondary schools attended should be submitted by your guidance counselor or a school official. First quarter grades from senior year should be included if available when you apply.

Applicant's transcripts should include the following:

- Math: Algebra 1 & 2 and Geometry are required, however it is recommended that applicants complete four years of math up to Precalculus or Calculus.
- Science: Biology and Chemistry are required however it is recommended that applicants complete four years of lab science. Additional recommended courses may include Anatomy and Physiology, Physics, AP Biology, or AP Chemistry.
- English: Four years of English.
- Social Sciences: One year of history is required. A well-rounded curriculum of additional social science courses is recommended.

Transcripts may be submitted by your guidance counselor via the Common Application with the accompanying school report form.

##### Transfer Applicants [from colleges/universities outside of MCPHS] – Minimum Requirements

- Cumulative GPA – 2.7; Science and Math GPAs – 2.7.
- In order to be granted transfer credit for prerequisite courses, students must achieve a grade of C+/78 or better. Transfer credits will not be accepted for courses repeated more than one time.
- TOEFL – Minimum proficiency level of 79 – candidates for whom English is not the primary language.
- \*\* If applying for a fall year 2 start as a transfer student – must achieve a minimum score of 65.3% on the Test of Essential Academic Skills (TEAS). The test must have been completed within 3 years of the applicant's proposed enrollment date. The exam may only be taken 3 times (total) to achieve the above score. Candidates must arrange for official test score results to be sent directly from ATI to MCPHS.

#### **Postbaccalaureate Admission (Boston)**

##### Postbaccalaureate Bachelor of Science in Nursing (BSN)

Candidates for admission to all graduate, fast-track, or postbaccalaureate programs must have the following:

- An earned bachelor's degree from an accredited college or university (some fast-track programs do not require a prior bachelor's degree)
- An overall grade point average (GPA) of 3.0 or higher (on a 4.0 scale) for graduate programs
- A TOEFL, IELTS, PTE, Duolingo, MCPHS on-campus English Proficiency Exam (EPE), or ITEP for all candidates for whom English is not the primary spoken language. This test requirement may be waived on an individual basis for applicants who have attended all four years of high school in the

United States (exclusive of ESL courses), who have completed four years of study in a U.S.-accredited, IB or UK curricula outside the United States where English is the only medium of instruction (exclusive of ESL courses) or have an earned degree (bachelor's or higher) from a college or university within the U.S. or a native English speaking country whereas the program was fully taught in English. (Please refer to the International Applicants section.)

Preference is given to those who

- have an overall GPA of 3.0 or better (on a 4.0 scale) with consistent performance of 3.0 or better in prerequisite courses and other subjects related to the major field of study; and
- have volunteer, research, or work experience related to the major field of study.

## **Admission (Worcester and Manchester)**

Postbaccalaureate Bachelor of Science in Nursing (BSN)

### **Requirements**

- Candidates for admission to the Accelerated (Postbaccalaureate) Bachelor of Science in Nursing program must have a cumulative academic grade point average of at least 2.7 or higher on a 4.0 scale attained at a regionally accredited college or university. A minimum grade of C+ is required in all prerequisites.

Preference is given to candidates who demonstrate

- scores in the 50th percentile or above in each section of the GRE (see Standardized Tests for a list of programs that require the GRE);
- minimum OAT (Optometry Admission Test) score of 300 (see Standardized Tests for a list of programs that require the OAT);
- consistent academic performance in a full-time program with above-average grades in mathematics and sciences without having to withdraw or repeat courses; and
- an ability to articulate clearly, in a written essay, the reasons for their choice of program study at MCPHS.

## Appendix 4

### Massachusetts College of Pharmacy and Health Sciences Add/Drop, Withdrawal and Leave of Absence Policies

#### **Add/Drop Period**

Add/drop period deadline for all programs is specified for each academic term, usually within the first week of classes. During add/drop period, tuition is fully refundable for a course withdrawal. Student accounts are adjusted automatically, and any additional charges must be paid at the time of the transaction. After the add/drop deadline, there will be no tuition refund for individual course withdrawal.

#### **Add/Drop Procedures**

Any registered student who wishes to adjust his or her class schedule during the designated add/drop period can make adjustments online via Self-Service, with the exception of students in the School of Professional Studies who can make such adjustments by emailing [professionalstudies@mcphs.edu](mailto:professionalstudies@mcphs.edu). Students cross-registered for Colleges of the Fenway courses must adhere to the add/drop procedures at their home institution. The add/drop period deadline for all programs is specified for each academic term, usually within the first week of classes. Adjustments to tuition and fees, where applicable, are made automatically through the Office of Student Financial Services. Students who wish to withdraw from a course after the designated add/drop period should refer to the Withdrawal from a Course section in Academic Policies and Procedures. No refunds are made if such changes are made after the designated add/drop period. **NOTE: Simply failing to attend classes will not result in the course being dropped from the student's official registration, and students will be held financially accountable and receive a course grade of F.**

#### **Leave of Absence**

The University recognizes that there are situations when a student may require a leave of absence (LOA). Such leaves are granted for a maximum of one academic year with the exception of leaves granted for military service. The student must meet to consult with their Academic Dean or designee regarding the reason(s) for considering, and the ramifications of, taking a leave of absence. After the initial meeting with the Academic Dean or designee, the student must return the completed Leave of Absence form within 1 week (or 5 business days) with the required signatures: a) the student, b) Academic Dean or designee, c) Student Financial Services, and d) Immigration Services representative (for international students). The Academic Dean or designee will notify the student within 1 week (or 5 business days) upon receipt of the completed form with the finalized LOA requirements via the student's MCPHS email account. **Students who take a leave after the designated add/drop period will receive course grade(s) of W.** *\*For information on a Health/Medical Leave of Absence, please see the Health/Medical Leave of Absence section below.*

#### **Return from Leave of Absence**

Students returning from a leave of absence must confirm they are returning to MCPHS University with their Academic Dean or designee prior to the following dates:

*March 1-for a summer or fall semester return*

*October 1-for a spring semester return*

*Online students-30 days prior to the beginning of the semester*

Students on a Leave of Absence are not eligible for University Services, with the exception of academic coaching. Students who intend to return from a LOA must also review and adhere to applicable school/program specific policies in addition to the general policy outlined herein. Students who fail to return within the designated time must reapply for admission.

## **Administrative Withdrawal**

### *Section 1: Administrative Withdrawal*

An administrative withdrawal will mean that a student's preregistration or registration, housing, meal plan, and financial aid for the current semester will be canceled. The student will be unable to register or preregister for any subsequent semester until the administrative withdrawal is resolved.

A student may be administratively withdrawn by the University if any of the following conditions apply:

- a) If, after due notice, the student fails to satisfy an overdue financial obligation to the University, consisting of tuition, loans, board, room fees, library charges, or other student charges, including student activities, health insurance, graduation fees, and other such fees as may be established by the University.
- b) If the student fails to comply with certain administrative requirements, including, without limitation, the submission of immunization forms, satisfaction of technical standards, or completion of SEVIS registration.
- c) If the student fails to attend classes during the first two weeks of the semester
- d) If the student fails to register for the coming semester

### *Section 2: Effects of Administrative Withdrawal*

If a student is administratively withdrawn, their record will indicate the withdrawal date and the reason for administrative withdrawal. All courses for which a student is registered at the time of withdrawal will receive a grade of W until or unless the student is reinstated.

The student shall not be allowed to preregister or register for a future semester. If a student has already preregistered at the time of withdrawal, all preregistration course requests will be canceled.

The student shall receive no further material or notification from the registrar concerning University affairs once administratively withdrawn.

### *Section 3: Procedures for Implementing Administrative Withdrawal*

The registrar will send a letter to a student administratively withdrawn from the University. The administrative withdrawal must be based on one of the grounds set forth in Section 1. Administrative withdrawal notifications are sent to the students via MCPHS email and a hard copy is also mailed to the home address on file.

### *Section 4: Appeals and Reinstatement*

Administrative withdrawal reinstatements must be resolved within two weeks of receipt of the administrative withdrawal notification letter. Appeals must be submitted by the student to the Office of Student Affairs within one week of receiving the notification by completing this online appeal form: <http://tinyurl.com/yxgmjf2n>. The appeal should include a description of the actions the student has taken to resolve the matter and the reasons why the student is entitled to reinstatement.

Appeals will be reviewed for reinstatement. The Office of Student Affairs in conjunction with the Academic Dean or Program Director, Student Financial Services and Immigration Services (if applicable) will approve or deny the reinstatement within 1 week after receiving the student appeal letter.

In semesters beyond those from which the student was administratively withdrawn, the student may be required to file a readmission application by the stated deadline for enrollment in the next available semester.

### **Return from Hospitalization**

A student is required to meet with a representative from the Office of Student Affairs before returning to campus following treatment for a health condition that required hospitalization. Hospitalization is determined when a student has been admitted to a hospital and/or a healthcare facility. A student who has been hospitalized cannot be on campus, return to class, or participate in any University related activity until cleared by the Office of Student Affairs. It is the responsibility of the student to contact the Office of Student Affairs to set up the Return from Hospitalization meeting.

A representative from the Office of Student Affairs will meet with the student and review all documentation obtained by the student. The student must obtain and have ready for the return meeting(s) the post-hospitalization discharge summary, along with any other documentation that was given to the student by the facility where the hospitalization occurred. The representative from Student Affairs will make a determination if the student is able to return to campus. The decision of the representative from Student Affairs will be delivered to the student in writing following the meeting.

If the health condition is related to mental health, the student will also be required to meet with a representative from Counseling Services. The Office of Student Affairs will coordinate with Counseling Services to schedule the return meetings. The student must obtain and have ready for the return meeting(s) the post-hospitalization discharge summary, along with any other documentation that was given to the student by the facility where the hospitalization occurred. A representative from Counseling Services will meet with the student and review the documentation obtained by the student from the facility where the hospitalization occurred. After this meeting, the representative from Counseling Services will make a recommendation to the Office of Student Affairs on whether or not the student is able to return to class. A representative from the Office of Student Affairs will then meet with the student, and based on the outcome of the meeting and the recommendation from Counseling Services, the representative from Student Affairs will make a determination if the student is able to return to campus. The decision of the representative from Student Affairs will be delivered to the student in writing following the meeting.

