SCHOOL of NURSING

GRADUATE STUDENT HANDBOOK

Approved by Graduate Nursing Committee
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APPROVAL AND ACCREDITATION

Massachusetts College of Pharmacy and Health Sciences is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by NEASC 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 Master of Science in Nursing degree program has received initial five-year accreditation by the Collegiate Commission on Nursing Education (CCNE) in March of 2011 after review of the program. CCNE ensures the quality and integrity of baccalaureate and graduate nursing programs. Accreditation by CCNE serves as a statement of good educational practice in the field of nursing.

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SCHOOL OF NURSING GUIDING STATEMENTS

The School of Nursing at Massachusetts College of Pharmacy and Health Sciences (Thereafter the School of Nursing) offers the Bachelor of Science degree in Nursing (BSN) and the Master of Science degree in Nursing (MSN) programs that prepares competent, caring, and ethical nursing professionals to meet the ever changing needs of 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, and students, and the clinical partners.

Philosophy
Congruent with the philosophy and core values of MCPHS, the School of Nursing philosophy reflects our beliefs in a set of core values that are fundamental to nursing education and 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 which embraces multiple ways of knowing and integrates the liberal arts and sciences with professional nursing study. The nursing curriculum is organized around a clear appreciation of the domain of nursing science: person/people, health/illness, society/environment, and nursing. The program cohesiveness is evidenced by weaving scholarly, professional, and practice-related activities throughout the education process.

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 in providing nursing care is vital to the process of healing and in the provision of comfort.

The primary goals of nursing are to promote, restore and maintain health, prevent disease, and provide care and comfort throughout life, 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. The patient is recognized as having distinct and unique needs that continuously change and are redefined as the patient interacts with the nurse, health care providers, and the environment. It is critical that a nurse anticipates and adapts to the changing needs of the patient. Identification of patient needs, provision of nursing care, the healthcare experience, and environment are fundamentally connected. The nurse helps create a healing environment for each patient by collaborating with the patient to establish mutual goals that enable the patient to attain optimal health.

Clinical partnerships foster associations in which resources, knowledge, and experiences are reciprocated and connected through professional relationships and collaborations. 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 goal of our clinical partnerships is to provide a solid, functional, and rigorous foundation for evidence-based nursing practice.

The future of nursing rests with those entering the profession. The beliefs and values that sustain nursing education are expressed at every level of the educational experience. We are dedicated to the advancement of all engaged in this endeavor, and we foresee significant personal and professional growth as outcomes for students, faculty and staff, and clinical partners.
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 services.

To fulfill the mission, we are committed to
- Develop an innovative, dynamic and socio-politically relevant model of nursing education based on theoretically-sound curricula, evidence-based practice, clinical immersion, and scholarly inquiry.
- Develop a curricular foundation that promotes reflective, ethical, discerning, compassionate, innovative, and intellectually rigorous nursing practice.
- Establish a community of learners inclusive of students, faculty, and clinical partners who embrace a spirit of inquiry and a commitment to continuous professional growth.
- Promote resiliency and integrity in nursing graduates for practice in dynamic, diverse, and complex healthcare environments.
- Foster a community of scholars that advance nursing through excellence in the discovery, application, integration, and dissemination of knowledge.
- Provide service to the School, the College, the profession, and the community.

Vision
Our vision is to create a center of excellence in nursing education where an environment of partnership is created and nursing practice, education, and scholarship connect for the advancement of healthcare and the profession of nursing.

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.
- Recognize that the patient is the center of nursing care.

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 life-long learning and development.
- 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.
- 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, being, and understanding in the practice of nursing.
- Behave and present self in a manner that projects confidence and inspires trust.
- Act with integrity, responsibility, and accountability in the practice of nursing.

Goals
The School of Nursing provides excellent education that aims to prepare students as liberally-educated persons and master’s-prepared professional nurses. We are committed to:
- Incorporate the values of respect, literacy, practice, and integration
- Build on a solid foundation of liberal arts and sciences
- Connect education to practice through partnerships and clinical immersion
- Cultivate a learner-centered environment where individuals are empowered to think, conceptualize, reason, and make sense of the lived worlds
- Provide opportunities for personal and professional development of students, faculty, staff, and clinical partners.
- Use knowledge and evidence based teaching practice.
- Prepare nursing graduates who are globally aware and informed for practice in a diverse and rapidly changing healthcare environment.