### **Health/Medical Leave of Absence**

A Health/Medical Leave of Absence may be appropriate when a student's current physical or behavioral health condition precludes successful completion of their educational program. In addition to following the steps outlined for a general Leave of Absence, a student seeking a Health/Medical Leave of Absence must submit medical documentation from the student's medical provider to the Office of Student Affairs. This documentation must indicate the medical reasons the student is unable to attend classes for the requested time period. In conjunction with submitting this documentation, the student must meet with representatives from Student Affairs on their respective campus and complete appropriate paperwork. At least one full academic semester must have passed before returning to the University under a Health/Medical Leave of Absence.

### *Return from Health/Medical Leave of Absence*

In addition to the general Leave of Absence steps for returning to the University, a student will provide to the Office of Student Affairs, on their respective campus, documentation from the student's medical provider that indicates the student's readiness to return to class, that includes:

- a diagnosis of the condition that led to the student's leave;
- the student's length and course of treatment;
- the student's current medical health status;
- recommendations necessary for ongoing care;
- recommendation that student can safely return to classes with either full-time status or a reduced course load;
- any noted restrictions including those related to technical requirements of the student's academic program.

A student will also need to meet with a representative from the Office of Student Affairs to finalize the Return process.

### **Involuntary Health/Medical Leave of Absence**

The Dean of Students or designee may issue an involuntary health withdrawal, whether or not the student's behavior violates the Student Code of Conduct.

An involuntary health leave of absence must involve a strong likelihood of

- a. serious risk of physical harm to the student themselves, manifested by evidence of threats of suicide or attempts at suicide or other serious bodily harm;
- b. serious risk of physical harm to other persons in the community, including an infectious condition or evidence of homicidal or other violent behavior; and/or
- c. reasonable risk of physical impairment or injury to the student themselves because of impaired judgment that would not allow the student to live independently or protect them in the community or not allow the student to perform the essential functions of an educational program without requiring substantial modification of the program.

### *Process for Involuntary Leave of Absence*

#### *Report and Initial Meeting*

Upon receiving a report documenting the behavior(s) that indicate why a student should be put on involuntary health leave, the Dean of Students or designee will meet with the student regarding the report.

#### *Suspension Pending Determination*

The student may be suspended immediately from the University or University residence hall pending the determination of the involuntary health leave of absence when, on the basis of the information available, the University reasonably believes that the student's continued presence on campus endangers the physical safety or well-being of themselves or others or seriously disrupts the educational process of the University. Either before suspension or as promptly as is feasible, the student will be given the opportunity to be heard and present evidence as to why they should not be immediately suspended.

#### *Evaluation*

The Dean of Students or designee may inform the student orally or in writing that they must participate in a medical or mental health evaluation conducted by one of the following:



- a. MCPHS Executive Director of Counseling Services or designee (in the case of psychological disorder)
- b. An independent evaluator (licensed social worker, licensed mental health counselor, licensed psychologist [including psychiatrist], or licensed medical doctor) selected by the student at the student's expense

The student must sign a release of information form authorizing the evaluator to consult with MCPHS staff regarding the evaluation.

The evaluation must be completed within 24 hours of the date of written or verbal notice or as soon as reasonable, as determined by the Dean of Students or designee. The Dean of Students or designee may grant an extension for completion.

If the student fails to complete or refuses to participate in an evaluation when referred, they may be issued an involuntary health leave of absence.

#### *Determination*

Upon completion of the evaluation, the MCPHS staff member who conducts or consults in the evaluation will make a recommendation to the Dean of Students or designee. An opportunity must be provided for the student to discuss the recommendations with the MCPHS staff member who conducted or consulted in the evaluation and with the Dean of Students or designee.

The student will be given the opportunity to be heard and present evidence as to why they should not be issued an involuntary health leave of absence. The Dean of Students or designee will make a determination and inform the student in writing.

#### *Effective Date*

Once the involuntary health leave of absence is issued, the terms of the leave become effective immediately. A student's record will indicate the leave date and the reason for involuntary health leave. All courses for which a student is registered at the time of leave will receive a grade of W, and the refund policy as outlined in the University catalog will be followed. Requests for special consideration regarding the refund policy (e.g., leave date beyond the refund date) may be made to the Dean of Students.

The safety of the student while on campus must be assured. Advance notice of an involuntary health leave is recommended only when the safety of the student while on campus is assured. In the case of emergencies, no advance notice may be possible.

#### *Appeal*

A student who has been issued an involuntary health leave of absence may appeal the decision to the Vice President for Academic Affairs in writing within five business days of receiving the decision. The student's reasons for the appeal and the desired resolution must be indicated in the letter. The Vice President for Academic Affairs will consider the case within five business days of the request for an appeal. The decision of the Vice President for Academic Affairs is final and will be communicated to the student in writing.

#### *Return after Leave of Absence*

In order to remove the conditions of the leave of absence, the student must present medical documentation that the behavior no longer precludes successful completion of an educational program. The student also must participate in an evaluation conducted by University staff, by an established

deadline, and write a letter to the Dean of Students or designee detailing the student's readiness to return to the University. In most cases, at least one academic semester must have passed before readmission under an involuntary health leave may be considered.

#### *Deviations from Established Policies*

Reasonable deviations from this policy will not invalidate a decision or proceeding unless significant prejudice to a student may result.

#### **Withdrawal from a Course**

Students may withdraw from a course through the end of the 10th week of the fall or spring semester; in the summer session, withdrawal must be by the end of the 3rd week. No refunds are given after the end of the official add/drop period. After the official add/drop period, students who choose to withdraw receive a grade of W for the course. The withdrawal slip must be signed by the student's academic coach. Every registered student who remains in a course is given a grade. Simply failing to attend classes does not constitute course withdrawal.

Students taking self-paced prerequisite courses in the School of Professional Studies may request to be withdrawn through the end of the 16th week. Once a final grade is given, a withdrawal will not be considered. Withdrawal requests must be submitted in the Student Gateway or by emailing [professionalstudies@mcphs.edu](mailto:professionalstudies@mcphs.edu). If the withdrawal is approved, students will be withdrawn from their course and receive a W on their transcript. No refunds will be given.

#### **University Withdrawal**

A student must complete an exit interview prior to withdrawing from the University. Boston and Worcester students must meet with a CASE representative; Manchester students must meet with a A student must complete an exit interview prior to withdrawing from the University. Boston, Worcester, and Manchester students must meet with a CASE representative. Online students must meet with their program director. The withdrawal process includes an exit interview with a designated University representative, the completion of a withdrawal form, and acquiring signatures from Student Financial Services and Immigration Services (if applicable). Failure to complete the withdrawal process results in automatic failure in all courses in which the student is currently enrolled and forfeiture of any prorated tuition refund. Withdrawn students are not eligible for University services.

#### **University Withdrawal, Leave of Absence and Refund**

The following graduated scale of charges for tuition and residence hall fees is used for purposes of determining refunds for students completely withdrawing from the University during the semester, as well as students taking a Leave of Absence:

<b>PERIOD OF ATTENDANCE</b>	<b>REFUND</b>
Add/drop period	100%
First week after the add/drop period	75%
Second week after the add/drop period	50%
Third week after the add/drop period	25%
Fourth week and beyond after the add/drop period	0%

Students who withdraw from the University, please review Withdrawal and Approved Leave of Absence from the University, under the Student Financial Services section of the catalog.

Students taking a Leave of Absence from the University must contact their Academic Dean to complete the official process. Approved refunds are computed on the basis of the date appearing on the form. Absence from class without completing the form does not constitute withdrawal or approved Leave of Absence from the University. Students should contact Student Financial Services to determine how this withdrawal affects their financial aid.

## Appendix 5

### **Massachusetts College of Pharmacy and Health Sciences** **Graduation Policies**

#### **Eligibility**

The University recognizes three graduation dates during the academic year: September 1st and dates specified on the academic calendar for December and May. A formal Commencement ceremony is held once per year for all campuses in May. A December Commencement ceremony is held for degree programs with December completion dates.

In order to be eligible to receive a degree on one of the above official graduation dates, students must complete all degree requirements (including coursework, experiential education, instructional requirements, and financial clearance) by the following deadlines:

May	Last day of spring semester final exam period*
September	Last day of summer 12-week semester
December	Last day of fall semester final exam period*

Students who have completed degree requirements by the last day of the spring semester final exam period, or who earned their degree the previous September or December, are eligible to participate in the formal May Commencement ceremony. Students who will complete all degree requirements by the last day of summer-12 week semester are eligible to participate.

Students are eligible to participate in the Commencement ceremony only as noted above. In the event of incomplete requirements (including outstanding financial balances), the school dean will make a change in the student's date of graduation (via the Change of Year of Graduation form). It is the responsibility of the individual student to ensure that they meet all degree requirements on schedule or risk delay in graduation.

#### **Graduation with Honors**

Summa cum laude	3.86–4.00
Magna cum laude	3.70–3.85
Cum laude	3.50–3.69

The determination of honors is based on the graduate's final cumulative grade point average. Only students seeking a bachelor's degree or Doctor of Pharmacy who have completed at least 60 credits at MCPHS, or such number of credits that is applicable for completion of a given degree program, are eligible for honors. Honors designations appear on the student's final grade transcript but not on the diploma.

First honor graduates are recognized during the Commencement ceremony. In order to be considered a first honor graduate, one must be a student in a full-time undergraduate or entry-level program with at least three years of residency (except accelerated and/or fast track degree programs) and must not have earned any graduate or other advanced degree.

### **Petition to Graduate**

Students must file a Petition to Graduate form online. Deadlines for submitting the forms also are posted online. Upon determination of completed requirements, students will be approved for graduation. In the event of incomplete requirements, the school dean will make a change in the student's year of graduation (YOG) via the Program Evaluation Update form. The student will be notified of this change and encouraged to meet with his or her program director and/or the Center for Academic Success and Enrichment (Boston) to ensure satisfactory program completion within the new YOG. All tuition and fees must be paid to the University prior to graduation.

### **Year of Graduation**

Students must complete (1) at least half of the required credits for a degree and (2) all professional course requirements in the respective degree program in residence at MCPHS. In special cases, the school dean may allow transfer credit for professional courses provided the student is able to demonstrate competency in the subject. If a program does not have specified professional courses, then half of all credits must be taken in residence. At least one-half of the courses required for a minor must be completed while in residence at MCPHS. "In residence" is defined as being registered for and enrolled in MCPHS courses, whether the courses are delivered using traditional, hybrid, distance delivery, or online methods. Colleges of the Fenway courses are credited as MCPHS courses (including the number of credits). An exception to the residency requirement is granted to those who hold licensure in a discipline and are enrolled in an MCPHS baccalaureate degree completion option. The residency requirement for such students is a minimum of 30 semester credits of MCPHS-approved courses.

### **Residency Requirement**

Students must complete (1) at least half of the required credits for a degree and (2) all professional course requirements in the respective degree program in residence at MCPHS. In special cases, the school dean may allow transfer credit for professional courses provided the student is able to demonstrate competency in the subject. If a program does not have specified professional courses, then half of all credits must be taken in residence. At least one-half of the courses required for a minor must be completed while in residence at MCPHS. "In residence" is defined as being registered for and enrolled in MCPHS courses, whether the courses are delivered using traditional, hybrid, distance delivery, or online methods. Colleges of the Fenway courses are credited as MCPHS courses (including the number of credits). An exception to the residency requirement is granted to those who hold licensure in a discipline and are enrolled in an MCPHS baccalaureate degree completion option. The residency requirement for such students is a minimum of 30 semester credits of MCPHS-approved courses.

### **Bachelor of Science Completion Policy**

In order to graduate with a Bachelor of Science degree at MCPHS, a student must complete the final 30 credits of their degree program enrolled in MCPHS courses or through an MCPHS approved articulation agreement.

### **Internships, Licensure, and Certification**

Students graduating from the Acupuncture, Dental Hygiene, Nursing, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, and Physician Assistant programs at MCPHS will seek professional licensure in conjunction with a national examination in order to practice in their chosen profession. Regulations governing licensure (and internship) differ from state to state and country to country. The Registrar's Office completes application materials for licensure candidates and assists students in navigating the overall licensing process. Licensure application preparation sessions are offered for students prior to graduation.

Licensure application materials for all programs will not be released by the Registrar's Office until the degree and date awarded have been posted to student records. Only materials with a submission deadline required for specific state board testing will be released prior to degree posting.

Further information regarding the licensure and internship process can be found on the Registrar's Office page of the University website.

## Appendix 6

### **Massachusetts College of Pharmacy and Health Sciences** **Good Academic Standing and Academic Dismissal Policies**

#### **Good Academic Standing**

To be in good academic standing, a student's cumulative and professional grade point averages (if applicable) must meet the minimums required by the degree program in which they are enrolled. Any student whose cumulative or professional average falls below the minimum after an academic term is considered to be on probation. Professional grade point averages are calculated only after 12 credits have been taken in professional courses (exceptions exist for the Nursing program). Cumulative or professional grade point average minimums are listed in the Good Academic Standing table in this section.

Students who fail to meet the minimum standards required for academic progression will be notified of the decisions by the school's Academic Standing Committee.

In order to maintain good academic standing, students should be aware that the professional curricula of the University are rigorous and demanding. Students who must be engaged in gainful employment should balance school and work responsibilities so as not to compromise their academic success.

#### **Good Academic Standing and Satisfactory Progress for Financial Aid**

The Office of Student Financial Services will only disburse financial aid to those students who are in good academic standing and are making satisfactory progress toward the completion of their degree.

<b>School</b>	<b>Program</b>	<b>Degree</b>	<b>Overall GPA</b>	<b>Min. Grade in Prof. Courses</b>	<b>Other</b>
Nursing	Nursing	BSN	2.7 GPA	C+	Minimum grade of a C+ in BEH 352, BIO 110, BIO 110L, BIO 210, BIO 210L, BIO 255, BIO 255L, CHE 110, 110L, MAT 142, 261; NUR 250O. Three grades below C+ in any combination of NUR courses will result in a dismissal from the BSN program.

A student is not making satisfactory academic progress if any of the following conditions exist:

- The student's cumulative grade point average (GPA) is below 2.0 at the end of their second year of his/her academic program. Grade point averages are reviewed by the Academic Standing Committee at the end of each semester.

- The student completes (finishes with a passing grade) less than 66% of all attempted coursework, as calculated at the end of the spring semester each year. Grades of "W" (withdrawn) and "I" (incomplete) are not considered passing grades.

The student may not exceed the maximum time frame of attempted credits (150%) of the published length of his/her degree program.

Satisfactory academic progress is reviewed at the end of each semester. If a student is not making satisfactory academic progress, he or she will be placed on financial aid warning. A student then has one semester to make satisfactory progress. If, after one semester on financial aid warning, a student is not making satisfactory academic progress, the student becomes ineligible for aid.

Students who are ineligible for financial aid because they are not making satisfactory academic progress may appeal. Appeals are considered when a student has been able to complete coursework in a fashion that corrects the reason that caused him/her to lose financial aid eligibility, or when extraordinary circumstances (for example, student illness, the illness or death of a family member) have prevented the student from achieving satisfactory academic progress. Students considering a satisfactory academic progress appeal should contact the Office of Student Financial Services to make an appointment.

Student Financial Services disburses financial aid only to students in good academic standing who are making satisfactory progress toward completion of their degrees.

### **Academic Dismissal**

Each student's academic status will be reviewed at the end of each academic semester by the appropriate Academic Standing Committee (ASC). Each student's professional (if applicable) and cumulative GPAs will be determined. If a student's GPA falls below the level of good academic standing, as defined by the program requirements, for two consecutive academic semesters, the ASC will submit a recommendation for dismissal from the program to the appropriate school dean.

Courses may be attempted no more than two times. Grades of F and W are considered attempts for courses in which D or better is the passing grade. For those courses in which the passing grade is higher (e.g., C-, C), grades below the passing grade and W are all considered attempts. Failure to complete any course within these limits will result in an ASC recommendation for dismissal from the degree program to the school dean.

Individual programs may have specific grade point requirements that students must meet in order to enter the professional years and associated clerkships/rotations of their programs. These program-specific requirements preempt the dismissal process for the preprofessional years, and students failing to meet them may be subject to dismissal. For information about program-specific requirements for the professional years, students should contact the appropriate school dean and refer to the Good Academic Standing chart.

A student recommended for dismissal may be continued by the school dean with or without conditions. If the school dean accepts the dismissal recommendation, the student will receive written notice of dismissal from the school dean. The notice will include procedures for appeal and will direct students to meet with an advisor to discuss a potential change of program. All change of programs must be finalized by the end of the add/drop period for the next enrolled semester. If students do not successfully appeal or meet the change of program deadline they will be administratively withdrawn from the university.



Administrative withdrawal letters will include notice of loss of housing, financial aid, and registration. The following offices/individuals will be notified: Center for Academic Success and Enrichment, Dean of Students, Office of the Registrar, Residential Living and Learning, Information Services, Public Safety, Student Financial Services and Immigration Services/International Academic Services (if applicable). Students will be required to turn in their University ID and vacate University residence halls.

A student whose conduct is unsatisfactory may be dismissed from the University at any time. In such a case, tuition and fees paid for the current academic semester will not be refunded.

### **Reinstatement of Dismissed Students**

To be considered for readmission following dismissal by a school dean, the student must petition the Provost's Office, in writing, by the date designated in the Appeals Procedure guidelines that accompany the dismissal letter. The Provost's Office may uphold the dismissal, readmit the student, or readmit the student with conditions. If readmitted, the student's academic performance will be reviewed at the end of one academic semester. If the student has failed to meet the stipulated conditions or, in the absence of stipulated conditions, failed to meet the minimum GPA required for good academic standing in that student's program, the student will be dismissed from the University.

A student who has been dismissed twice is eligible for readmission to the same degree program only if (1) the student has been away from the University for a period of 12 months, and (2) the student has demonstrated academic success through coursework taken at another institution. If these conditions are met, the student may apply for readmission to the school dean. Readmission also will depend upon the availability of space in the program.

## Appendix 7

### **Massachusetts College of Pharmacy and Health Sciences** **Title IX Policy**

#### **PROTECTION FROM SEXUAL HARASSMENT (TITLE IX) POLICY**

##### **I. POLICY STATEMENT**

MCPHS (“MCPHS” or the “University”) is committed to maintaining a positive living, learning, and working environment that is free from all forms of Sexual Harassment, which is a form of sex discrimination. The University does not discriminate based on sex, in admission and access to, and treatment and employment in, its education program or activity or while a person is attempting to participate in an education program or activity. For discrimination and harassment that is not of a sexual nature, please refer to the University’s Protection from Discrimination and Harassment Policy.

The University actively complies with the requirements of Title IX of the Educational Amendments of 1972 and pertinent laws, regulations, and executive directives of the Commonwealth of Massachusetts and other applicable state and federal statutes.

This Policy defines prohibited sexual misconduct and identifies the procedures that will be utilized to investigate and adjudicate possible violations of this policy. This policy does not preclude application or enforcement of other University policies.

Individuals who violate this Policy are subject to discipline and corrective action, up to and including termination or expulsion.

The University will not tolerate sexual harassment in any form or related retaliation against or by any employee or student. The University recognizes that discrimination and harassment related to a person’s sex can occur in connection with misconduct related to a person’s sexual orientation, gender identity, gender expression, race, color, ethnicity, national origin, religion, age, disability, or other protected classes. Targeting a person based on these characteristics is also a violation of state and federal law and the University’s Protection from Discrimination and Harassment Policy. As appropriate, the University will endeavor to coordinate the investigation and resolution of sexual harassment complaints with the investigation and resolution of complaints of discrimination or harassment based on other protected classes.

There is a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. There is a presumption of innocence throughout the grievance process, with the burden on the University to gather information and to prove that the conduct violated the policy.

Inquiries regarding the University’s compliance with Equal Opportunity and Affirmative Action laws should be directed to Richard J. Lessard, President, at 617.732.2132.

##### **II. REPORTING OBLIGATIONS**

**Obligations to Report Sexual Harassment.** In order to take appropriate corrective action, the University must be aware of sexual harassment, and related retaliation that occurs in University employment,

educational programs, and activities. The following individuals have a duty to report whenever they witness, receive notification of, or otherwise have knowledge of an incident of discrimination, harassment, or related retaliation that occurred in the course of University employment, educational programs, or activities.

- All University Officers;
- All Deans, Department Chairs, and Program Directors;
- The Title IX Coordinator;
- All employees with supervisory authority;
- All employees in Human Resources; and
- All employees in Public Safety.

**Where to Report.** Anyone who believes that they experienced, witnessed, or otherwise have knowledge of sexual harassment shall immediately report such behavior to the:

- Title IX Coordinator or;
- Human Resources (for employees); or
- Senior Student Affairs Officer-Dean of Students (for students).