The Master’s Program prepares advanced practice nurses to provide advanced health care to diverse populations and to demonstrate professional leadership roles in practice. The American Association of Colleges of Nursing’s Essentials for Advanced Practice Nursing (AACN, 1996) is used as the framework for the development of the MSN Program. According to the AACN (1996), the Core Curriculum for MSN Programs includes:
- Health Promotion and Disease Prevention
- Human diversity and social issues
- Theoretical foundation of nursing practice
- Professional role development
- Research
- Ethics
- Policy, organization, and financing of health care

Expected Outcomes
Graduates of the MSN program, graduates will be able to demonstrate the essential competencies for an entry level of advanced professional nursing practice that demonstrate the following outcomes at the advanced professional practice level of nursing:
- Provide safe, effective, culturally competent and advanced nursing care to individuals and families across the lifespan as a member of an interdisciplinary team and in the context of the community.
- Integrate the core competencies of research, diversity, health care policy, ethics, health promotion and disease prevention, and theoretical foundation of nursing in advanced nursing practice.
- Demonstrate a leadership role in the profession of nursing.
- Engage in ongoing nursing knowledge development to guide practice.
- Successfully pass the Family Nurse Practitioner certification examination
The nursing faculty is committed to delivering an innovative nursing curriculum that combines active teaching-learning strategies, real-world clinical immersion, and an environment of respect, collaboration, and professionalism to students and prepare students for competent, resilient, compassionate, and skilled professional practice. The program’s clinical partnership model assures that all members engage in this effort and are committed to achieving the program’s goals.

Because of the program’s commitment to a unique model of clinical partnership, guiding statements were developed to make the commitment explicit. Specifically, program faculty, staff, and clinical partners have made a commitment to:

- Engage in partnerships that inform nursing education through clinical practice and influence clinical practice through nursing education,
- Promote individual and collective development of faculty and clinical partners through collaborative teaching, practice, service, and scholarship, and
- Mentor students in the transition from student to entry-level practitioner of nursing.
1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining and improving healthcare environments and conditions of employment conducive to the provision of high quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by the associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

ANA code of ethics
It is an expectation that all students read and refer to the American Nurses Association (ANA) Code of Ethics located on the ANA Website [www.ana.org/ethics/code/protected_nwcoe303.htm](http://www.ana.org/ethics/code/protected_nwcoe303.htm).

The Code of Ethics is one of several professional nursing standards that frame the curriculum of the BSN and MSN programs. The Code provides a standard of practice to guide nursing professionals toward thoughtful, ethical, and high quality nursing care.

The Code of Ethics provides a guiding framework of ethical expectations for students enrolled in the MCPHS School of Nursing. All nursing students are expected to not only know the Code of Ethics but also adhere to its guiding principles of ethical behavior.
ADMISSION POLICIES AND PROCEDURES

Admission Requirements for the MSN program

The Master of Science in Nursing (MSN) Family Nurse Practitioner program is open to applicants who have earned, or will earn prior to enrollment, a bachelor’s degree in nursing (BSN) and have or will have met the following prerequisite requirements:

- An earned bachelor’s degree in nursing (BSN) from an accredited college or university or successful completion of the MCPHS ADN to MSN Bridge program
- A minimum cumulative GPA of 3.0 on a 4.0 scale; if the GPA is lower than 2.7, GRE scores of 1100 total (Verbal and Quantitative) and 3.5 in the analytical writing section may be considered
- An unencumbered Massachusetts RN License (or eligibility prior to enrollment) or a license to practice in the jurisdiction of residency
- One year clinical experience as a Registered Nurse
- Interview (face to face or Skype)
- A minimum TOEFL score of 79 (IBT) or a score of 6.5 on the IELTS is required of all candidates for whom English is not the native language.
- All foreign college transcripts must be evaluated by one of the following foreign credential evaluation services: The Center for Educational Documentation, Inc. (CED) (617) 338-7171 or www.cedevaluations.com; Educational Credential Evaluators, Inc. (ECE) (414) 289-3400 or www.ece.org; or World Education Services (WES) (212) 966-6311 or www.wes.org.