An individual may choose to report sexual harassment to a faculty or staff member. All employees with supervisory authority have a duty to report potential Title IX violations and every employee is encouraged to report and inform the reporting individual that:

- You are not a confidential source; and
- You will report their concerns to the Title IX Coordinator.

Dawn M. Ballou, Title IX Coordinator  
179 Longwood Avenue, Boston, MA 02115  
617.732.2077 – office  
857.337.4117 – cell  
[Dawn.Ballou@mcphs.edu](mailto:Dawn.Ballou@mcphs.edu)

**When to Report.** All reports or complaints shall be made as promptly as possible after the occurrence. For students, while they should expect that faculty and staff would inform the Title IX Coordinator, students are strongly encouraged to contact the Title IX Coordinator or the Dean of Students directly.

**Failure to Report is a Violation.** A failure to report this information by a mandated reporter is a violation of this policy, except in the case of an individual whose profession and university responsibilities requires them to keep certain communications confidential (e.g., a professional counselor). Such an individual is not required to report confidential communications received while performing those university responsibilities.

**Right to File Criminal Complaint.** A complainant has the right to file a criminal complaint before, during or after the university's Title IX investigation.

**Amnesty Policy.** The university encourages the reporting of all concerns regarding sexual harassment. Sometimes individuals are hesitant to report instances of sexual harassment because they fear being charged with other policy violations. Because the university has a paramount interest in protecting the well-being of its community and remedying sexual harassment, other policy violations will be considered, if necessary, separately from allegations under this policy.

**Zero-Tolerance for Retaliation.** The university will not tolerate retaliation by any employee or student. Retaliation is a serious violation of this policy, as well as of federal, state, and local law. Anyone who believes he or she is a victim of retaliation should report the matter immediately according to the same procedure provided in this policy for making complaints of discrimination, harassment, or sexual assault.

### **III. PROHIBITED CONDUCT**

**Sexual Harassment as defined by Title IX.** Unwelcome conduct determined by a reasonable person on the basis of sex that is so severe, pervasive, and objectionably offensive that it effectively denies a person equal access to the school's education program or activity; or an employee of the school conditioning the provision of aid, benefit, or service of the school's on an individual's participation in unwelcome sexual conduct (quid pro quo); or sexual assault (as defined by the Clery Act), dating violence, domestic violence, or stalking (as defined by the Violence Against Women the Act (VAWA)). The conduct occurs in the United States and within the University's "education program or activity."

#### **Sexual Assault:**

**Sexual Assault–Non-consensual Sexual Contact:** Behavior including any intentional touching of a sexual nature, however slight, whether clothed or unclothed, with any object or body part by a person against another person that is without Affirmative Consent and/or by force. Examples include, but are not limited to:

- Intentional contact with the breasts, buttocks, groin, or genitals;
- Intentional touching of another with breasts, buttocks, groin, or genitals;
- Compelling someone to touch another person or oneself in a sexual manner; and
- Any intentional bodily contact in a sexual manner.

**Sexual Assault–Non-consensual Sexual Intercourse:** Behavior including any sexual intercourse, however slight, with any object or body part by a person against another person that is without Affirmative Consent and/or by force. Examples include, but are not limited to:

- Vaginal penetration by a penis, object, tongue or finger;
- Anal penetration by a penis, object, tongue or finger; and
- Oral copulation (mouth-to-genital contact or genital-to-mouth contact).

**Sexual Exploitation:** When an individual takes non-consensual or abusive sexual advantage of another for their own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and the behavior does not otherwise constitute another form of prohibited conduct as defined by this policy. Examples include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another person;
- Non-consensual taking and/or distributing photography, video, or audio-taping of sexual activity;
- Allowing others to observe sexual activities without Consent;
- Engaging in voyeurism;
- Knowingly transmitting a sexually transmitted infection or human immunodeficiency virus (HIV) to another person;
- Exposing one's genitals in non-consensual circumstances; and
- Inducing another to expose their genitals.

**Domestic Violence:** A felony or misdemeanor crime of violence committed against a victim by: a current or former spouse or intimate partner of the victim; a person with whom the victim shares a child in common; a person who is cohabiting with or has cohabited with the victim as a spouse or intimate partner; a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

**Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

**Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or (B)suffer substantial emotional distress.

**Sexual Harassment other than as defined by Title IX:** Unwelcome, verbal or physical conduct that is based on sex/gender or is of a sexual nature and that has the purpose or effect of unreasonably interfering with a student's ability to participate in or benefit from the educational programs or activities and conduct that unreasonably interferes with a person's work performance or creates an intimidating, hostile or humiliating or offensive work environment. The unwelcome behavior may be based on power differentials (quid pro quo) or create a hostile environment.

#### **IV. DEFINITIONS**

**Actual Knowledge** – notice has been given of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any official of the university who has authority to institute corrective measures on behalf of the university.

**Complainant** – an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

**Consent** – an agreement given freely to engage in sexual activity without any undue influence of pressure. Consent is a clear yes and not the absence of no. Consent can only be given by someone of sound mind and cannot be given by someone with intellectual disabilities. Consent will not be recognized if a person is asleep or unconscious, frightened, coerced, intimidated, intoxicated, or under the influence of drugs. Either party can withdraw consent at any time. Prior consent does not imply current or future consent; even in the context of an ongoing relationship.

**Course of conduct** – two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

**Decision Makers** – University officials who preside over live hearings and make a determination regarding responsibility with respect to Title IX allegations.

**Decision Makers** – University officials who preside over live hearings and make a determination regarding responsibility with respect to Title IX allegations

Education Program or Activity – for purposes of Title IX, this includes locations, events, or circumstances over which the university exercises substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the university. This includes university networks and technology.

Formal Complaint - a document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the university investigate the allegation of sexual harassment.

Informal Resolution – a process available to the parties after the filing of a complaint alleging potential sexual harassment.

Investigators – University officials who investigate allegations of sexual harassment.

Live Hearing – Complainant and respondent through their respective advisors are permitted to ask the other party and any witnesses all relevant questions, including questions challenging credibility by cross-examination. The parties may be located in separate rooms with technology enabling the decision makers and parties to simultaneously see and hear the party or the witness testimony. An audiovisual recording, or transcript, of any live hearing must be made and available to the parties for inspection and review.

Preponderance of the Evidence – the evidentiary standard used to determine responsibility with respect to sexual harassment complaints.

Respondent – an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures - are to be non-disciplinary, non-punitive in nature. Designed to restore or preserve access to the school's education program or activity without unreasonably burdening the other party, protect the safety of all parties and the school's educational environment, and deter sexual harassment. The measures may include but are not limited to counseling, changes to academic schedules and housing, escort services, and no contact orders. Supportive measures will be provided without fee or charge to either party. Equitable treatment of both parties that is impartial but reasonable in light of the circumstances is required. Supportive measures are available before or after the filing of a formal complaint or where no formal complaint has been filed.

Title IX Coordinator – the university official designated to disseminate the Title IX policy, coordinate efforts to comply with the regulations, and adopt and publish grievance procedures

## **V. EVALUATION OF THE COMPLAINT**

Upon notification of a potential Title IX violation, the Title IX Coordinator will promptly contact the complainant to discuss supportive measures; to consider the complainant's wishes with respect to supportive measures; to inform the complainant of availability of these measures with or without the filing of a formal complaint; and to explain the grievance process and the procedure for filing a formal complaint.

Emergency Removal of a student-respondent may still be appropriate, provided the university does an individualized safety and risk analysis; determines there is an immediate threat to the physical health or

safety of students or employees that justifies removal; and, provides notice and an opportunity for the respondent to challenge the decision immediately following removal. Non-student employees may be placed on administrative leaves during investigations.

The complainant or Title IX Coordinator files a document alleging sexual harassment against a respondent and requesting that the university investigate the allegation of sexual harassment, known as a “formal complaint.” A complainant may only file a formal Title IX complaint under this policy if the complainant is participating in or attempting to participate in an education program or activity of the university.

When a formal complaint is filed, the Title IX Coordinator or designee must evaluate the complaint to determine whether the allegations may be investigated and adjudicated under the Title IX Grievance Process or if they should be referred to another university officer for appropriate action, such as investigation and adjudication under the Discrimination and Harassment Investigation Procedures.

**Mandatory Dismissal.** If the conduct alleged in the formal complaint, even if proven, would not constitute sexual harassment as defined by Title IX, or did not occur in the university’s education program or activity, or did not occur against a person in the United States, then the Title IX Coordinator must dismiss the formal complaint from the Title IX Grievance Process. Such dismissal does not preclude action under another policy or provision of the university’s code of conduct. Upon dismissal, the Title IX Coordinator must promptly send written notice of the dismissal and reason for the dismissal simultaneously to the parties. Both parties will have a right to appeal the dismissal from the Title IX Grievance Process pursuant to the appeal procedures described below. In circumstances in which the conduct alleged in the dismissed Title IX complaint could constitute sexual harassment not covered by Title IX, sexual exploitation, or a violation of another university policy, the Title IX Coordinator will refer the allegations to the appropriate university officer(s) for consideration. Dismissed allegations of sexual harassment not covered by Title IX and sexual exploitation will be investigated under the Protection from Discrimination and Harassment Policy. Dismissed allegations of sexual assault, domestic violence, dating violence and/or stalking will be investigated in accordance with the Title IX investigation process set forth in Section VI.B. below prior to referral for adjudication through the student Code of Conduct process when the respondent is a student or through the Employee Handbook or the Faculty Manual when the respondent is an employee.

**Discretionary Dismissal.** The Title IX Coordinator may dismiss the formal complaint from the Title IX Grievance Process, if at any time during the investigation or hearing: the complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdraw the formal complaint; the respondent is no longer enrolled or employed by the university; or circumstances prevent the gathering of evidence sufficient to reach a determination regarding responsibility. Both parties will have a right to appeal the dismissal pursuant to the appeal procedures described below.

## **VI. THE TITLE IX GRIEVANCE PROCESS**

The complainant and respondent are treated equitably while addressing allegations of sexual harassment. Equitable remedies should include supportive measures for the parties that are non-disciplinary, non-punitive in nature and designed to restore or preserve equal access to education programs and activities while addressing the allegations through a fair and unbiased grievance process.

### **THE COMPLAINT**

The university has actual knowledge of a potential Title IX violation when notification is given to the Title IX Coordinator or any official who has the authority to institute corrective measures.

Upon notification of a potential Title IX violation, the Title IX Coordinator will promptly contact the complainant to discuss supportive measures; to consider the complainant's wishes with respect to supportive measures; to inform the complainant of availability of these measures with or without the filing of a formal complaint; and to explain the grievance process and the procedure for filing a formal complaint.

Emergency Removal of a student-respondent may still be appropriate, provided the university does an individualized safety and risk analysis; determines there is an immediate threat to the physical health or safety of students or employees that justifies removal; and, provides notice and an opportunity for the respondent to challenge the decision immediately following removal. Non-student employees may be placed on administrative leaves during investigations.

The complainant or Title IX Coordinator file a document alleging sexual harassment against a respondent and requesting that the university investigate the allegation of sexual harassment, known as a "formal complaint." A complainant may only file a formal Title IX complaint under this policy if the complainant is participating in or attempting to participate in an education program or activity of the university.

The university treats the complainant and respondent equitably throughout the grievance process. All university officials involved in the grievance process must not have a conflict of interest or bias for or against either party. The respondent is presumed not to be responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The parties are advised as to the range of possible disciplinary sanctions and remedies that the university may implement following any determination of responsibility. The university will determine responsibility based on the evidentiary standard of Preponderance of the Evidence and both parties are permitted to appeal the final decision.

The university will provide for an informal resolution process such as mediation after the filing of a formal complaint. Informal resolution does not involve a full investigation and adjudication. The informal resolution process may begin at any time prior to a determination regarding responsibility. The university must provide the parties with the written notice as to the allegations and the requirements of the informal resolution process. The parties must voluntarily agree and provide written consent to the informal resolution process. The parties have the right to withdraw from the informal process and participate in the formal grievance process any time prior to a determination regarding responsibility. Informal resolution is not permitted in cases of harassment of a student by an employee.

## **B. TITLE IX INVESTIGATION**

**Initiating the investigation.** Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice to the parties of the allegations of sexual harassment, including sufficient details known at the time of filing and allowing sufficient time to prepare a response before the initial interview. The details include the identity of the parties, the alleged conduct constituting sexual harassment, the date and location of the alleged conduct. The written notice must contain a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney. The notice must inform the parties of the section of the Student Code of Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.



**Time frame.** The university will endeavor to complete its investigation in sixty (60) days. However, there may be reasonable delays or extensions as circumstances arise.

**Standard of Proof.** The “preponderance of the evidence” standard shall be applied to sexual harassment complaints. This standard requires a finding that it is more likely than not that sexual harassment occurred in order to assign responsibility to the respondent.

**Gathering information.** The university will conduct prompt and thorough interviews of the complainant, the respondent, and any witnesses. Both parties will have an opportunity to suggest witnesses. The investigator will interview the suggested witnesses unless the investigator determines that the information that the party claims the witness will share is not relevant. The burden of gathering both inculpatory and exculpatory evidence and proof sufficient to reach a determination of responsibility is on the university. The university will not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence. The parties are both allowed to have their advisor of choice present during any grievance proceeding. The university may restrict the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties. Written notice of the date, time, location, participants, and purpose of all hearings, interviews or meetings must be provided to a party whose participation is invited or expected with sufficient time for the party to prepare to participate. An investigative report will be generated at the end of the investigation. Prior to completion of the investigative report, the Title IX Coordinator will send each party and their advisors any evidence gathered that is directly related to the allegations for their inspection and review with ten (10) days-notice to submit a written response, prior to completion of the final investigative report. The final investigative report is sent to the parties and their advisors ten (10) days prior to the live hearing.

Once the Title IX Coordinator is satisfied that the investigation is completed, the Title IX Coordinator will notify the complainant and the respondent as to the live hearing.

### **C. Live Hearing**

The parties (through their advisors) may make opening statements and the decision makers may question the parties and their witnesses prior to and after any cross-examination.

**Cross-examination.** The decision makers preside over the live hearing, permit each party’s advisor to ask the other party, and witnesses all relevant questions. The cross-examination must be conducted directly, orally, and in real time by the advisor and not the party. Either party can request that the live hearing occur virtually with the parties in separate rooms. The technology is to allow the decision makers and parties to simultaneously see and hear the cross-examination of the party or witness. Only relevant questions will be answered. The decision makers make a determination as to relevancy after the question is asked and before the answer given. The university must provide an advisor, without fee, to a party who does not have an advisor present for the live hearing.

**Recording or Transcript.** The university must create an audiovisual recording or transcript of the live hearing and make it available to the parties for inspection and review.

**Determination Regarding Responsibility.** The decision makers must issue a written determination regarding responsibility simultaneously to the parties using the preponderance of the evidence standard.

The written statement must include the allegations constituting sexual harassment, describe the procedural steps taken, the findings of fact supporting the determination, conclusions regarding the application of this Policy and a statement the findings and the rationale, as well as the procedures and basis for appeal.

#### **D. Appeal.**

Both respondent and complainant may appeal a determination regarding responsibility and from a dismissal of a formal complaint based on: (1) procedural irregularity that affected the outcome; (2) new evidence not previously available that could affect the outcome; and (3) bias or conflict of interest on the part of a Title IX official that affected the outcome.

The university must maintain records for seven years of all sexual harassment investigations, appeals, informal resolutions, all materials used to train Title IX officials and make such materials available on its website, hearing recordings and transcripts, records of any actions, including supportive measures, taken in response to reports or formal complaint of sexual harassment.

#### **V. COMPLAINTS INVOLVING TWO OR MORE MCPHS CAMPUSES**

The Title IX Coordinator has oversight for all Title IX cases. When an alleged violation of this policy involves more than one MCPHS campus, individuals approved by the Title IX Coordinator at the campus with disciplinary authority over the respondent may handle the complaint.

#### **VI. COMPLAINTS BY AND AGAINST UNIVERSITY EMPLOYEES AND STUDENTS ARISING IN AN AFFILIATED ENTITY**

University employees and students sometimes work or study at the worksite or program of another organization affiliated with MCPHS. When a violation of this policy is alleged by or against University employees or students in those circumstances, the complaint should immediately be directed to the Title IX Coordinator. The University will follow the designated protocol for all Title IX allegations.

#### **VII. NO LIMITATION ON EXISTING AUTHORITY**

No provision of this policy shall be construed as a limitation on the authority of an appointing or disciplinary authority under applicable policies and procedures to initiate appropriate action. If a Title IX investigation is conducted under this policy and no policy violation is found, that finding does not prevent discipline of the respondent for inappropriate or unprofessional conduct under other applicable policies and procedures.

#### **VIII. ANNUAL REPORT**

For the purposes of the Clery Report, the Office of Public Safety shall maintain an annual report documenting: (1) the number of reports or complaints received pursuant to this policy; (2) the categories of those involved in the allegations; (3) the number of policy violations found; and (4) examples of sanctions imposed for policy violations. The annual report does not contain any personally identifying information regarding the complainant or the respondent.

#### **IX. EDUCATION**

The University will broadly disseminate this policy, distribute a list of resources available to respond to concerns of Protected Class discrimination, harassment, and related retaliation and develop and present appropriate educational programs for students and employees.

## **X. STATE AND FEDERAL REMEDIES**

**In addition to the above, students or employees may file a formal complaint with the U. S. Equal Employment Opportunity Commission (EEOC), the Office of Civil Rights, the U.S. Department of Education or the applicable state or local governmental agencies where they reside. Using the University's complaint process does not prohibit a student or employee from filing a complaint with these agencies.**

Equal Employment Opportunity Commission (EEOC)  
JFK Federal Building  
475 Government Center  
Boston, MA 02203  
800.669.4000

U. S. Department of Education (DOE)  
Office of Civil Rights (OCR)  
5 Post Office Square  
Eighth Floor  
Boston, MA 02109-3921  
617.289.0111

Massachusetts Commission Against Discrimination (MCAD)  
John McCormack Building Worcester City Hall  
One Ashburton Place 455 Main Street  
Sixth Floor, Room 601 Room 101  
Boston, MA 02108 Worcester, MA 01608  
617.994.6000 508.779.8010

## **XI. RELATED POLICIES**

MCPHS Protection from Discrimination and Harassment Policy provides that the University expect its employees and students to report discrimination and harassment.

MCPHS Professional Conduct in the Workplace Policy Statement provides that the University expect its employees to respect the dignity of others and show the same respect and concern for all community members.

MCPHS Student Conduct Policies and Procedures address student conduct that occurs on or as it relates to university property, or at official functions and university-sponsored programs conducted away from the campus. For related complaint, grievance or disciplinary processes see the Student Code of Conduct and Student Discipline System.

This policy complies with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; The Age Discrimination in Employment Act of 1976; the Equal Pay Act of 1963; sections 503 and 504 of the Rehabilitation Act of 1973; the Vietnam Era Veterans Adjustment Act; the Americans with Disabilities Act.

## **MCPHS PROTECTION FROM DISCRIMINATION AND HARASSMENT POLICY**

### **I. POLICY STATEMENT**

Massachusetts College of Pharmacy and Health Sciences (“MCPHS” or the “University”) does not discriminate in admission, treatment, or access to its programs or activities or in employment in its programs or activities on the basis of race, color, national origin, sex, pregnancy, age, physical or mental disability, creed, religion, sexual orientation, gender identity, gender expression, ancestry, genetic information, military service, marital status, familial status, or veteran status and actively complies with the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972 as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; Section 402, Vietnam Era Veterans Readjustment Assistance Act of 1974; the Age Discrimination Act of 1975; the Americans with Disabilities Act of 1990 (as amended by the ADA Amendments Act of 2008); and all other applicable federal, state, and local laws, regulations, and executive directives.

The University will not tolerate acts of discrimination or harassment based upon Protected Classes, or related retaliation against any individual for complaining of or participating in an investigation or proceeding relating to a complaint of discrimination or harassment based upon a Protected Class. For purposes of this policy, “Protected Classes” refers to race, color, national origin, sex, pregnancy, age, physical or mental disability, creed, religion, ethnicity, sexual orientation, gender, gender identity, gender expression, ancestry, genetic information, military service, marital status, familial status, veteran status and any other characteristic protected by law.