The AD to MSN Bridge Program is open to applicants who have earned, or will earn prior to enrollment, an associate’s degree in nursing (ADN) from an accredited college. ADN to MSN Bridge Program application criteria include the following prerequisite requirements:

- An earned AD in Nursing from a state approved programs
- MA RN license eligibility
- Official transcripts
- Minimum cumulative GPA of 2.5 (on a 4.0 scale) in liberal arts and science courses (including pre-requisite courses described below) and cumulative GPA of 2.7 (on a 4.0 scale) in nursing courses (there is no time limit on accepting on transfer courses for registered nurses) and a cumulative 3.0 (on a 4.0 scale) in bridge courses.
- Resume or CV
- Two reference letters (one professional and one educational preferred)
- Personal statement (500-1000 words)
- Official TOEFL (minimum 550) or IELTS (minimum 6.5) scores are required for all students whose first language is not English
- Official transcripts from non-U.S. colleges or universities must be submitted to CED, ECE, or WES for a course-by-course evaluation. MCPHS requires both the official international transcript(s) and an evaluated copy.

Residency Requirements: There are three required residencies that the student must complete in order to satisfy matriculation and graduation requirements. These include:

- First residency for orientation that will include a program overview and select workshops
- Second residency prior to enrolling into any of the three family primary care/generalist courses
- Graduation residency in order to present portfolio to the faculty/attend graduation
Prerequisite Requirements for admission into the ADN to MSN Bridge Program
Human Anatomy & Physiology I and II (with labs)
General or Medical Microbiology (with lab)
Human Growth & Development
Statistics
Algebra & Trigonometry (or Precalculus)
Introduction to Psychology
Introduction to Sociology
English Composition I and II
Health Care or Biomedical Ethics
History Elective
Humanities Elective

Admission Procedures
- Information regarding the admission process can be found at the following website http://www.mcphs.edu/admission/
- Applications can be submitted on-line to the Admissions Department at admissions@mcphs.edu

Transfer Credits
A maximum of nine semester hours of graduate credit may be transferred to the MCPHS graduate nursing program. A minimum grade of “B” is required for transfer credit.

Financial Aid
Students can arrange financial assistance through the Student Financial Services department at MCPHS at the following website or by calling Lynn Berry at 508-373-5633. http://www.mcphs.edu/about_mcphs/offices_and_services/student_financial_services/

Graduate Teaching Assistantships
A graduate teaching assistantship may be available for graduate students interested in providing a supportive role in teaching activities with nursing faculty. Assignments will vary and are based on the School’s needs. Remuneration includes substantial tuition reimbursement.

Students interested in applying should confer with the Graduate program secretary for further information. Applicants must submit a written resume. Appointments are made based on the applicant’s qualifications and the needs of the School.
SCHOOL ACTIVITIES AND RESOURCES

Student representation on the Graduate Committee
This is a voluntary commitment. If more than one student volunteers, a vote will be taken to select the representative. The student representative will bring any concerns/issues experienced by students to the committee. As per the nursing department bylaws, students do not have voting privileges. Meetings are scheduled every other month for one hour.

Computer Laboratory
Desktop computers are located on the 3rd floor of 25 Foster Street and also in the Library. Printing is available at both locations. Once the student is admitted, IT creates an account allowing for 1,000 pages of copy per semester.

Library and Learning Resources
The Blais Family Library located on the 2nd floor of 19 Foster Street. It offers a comfortable and quiet environment that fosters research, learning, and study. There are study carrels and computer terminals providing access to electronic resources. There are over 11,655 volumes of books, journals, and multi-media, 700 serial subscriptions, around 41,500 electronic books, and 145 databases. Once a student accesses the system, the connection is to all resources throughout the three campuses.

Additional Resources
Academic Resource Center
http://www.mcphs.edu/academic_support_and_resources/index.html
or contact Elizabeth Smith-Freedman at 508-373-5608 for help with study skills and writing skills

Counseling Services
www.mcphs.edu/campuses/worcester/student_life/counseling.../local_mental_health_care_providers.html
or contact Janet Strassman Perlmutter at 508-373-5690

Library Services
http://www.mcphs.edu/libraries/
or contact Karen Lamson, Assistant Professor of Reference and Library Instruction at 508-373-5795

Writing Resource
SmartThinking @ http://www.smarthinking.com/
Sign up using your MCPHS email address for your username.
Technology Requirements and Troubleshooting
  • Enable Cookies/Javascript (install Java here http://www.java.com)
  • Disable all popup blockers
You may also contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Mon-Fri, 8am – 6pm ET)
PRECEPTORSHIPS

Preceptorship Requirements
Students enrolled in their first clinical preceptorship course must have a current physical examination along with the required immunizations submitted to FileMD. Evidence of current CPR certification is kept on file in the Clinical Coordinator’s office. Health insurance is mandated; if the student does not have private insurance, the student is required to purchase insurance through the school. The school’s group liability insurance policy provides coverage for liability while practicing as a student in MCPHS School of Nursing clinical activities.