**Discrimination:** Treating individuals or groups less favorably because of their Protected Class.

**Harassment:** Unwelcome and/or offensive behavior, based on one or more of the Protected Classes, that subjects an individual to inferior terms, conditions or privileges of education or employment. Harassing conduct rises above the level of what a similarly situated reasonable person would consider petty slights or trivial inconveniences. Harassment can take many forms, such as words, visual images, gestures, or other verbal or physical conduct by any means. Harassment may include, but is not limited to:

- Epithets, slurs, or negative stereotyping;
- Threatening, intimidating, or hostile acts; and
- The circulation or display of written or graphic material that belittles or shows hostility or aversion toward an individual or group including through e-mail and other electronic media

**Retaliation:** Retaliation is taking or threatening any adverse action against an individual (or group of individuals) because of their participation in any manner in an investigation or proceeding under this Policy, including individuals who file a report, are interviewed, or otherwise provide evidence in the investigation. Retaliation includes threatening, intimidating, harassing, or any other conduct that would discourage a reasonable person from engaging in activity protected under this Policy.

The process outlined in this policy applies to all complaints of unlawful discrimination or harassment, except those alleging any form of Sexual Harassment. Any person alleging Sexual Harassment, including sexual assault, domestic violence, dating violence and stalking, on the part of any University student, faculty or staff member, affiliate (e.g. visitor, vendor, etc.) or non-affiliate, should refer to the University’s Protection from Sexual Harassment (Title IX) Policy. Allegations of Sexual Harassment must be evaluated by the Title IX Coordinator to determine whether the conduct falls within the definition of Title IX. Allegations that do not fall within the jurisdiction of the Title IX policy, as determined by the Title IX

Coordinator, may be referred for investigation and adjudication pursuant to the procedures set forth below.

Inquiries regarding the University's compliance with Equal Opportunity and Affirmative Action laws may be directed to the Chief Human Resources Officer, Kevin Dolan, at [Kevin.Dolan@mcphs.edu](mailto:Kevin.Dolan@mcphs.edu) or 617.732.2144.

## II. REPORTING

In order to take appropriate corrective action, the University must be aware of discrimination, harassment, and related retaliation that occurs in University employment, educational programs, and activities. MCPHS strongly encourages anyone who believes that they have experienced or witnessed discrimination, harassment, or related retaliation to report such behavior immediately.

**Where to Report.** Allegations or complaints may be directed to the Chief Human Resources Officer and/or the Dean of Students (in either case, the individual receiving the complaint is referred to herein as the "Designated Officer"). In cases involving complaints or allegations against either the Chief Human Resources Officer or the Dean of Students, complaints or allegations should be directed to the President. Any complaint regarding the President should be directed to the Chair of the Board of Trustees.

Concerns and complaints may also be registered online here: <https://www.lighthouse-services.com/MCPHS/incidentV3-mcphs.asp>.

**When to Report.** All reports or complaints should be made as promptly as possible after the occurrence.

**Mandated Reporters:** Although all community members are strongly encouraged to report any conduct that violates this policy, the following individuals have a duty to notify the Chief Human Resources Officer (Kevin.Dolan@mcphs.edu) or the Dean of Students (Jacinda.FelixHaro@mcphs.edu) promptly upon witnessing, receiving notification of, or otherwise learning of an incident of that may constitute discrimination, harassment, or related retaliation that occurred in the course of University employment, educational programs, or activities

- All University Officers (i.e., President, Chief Executive Officer, Vice President(s), Secretary, Assistant Secretary, Treasurer, and Assistant Treasurer);
- All Deans, Department Heads/Chairs, and Program Directors;
- The Title IX Coordinator;
- All employees with managerial or supervisory authority;
- All employees in Human Resources; and
- All employees in Public Safety.

The failure of a mandated reporter hereunder to report a potential violation promptly to the Chief Human Resources Officer or Dean of Students is, itself, a violation of this Policy, except in the case of an individual whose profession and University responsibilities requires them to keep certain communications confidential (e.g., a professional counselor). Such an individual is not required to report confidential communications received while performing those privileged responsibilities.

**Right to file criminal complaint.** A complainant has the right to file a criminal complaint regarding any conduct that may constitute a crime at any time before, during or after the University's investigation.

**Amnesty Policy.** The University encourages the reporting of all potential violations of this policy. Sometimes individuals are hesitant to report because they fear being charged with other policy violations. Because the University has a paramount interest in protecting the well-being of its community and remedying Discrimination and Harassment, other policy violations will be considered, if necessary, separately from allegations under the Policy and the circumstances under which the other policy violations became known will be considered as a mitigating factor.

**Confidentiality.** The University will maintain the privacy of the complaint, and the privacy of the persons involved, to the greatest extent possible, consistent with its goal of conducting a thorough and complete investigation and to the extent permitted by law. It is important to understand that while the University will treat information it has received with appropriate sensitivity, nonetheless there may be a need to share certain information within the University for the purposes of investigating, stopping, or preventing discrimination and harassment.

**Zero-Tolerance for Retaliation.** The University will not tolerate retaliation against any employee or student based upon such individual's filing of a complaint of discrimination or harassment or participation in the investigation or adjudication of such a complaint. Retaliation is a serious violation of this policy, as well as of federal, state, and local law. Anyone who believes he or she is a victim of retaliation should report the matter immediately according to the same procedure provided in this policy for making complaints of discrimination or harassment.

### **III. INTERIM MEASURES**

The Designated Officer, at their discretion, may impose interim measures or provide supportive accommodations while the complaint is pending, which may include, but are not limited to: no contact orders, adjustments to class or work schedules, temporary reassignment, restricting access to certain buildings, temporary suspension, etc.

### **IV. INFORMAL RESOLUTION**

In certain circumstances, it may be possible for a concern to be resolved through an informal resolution procedure. When the Designated Officer deems appropriate, MCPHS will offer an informal resolution option to the parties, in which the Designated Officer will appoint a neutral third party, who may facilitate a dialogue between the parties or suggest a resolution to the parties, which they may accept or reject. Participation in the informal resolution process is entirely voluntary, and parties may choose to withdraw from the process at any time. If either party elects to withdraw from the informal resolution process, the concern or complaint will be addressed through the formal resolution process. However, once both parties have agreed to a resolution, that resolution will be considered final.

### **V. FORMAL RESOLUTION**

#### **A. Investigation Procedures**

1. **Initiating the investigation.** The Designated Officer will review the allegations and determine whether the alleged conduct could constitute a violation of this policy. If so, the Designated Officer will assign a trained investigator to conduct a prompt, thorough, and impartial investigation. The investigator will contact the complainant (the person bringing the complaint) and the respondent (the person who is accused of misconduct) to arrange interviews at the appropriate time.

If the Designated Officer determines that the alleged conduct is not prohibited by this policy, the Designated Officer may dismiss the complaint or may take steps to address the

complaint under a different policy or means.

2. **Collecting information.** The investigator will conduct prompt, thorough, and impartial interviews of the complainant, the respondent, and any witnesses. The investigator will review evidence and consider information relevant to the complaint. Throughout the investigation both parties will have an equal opportunity to identify witnesses and provide other information, but the investigator has discretion to determine whether to interview a witness and what evidence is relevant.
3. **Standard of proof.** The “preponderance of the evidence” standard is applied to the investigator’s findings to determine whether the respondent is responsible. The standard requires a finding that it is more likely than not that discrimination or harassment occurred in order to assign responsibility to the respondent.
4. **Investigation Report.** At the conclusion of the investigation, the investigator shall prepare a written report that shall include a statement of factual findings and a recommendation as to whether the evidence supports a finding of a policy violation.
5. **Withdrawing a complaint.** Prior to the conclusion of a discrimination or harassment investigation, the complainant may withdraw their complaint. Withdrawal of the complaint may end the investigation and resolution process. However, the University reserves the right to proceed with the complaint, even after the complainant withdraws it, to protect the interests and safety of the University community, as necessary.
6. **Timeframe.** An investigation will be concluded within reasonable timeframes and a determination finalized within sixty (60) business days after the commencement of the investigation, absent extenuating circumstances.

#### **B. Adjudication Procedures**

1. **Procedures for Student Respondents:** In cases in which the Respondent is a student, the investigation report will be transmitted to the Dean of Students or their designee. The complaint will be adjudicated, including any appeals, in accordance with the Community Standards System as set forth in the Student Code of Conduct and Community Standards System, which can be found in the MCPHS University Student Handbook (available on the MCPHS website). In the case of a student respondent(s), records will be retained according to policies administered by the Office of the Dean of Students.
2. **Procedures for Employee Respondents:** In cases in which the Respondent is an employee (faculty or staff), the investigation report will be transmitted to the Chief Human Resources Officer or their designee, who may accept the recommendation of the investigator in whole or in part or determine that additional information is needed and consult with the investigator and/or the parties or request that the same, or another investigator, do further investigation. Once the Chief Human Resources Officer or their designee is satisfied that the investigation is complete, the Chief Human Resources Officer or designee will make a finding as to whether the policy was violated and, in consultation with MCPHS Legal Affairs and/or the Respondent’s supervisor or program or department head, determine the appropriate remedies. The Chief Human Resources Officer or their designee will then notify the Complainant and Respondent of the finding to the extent permitted by law. The

Complainant will not be notified as to any discipline imposed unless it has a direct impact on the complainant, e.g., a no-contact order.

3. **Vendor or Visitor Respondents:** When the Respondent is a vendor or contractor, the investigation report will be provided to the MCPHS employee responsible for managing the vendor relationship who will take appropriate action in accordance with the vendor contract. When the Respondent is a visitor, the investigation report will be provided to the appropriate MCPHS office depending on the identity of the visitor and the nature of the visit.

#### **C. Document Retention**

In all cases, the Designated Officer shall retain records relating to the complaint for a minimum of three (3) years or for such longer period as (a) the complainant and/or respondent remains employed at MCPHS or (b) any administrative or legal action, arising out of the complaint is pending. All records of discrimination and harassment and related retaliation reports and investigations shall be considered private and shall not be disclosed publicly except to the extent required by law.

### **VI. COMPLAINTS BY AND AGAINST UNIVERSITY EMPLOYEES AND STUDENTS ARISING IN AN AFFILIATED ENTITY.**

University employees and students sometimes work or study at the worksite or program of another organization affiliated with MCPHS. When a student or employee involved in an off-site program is alleged to have been subjected to or engaged in conduct that violates this Policy, the conduct should be reported in accordance with the complaint procedures set forth above. The University will investigate and address the alleged violation in coordination with affiliated entity to the extent possible. In circumstances in which the Respondent is a University employee or student, the complaint will be addressed in accordance with the procedures set forth above. The affiliated entity may also choose to address the alleged violation through its own procedures.

### **VII. ACCOMMODATION**

The University is committed to fostering an inclusive and accessible community. To that end, and in accordance with federal, state and local law, the University provides reasonable accommodations to qualified students and employees on the basis of: disability; pregnancy, childbirth and related conditions; and religion.

Students who require reasonable accommodations based on disability should contact the Office of Student Access and Accommodations for assistance. <https://www.mcphs.edu/academics/academic-support-and-resources/office-of-student-access-and-accommodations>.

Students who require reasonable accommodation based upon religion, pregnancy, childbirth or related conditions (including lactation) should contact the Dean of Students.

Employees who require reasonable accommodations based on disability, pregnancy, childbirth and related conditions (including lactation) or religion should contact the Office of Human Resources at [HR@mcphs.edu](mailto:HR@mcphs.edu).



## **VIII. EDUCATION**

MCPHS will broadly disseminate this policy, distribute a list of resources available to respond to concerns of Protected Class discrimination, harassment, and related retaliation and develop and present appropriate educational programs for students and employees.

## **IX. STATE AND FEDERAL REMEDIES**

MCPHS encourages community members to bring any concerns to the University's attention, so that appropriate steps can be taken promptly to address them. However, using the University's complaint process does not prohibit a student or employee from filing a complaint with federal or state agencies.

Home | U.S. Equal Employment Opportunity Commission

<https://www.eeoc.gov/>

Office for Civil Rights | U.S. Department of Education

<https://www2.ed.gov/about/offices/list/ocr/index.html>

Massachusetts Commission Against Discrimination

<https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>

New Hampshire Commission for Human Rights

<https://www.nh.gov/hrc/>

## **X. RELATED POLICIES**

MCPHS University Protection from Sexual Harassment (Title IX) Policy prohibits sexual harassment and sets forth the complaint, investigation, and adjudication procedures for addressing alleged violations of the policy.

MCPHS University Professional Conduct in the Workplace Policy Statement provides that the University expects its employees to respect the dignity of others and show the same respect and concern for all community members.

MCPHS University Student Conduct Policies and Procedures addresses student conduct that occurs on or as it relates to university property, or at official functions and university-sponsored programs conducted away from the campus. For related complaint, grievance or disciplinary processes see the Student Code of Conduct and Community Standards System

## Appendix 8

### Massachusetts College of Pharmacy and Health Sciences School of Nursing Programs of Study

#### Boston

##### **Bachelor of Science in Nursing (Accelerated) – 32-month Curriculum**

Responding to the growing demand for nurses nationally, MCPHS offers an innovative accelerated 32-month nursing professional program leading to the Bachelor of Science in Nursing (BSN) degree. The curriculum has been developed in collaboration with clinical partners at Boston's Harvard-affiliated hospitals and other selected community agencies and institutions of the Longwood Medical and Academic Area of Boston. Reflecting the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice and the National Council of State Boards of Nursing Detailed Test Plan for the National Council of State Boards of Nursing Licensure Examination for Registered Nurses (NCLEX-RN), the program prepares graduates to be able to respond to the complex challenges of a rapidly changing healthcare environment. The curriculum builds upon a strong foundation in the liberal arts and sciences, and guides the student toward gaining the knowledge, skills, competencies, and values required to practice as a professional nurse. This program has received approval and warning by the Massachusetts Board of Registration in Nursing (MBORN) and is accredited by the Commission on Collegiate Nursing Education.

The Bachelor of Science in Nursing is offered as a full-time baccalaureate degree program, in a 32-month accelerated, year-round format. The first two years of the program consist of 15-week fall semesters and 15-week spring semesters, and a 12-week summer session in Year II; the third and final year consists of a 15-week fall semester and a 15-week spring semester, concluding in May of the third year. The program requires 120 semester hours of credit for completion, which includes the core curriculum requirements common to all MCPHS undergraduate and first professional degree programs, additional professional support courses in the natural and social sciences, and courses in the Nursing major. Upon completion of the program, students will be eligible to sit for the NCLEX-RN.

To meet the residency requirement for the Bachelor of Science in Nursing, students must complete at least 61 semester hours at MCPHS.

NOTE: An exception to the policy that no course examinations or graded assignments worth more than 15% of final course grade may be scheduled during the week before final examinations exists for Nursing courses. Major graded assignments or exams may be administered the week before the final week of the course. A reading day (scheduled only on a weekday, no Saturday or Sunday) will be provided between the end of scheduled classes / clinical rotations and the administration of any final exams.

##### **Curriculum: Bachelor of Science in Nursing (Accelerated)**

*Year I—fall*

COURSE TITLE

SEMESTER HOURS

BIO 110 Anatomy and Physiology I

3

BIO 110 Anatomy and Physiology I lab	1
CHE 110 Basic Chemistry I	3
CHE 110L Basic Chemistry I Lab	1
ITM 101 Introduction to the Major	1
LIB 111 Expository Writing I	3
LIB 133 American Culture, Identity and Public Life	3
TOTAL	15

*Year I—spring*

COURSE TITLE	SEMESTER HOURS
BIO 210 Anatomy and Physiology II	3
BIO 210L Anatomy and Physiology II lab	1
NUR 2500 Chemistry of Nutrition	3
LIB 112 Expository Writing II	3
LIB 120 Introduction to Psychology	3
TOTAL	13

*Year I—summer*

COURSE TITLE	SEMESTER HOURS
BEH 352* Human Development through the Life Cycle	3
MAT 261 Statistics	3
Distribution Electives	6
TOTAL	12

*\* BEH 352 fulfills the behavioral science core curriculum requirement.*

*Year II—fall*

COURSE TITLE	SEMESTER HOURS
BIO 255 Medical Microbiology	3
BIO 255L Medical Microbiology Lab	1
LIB 220 Interpersonal Communication in the Health Professions	3
LIB 512 Healthcare Ethics	3
MAT 142 Math for Nurses	3
HUM Humanities Elective	3
TOTAL	16

*Year II—spring*

COURSE TITLE	SEMESTER HOURS
NUR 2010 Professional Practice I	3
NUR 204 Health and Wellness I	9
NUR 245 Healthcare Participant I	4
TOTAL	16

*Year II-summer*

COURSE TITLE	SEMESTER HOURS
NUR 3010 Professional Practice II	3
NUR 304 Health and Wellness II	9
NUR 320 Nursing Seminar II	1
NUR 322 Healthcare Participant II	3

TOTAL	16
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*Year III-fall*

COURSE TITLE	SEMESTER HOURS
NUR 4010 Professional Practice III	3
NUR 404 Health and Wellness III	9
NUR 422 Healthcare Participant III	4
TOTAL	16

*Year III-spring*

COURSE TITLE	SEMESTER HOURS
NUR 5010 Professional Practice IV	3
NUR 504 Health and Wellness IV	9
NUR 520 Nursing Seminar IV	1
NUR 522 Healthcare Participant IV	3
TOTAL	16

**Total credits to complete degree requirements: 120 semester hours**

**Bachelor of Science Degree in Nursing (Postbaccalaureate) – 16-month Curriculum**

The 16-month accelerated BSN program implemented at the MCPHS–Boston campus is designed specifically for students with a bachelor’s degree in another field. The curriculum is identical to that currently offered at the Worcester and Manchester campuses. Students attend classes in Boston. Program instruction is conducted in state-of-the-art facilities at the MCPHS-Boston campus with clinical experiences in selected hospital and community agencies in the greater Worcester and Metro West regions.

This 16-month program of study provides an accelerated option for students ready for a challenging transition to a career as a Bachelor of Science in Nursing registered nurse. Building on previous learning and experience gained from the student’s first bachelor’s degree, the 16-month program of study mirrors the Boston-based program’s professional major, guiding students toward gaining the knowledge, skills, competencies, and values required to practice as a registered nurse in the 21st century.

The Postbaccalaureate BSN is offered in a 16-month year-round format with a January or September admission. The September-admission program consists of a 15-week fall semester, a 15-week spring semester, a 12-week summer session, and a 15-week fall semester; concluding in December of the second year. The January-admission program consists of a 15-week spring semester, a 12-week summer session, a 15-week fall semester and a 15-week spring semester, concluding in May of the second year.

To be eligible for the program, the student must possess a prior Bachelor of Science or Bachelor of Arts degree and have completed the following prerequisite coursework with a minimum grade of C within the past 10 years: chemistry (with lab), anatomy and physiology (with lab), microbiology (with lab), statistics, nutrition and human development. Students with a baccalaureate degree will not be required to meet the MCPHS general education core requirements. The program requires a total of 120 semester hours of credit for completion. Upon completion of the program, students will be eligible to sit for the National Council of State Boards of Nursing Licensure Examination for Registered Nurses (NCLEX-RN).

NOTE: An exception to the policy that no course examinations or graded assignments worth more than 15% of final course grade may be scheduled during the week before final examinations exists for Nursing

courses. Major graded assignments or exams may be administered the week before the final week of the course. A reading day (scheduled only on a weekday, no Saturday or Sunday) will be provided between the end of scheduled classes / clinical rotations and the administration of any final exams.

### **Curriculum: Bachelor of Science in Nursing (Postbaccalaureate)**

#### *Year I—semester I*

COURSE TITLE	SEMESTER HOURS
NUR 2010 Professional Practice I	3
NUR 204 Health and Wellness I	9
NUR 245 Healthcare Participant I	4
TOTAL	16

#### *Year I-semester II*

COURSE TITLE	SEMESTER HOURS
NUR 3010 Professional Practice II	3
NUR 304 Health and Wellness II	9
NUR 320 Nursing Seminar II	1
NUR 322 Healthcare Participant II	3
TOTAL	16

#### *Year I-semester III*

COURSE TITLE	SEMESTER HOURS
NUR 4010 Professional Practice III	3
NUR 404 Health and Wellness III	9
NUR 422 Healthcare Participant III	4
TOTAL	16

#### *Year II—semester I*

COURSE TITLE	SEMESTER HOURS
NUR 5010 Professional Practice IV	3
NUR 504 Health and Wellness IV	9
NUR 520 Nursing Seminar IV	1
NUR 522 Healthcare Participant IV	3
TOTAL	16

**Total preprofessional coursework: 56 semester hours\***

**Total professional major: 64 semester hours**

Total institutional credits to complete **BSN requirements: 120 semester hours**

*\* A maximum of 56 semester hours of credit for the prior Bachelor of Science or Bachelor of Arts degree from a regionally accredited college or university will be awarded upon matriculation in fulfillment of MCPHS core curriculum requirements.*

### **Bachelor of Science in Health Sciences/BSN (Postbaccalaureate) Dual Degree**

The Bachelor of Science in Health Sciences (BSHS)/BSN (Postbaccalaureate) Dual Degree program provides a pathway to nursing for students not yet holding a BS degree but interested in joining the BSN (Postbaccalaureate) program. The program will allow students to earn a BSHS while at the same time

completing some BSN courses that can then be used in the BSN (Postbaccalaureate) program. The only students who will be considered for this dual degree option are those who can fully complete prerequisites prior to matriculation.