General Information Regarding Preceptorships
The FNP program’s preceptorship is comprised of clinical experiences in the Advanced Health Assessment course and three Family Primary Care courses. The preceptorship sites may include physician offices, community health clinics, school clinics, and other outpatient community agencies. This is equal to approximately 90 hours during the Advanced Health Assessment course and 12-16 hours per week per semester for each of the three Family Primary Care courses for a total of 180 hours per semester in NUR 709, NUR 810, and NUR 811. Faculty, in consultation with the identified preceptor, may determine that additional time is needed in order to satisfactorily complete the outcomes of the course.

Preceptorship Placements
Student placements will be negotiated by the student and clinical placement assistant. The student must obtain a preceptor to work with during the clinical courses of the program. MSN-prepared Nurse Practitioners*, MPAS-prepared Physician Assistants, and Medical Doctors may serve as preceptors. Though the preceptor may be a practicing physician or other licensed graduate prepared health care provider with comparable practice focus they cannot consist of a majority of the preceptors. *At least 50% of precepted clinical hours must be with a graduate prepared nationally certified nurse practitioner/midwife.

Faculty may assist in securing placements, but the responsibility remains with the student. Specialty placements, especially pediatrics and OB-GYN placements may be difficult to secure and the search should begin two semesters prior to the beginning of the course (NUR 809).

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

Contracts between MCPHS and the affiliating agencies are required. The student should submit contact information to the clinical placement assistant. Placements should match the clinical content of each course. Behavioral objectives and goals for the experience should be generated for the preceptor. The student should obtain a Resume/CV from the preceptor and if the preceptor is a nurse practitioner the student will obtain a copy of the NP national certification. The Resume/CV, certification and licensure will be reviewed by the FNP Director for SON credentialing purposes.

The college carries liability insurance, but each student is required to carry malpractice insurance as a nurse practitioner student. This insurance should be obtained before the start of NUR 703 Advanced Health Assessment and renewed annually during the student’s program of study.

Student, Preceptor, and Faculty Responsibilities

Student responsibilities:
- Secure an appropriate clinical placement
- Arrange a mutually acceptable clinical schedule
• Develop personal learning objectives
• Observe policies of the agency
• Notify preceptor and faculty of illness or absence and arrange to make up missed clinical time
• Adhere to the standards of professional practice
• Maintain effective communication with preceptor and clinical staff

Preceptor responsibilities:
• Orient the student to the clinical site and to agency policies
• Be an expert role model
• Provide valuable, evidence-based learning experiences with appropriate patient populations.
• Provide ongoing feedback to student and faculty to improve the student’s assessment and management skills
• Guide the student to meet the needs of the patient population and the clinical site.
• Direct the student to resources and reading
• Demonstrate and critique patient and family education skills
• Promote critical thinking and clinical reasoning skills

Faculty/Clinical Faculty responsibilities:
• Assist the student in securing documentation for clinical placement(s)
• Provide guidance and supervision for the student during the preceptorship
• Make on-site visits once during the student’s tenure at the college. Additional visits may be required if needed.
• Arrange conferences with the student during the semester
• Support the student in developing personal values and philosophy for the advanced practice role
• Promote personal growth of students
• Review skills/additional skills required for present assignment with the student
• Serve as an expert role model in assessment, diagnosis, treatment, and evaluation of patients
• Establish a collaborative relationship with preceptors
• Maintain communication with preceptors and other agency personnel

Overview of Primary Care NP

The primary care family nurse practitioner (PCFNP) curriculum is based on clinical evidence, nursing and related health science theories and models of health care. The curriculum has a strong focus on the implementation of evidence-based practice, health promotion, differential diagnosis and primary care health management. Core to this focus is the development of knowledge concerning the individual and family across the life span. The student learning experience is assisted by focusing on the needs of the individual and family at different developmental stages from diverse cultural and socioeconomic backgrounds. The student knowledge is applied to individual and family health promotions and the management of illnesses or conditions.