A cumulative 3.0 grade point average (GPA) in the 83 semester hours of preprofessional and health sciences courses is preferred prior to admission to the BSN courses. A 2.7 GPA is required for progression and graduation in the BSN curriculum.

### **Preprofessional and Core Curriculum Courses (Completion Prior to Admission Is Required)**

COURSE TITLE	SEMESTER HOURS
Human Anatomy and Physiology I and II (with labs)	8
Basic Chemistry I (with lab)	4
Nutrition	3
Microbiology (with lab)	4
Introduction to Psychology	3
American History or Political Science	3
Human Growth and Development	3
English Composition I and II	6
Statistics	3
College Algebra	3
Computer Applications or Physics	3
Communication Studies	3
Ethics	3
Behavioral Sciences course	3
Social Sciences course	3
Humanities course	3
TOTAL	59

### **Health Science Courses**

COURSE TITLE	SEMESTER HOURS
BEH 250 Health Psychology	3
HSC 301 Health Promotion	3
HSC 310 Healthcare Informatics	3
HSC 401 Public Health and Policy	3
HSC 410 Research Analysis Methods	3
PSB 320 Introduction to Healthcare Delivery	3
HSC Health Sciences Elective	3
BEH Behavioral Sciences Elective	3
TOTAL	24

### **Nursing Professional Courses**

COURSE TITLE	SEMESTER HOURS
NUR 2010 Professional Practice I	3
NUR 204 Health and Wellness I	9
NUR 245 Healthcare Participant I	4
NUR 3010 Professional Practice II	3
NUR 304 Health and Wellness II	9

NUR 320 Nursing Seminar II	1
NUR 322 Healthcare Participant III	3
NUR 4010 Professional Practice III	3
NUR 404 Health and Wellness III	9
NUR 422 Healthcare Participant IV	4
NUR 5010 Professional Practice IV	3
NUR 504 Health and Wellness IV	9
NUR 520 Nursing Seminar IV	1
NUR 522 Healthcare Participant IV	3
TOTAL	64

**Total credits to complete BSHS/BSN dual degree: 147 semester hours**

## Worcester

### Degree and Certificate Programs

- Bachelor of Science in Nursing (Postbaccalaureate)

#### **Bachelor of Science Degree in Nursing (Postbaccalaureate) – 16-month Curriculum**

The 16-month accelerated BSN program implemented at the MCPHS–Worcester campus is designed specifically for students with a bachelor’s degree in another field. The curriculum is identical to that currently offered at the Boston and Manchester campuses. Students attend classes in Worcester. Program instruction is conducted in state-of-the-art facilities at the MCPHS–Worcester campus with clinical experiences in selected hospitals and community agencies in the greater Worcester and MetroWest regions.

This 16-month program of study provides an accelerated option for students ready for a challenging transition to a career as a Bachelor of Science in Nursing registered nurse. Building on previous learning and experience gained from the student’s first bachelor’s degree, the 16-month program of study mirrors the Boston-based program’s professional major, guiding students toward gaining the knowledge, skills, competencies, and values required to practice as a registered nurse in the 21st century.

The Postbaccalaureate BSN is offered in a 16-month year-round format with a January or September admission. The September-admission program consists of a 15-week fall semester, a 15-week spring semester, a 12-week summer session, and a 15-week fall semester; concluding in December of the second year. The January-admission program consists of a 15-week spring semester, a 12-week summer session, a 15-week fall semester and a 15-week spring semester, concluding in May of the second year.

To be eligible for the program, the student must possess a prior Bachelor of Science or Bachelor of Arts degree and have completed the following prerequisite coursework with a minimum grade of C+ within the past 10 years: chemistry (with lab), anatomy and physiology (with lab), microbiology (with lab), statistics, nutrition and human development. Students with a baccalaureate degree will not be required to meet the MCPHS general education core requirements. The program requires a total of 120 credit hours of credit for completion. Upon completion of the program, students will be eligible to sit for the National Council of State Boards of Nursing Licensure Examination for Registered Nurses (NCLEX-RN).

For details on the curriculum, prerequisites, academic policies, professional & technical standards, and other information about the program, refer to the MCPHS–Boston School of Nursing section of this

catalog. For the most current information regarding the program in Manchester, refer to the MCPHS website at [www.mcphs.edu](http://www.mcphs.edu). This program has approval with warning from the Massachusetts Board of Registration in Nursing (MBORN) and is accredited by the Commission on Collegiate Nursing Education (2021-2031).

### **Curriculum: Bachelor of Science in Nursing (Postbaccalaureate)**

#### *Year I—semester I*

COURSE TITLE	SEMESTER HOURS
NUR 2010 Professional Practice I	3
NUR 204 Health and Wellness I	9
NUR 245 Healthcare Participant I	4
TOTAL	16

#### *Year I-semester II*

COURSE TITLE	SEMESTER HOURS
NUR 3010 Professional Practice II	3
NUR 304 Health and Wellness II	9
NUR 320 Nursing Seminar II	1
NUR 322 Healthcare Participant II	3
TOTAL	16

#### *Year I-semester III*

COURSE TITLE	SEMESTER HOURS
NUR 4010 Professional Practice III	3
NUR 404 Health and Wellness III	9
NUR 422 Healthcare Participant III	4
TOTAL	16

#### *Year II—semester I*

COURSE TITLE	SEMESTER HOURS
NUR 5010 Professional Practice IV	3
NUR 504 Health and Wellness IV	9
NUR 520 Nursing Seminar IV	1
NUR 522 Healthcare Participant IV	3
TOTAL	16

**Total preprofessional coursework: 56 semester hours\***

**Total professional major: 64 semester hours**

Total institutional credits to complete **BSN requirements: 120 semester hours**

*\* A maximum of 56 semester hours of credit for the prior Bachelor of Science or Bachelor of Arts degree from a regionally accredited college or university will be awarded upon matriculation in fulfillment of MCPHS core curriculum requirements.*



## Manchester

### **Bachelor of Science Degree in Nursing (Postbaccalaureate) – 16-month Curriculum**

The New Hampshire Board of Nursing and the New Hampshire Postsecondary Education Commission have approved the 16-month accelerated BSN program implemented at the MCPHS–Manchester campus. Designed specifically for students with a bachelor’s degree in another field, the curriculum is identical to that currently offered at the Boston and Worcester campuses. Students attend classes in Manchester. Program instruction is conducted in state-of-the-art facilities at the MCPHS-Manchester campus with clinical experiences in selected hospital and community agencies in Manchester and the surrounding regions.

This 16-month program of study provides an accelerated option for students ready for a challenging transition to a career as a Bachelor of Science in Nursing registered nurse. Building on previous learning and experience gained from the student’s first bachelor’s degree, the 16-month program of study mirrors the Boston-based program’s professional major, guiding students toward gaining the knowledge, skills, competencies, and values required to practice as a registered nurse in the 21st century.

The Postbaccalaureate BSN is offered in a 16-month year-round format with a January or September admission. The September-admission program consists of a 15-week fall semester, a 15-week spring semester, a 12-week summer session, and a 15-week fall semester, concluding in December of the second year. The January-admission program consists of a 15-week spring semester, a 12-week summer session, a 15-week fall semester and a 15-week spring semester, concluding in May of the second year.

To be eligible for the program, the student must possess a prior Bachelor of Science or Bachelor of Arts degree and have completed the following prerequisite coursework with a minimum grade of C+ within the past 10 years: chemistry (with lab), anatomy and physiology (with lab), microbiology (with lab), statistics, nutrition and human development. Students with a baccalaureate degree will not be required to meet the MCPHS general education core requirements. The program requires a total of 120 credit hours of credit for completion. Upon completion of the program, students will be eligible to sit for the National Council of State Boards of Nursing Licensure Examination for Registered Nurses (NCLEX-RN).

NOTE: An exception to the policy that no course examinations or graded assignments worth more than 15% of final course grade may be scheduled during the week before final examinations exists for Nursing courses. Major graded assignments or exams may be administered the week before the final week of the course. A reading day (scheduled only on a weekday, no Saturday or Sunday) will be provided between the end of scheduled classes / clinical rotations and the administration of any final exams.

For details on the curriculum, prerequisites, academic policies, professional & technical standards, and other information about the program, refer to the MCPHS–Boston School of Nursing section of this catalog. For the most current information regarding the program in Manchester, refer to the MCPHS website at [www.mcphs.edu](http://www.mcphs.edu).

### **Curriculum: Bachelor of Science in Nursing (Postbaccalaureate)**

#### *Year I—semester I*

COURSE TITLE	SEMESTER HOURS
NUR 201O Professional Practice I	3
NUR 204 Health and Wellness I	9
NUR 245 Healthcare Participant I	4

TOTAL	16
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*Year I-semester II*

COURSE TITLE	SEMESTER HOURS
NUR 3010 Professional Practice II	3
NUR 304 Health and Wellness II	9
NUR 320 Nursing Seminar II	1
NUR 322 Healthcare Participant II	3
TOTAL	16

*Year I-semester III*

COURSE TITLE	SEMESTER HOURS
NUR 4010 Professional Practice III	3
NUR 404 Health and Wellness III	9
NUR 422 Healthcare Participant III	4
TOTAL	16

*Year II—semester I*

COURSE TITLE	SEMESTER HOURS
NUR 5010 Professional Practice IV	3
NUR 504 Health and Wellness IV	9
NUR 520 Nursing Seminar IV	1
NUR 522 Healthcare Participant IV	3
TOTAL	16

**Total preprofessional coursework: 56 semester hours\***

**Total professional major: 64 semester hours**

Total institutional credits to complete **BSN requirements: 120 semester hours**

*\* A maximum of 56 semester hours of credit for the prior Bachelor of Science or Bachelor of Arts degree from a regionally accredited college or university will be awarded upon matriculation in fulfillment of MCPHS core curriculum requirements.*