The PCFNP provides the skills and knowledge necessary to manage health problems of individual across the lifespan. Those illness and problems encountered by the advanced practice nurse in primary care settings are addressed in the core clinical management courses of the curricula. The clinical management courses focus on the implementation and provision of primary care to different age groups in each type of outpatient setting (ambulatory and/or community). These courses provide the opportunity to apply and integrated the knowledge learned from the didactic portion of the course. The identification of clinical sites and preceptors is a collaborative process between the SON faculty, student and selected clinical site. This process should occur one semester before it is to be started.
Establishing a site for Preceptorship

The clinical preceptorship is often perceived as the most intense part of the nurse practitioner program and the most rewarding. The clinical preceptorship is the opportunity for the student to integrate and practice the skills and knowledge they have acquired through their core courses and expand their role to the advance practice level. All students are expected to demonstrate knowledge, critical thinking and clinical skills in the primary care practice setting. These essential skills are listed in the National Organization of Nurse Practitioner Faculty (NONPF) Core Competencies and Attainment document (http://www.nonpf.com/associations/10789/files/NPCoreCompetenciesFinal2012.pdf)

Students will spend one day a week in the first semester of the clinical courses and then approximately two days a week for following three semesters integrating their knowledge and newly acquired skills. During each of these clinical preceptorships the student develops the advance practice nursing knowledge and skills they will use as primary care providers.

Planning for the preceptorships

The student is preparing to be a primary care provider thus the clinical preceptorships must support the knowledge and skills necessary to perform as a primary care FNP. Sites are to be chosen with the objectives of the course in mind. Please see the details associated with each of the courses requiring clinical preceptorships.

Though the preceptor may be a practicing physician or other licensed graduate prepared health care provider, these non-advance practice nurse preceptors cannot consist of the majority of the preceptors. That is to say 51% of the precepted hours must be with an advance practice nurse (NP/CNM). (National Council of State Boards of Nursing: APRN Model Act/Rules and Regulations, Approved August 2008. www.ncsbn.org). A preceptor may not have more than two students on any given day to precept. When a site is identified the student must check with the preceptor as to how many students that preceptor may be working with at any given time.

Identify a potential Preceptor & Site

Students should identify their potential preceptor and site at least one semester prior to the anticipated start of the preceptorships. (Example – Preceptors for the Spring Advance Health assessment course should be identified by the preceding fall semester or those for the summer Family Primary Care I should be identified early in the spring semester)

Site agreements & Preceptor Credentialing

1. Once identified the MCPHS student completes both the Practicum Intent Form AND Preceptor Profile Form for EACH preceptor and site. These PDF files may be found on the MCPHS website.
   a. Once complete these forms are return to the Clinical Placement Coordinator (CPC) at the SON.

2. The CPC then begins the process of obtaining a site agreement with the student’s potential clinical preceptorship site.
   a. The agreement is mailed from the SON to the potential site.
   b. This site agreement must be returned to the SON by the potential site before the student may do any clinical time.

3. The CPC facilitates the credentialing of the preceptors. This process is the validation of the preceptor’s credentials to serve as a preceptor. This includes
   a. Submission of preceptor resume/Curriculum vitae (CV)
   b. Verification of their license to practice (done online by CPC)
c. Copy of national certification as advance practice nurse if a nurse practitioner/certified nurse midwife (submitted by the NP/CNM).

*ALL STEPS OF THIS PROCESS MUST BE COMPLETED PRIOR TO THE START OF EACH PRECEPTORSHIP*

Description & Requirement for Courses with Clinical Preceptorship Required

**NUR 703 Advance Health Assessment**

Course Overview:

The student will learn to conduct an advanced comprehensive history, physical and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of the client across the lifespan. The student will apply diagnostic reasoning in physical diagnosis and develop a differential diagnosis based on the health history and identified signs and symptoms.

Clinical Preceptorship:

- 90 hours of precepted clinical experience is required
- The emphasis of the clinical experience is on methods of comprehensive data gathering, analysis and documentation of history, physical examinations, screening for common diseases, diagnostic procedures and differential diagnosis.
- Appropriate settings for this preceptorship:
  - Primary care offices (family practice or internal medicine)
  - Pre Admission testing department (opportunities to history & PE) affiliated with a hospital as *outpatient* setting
- NOT appropriate for this preceptorship:
  - Urgent care (such as Minute Clinics)
  - Fast Tracks
  - Hospitalist programs – care of *inpatients*

**NUR 809 Family Primary Care I (formerly NUR 709)**

Course Overview:

Students will focus on advanced practice nursing and health care management of pregnant women and children. The student will provide primary health care services to pregnant women or primary care to women with needs related to the reproductive system. During the pediatric section, students will focus on performing comprehensive health and developmental assessments for children and their families. Health promotion and disease/injury prevention will be an integral component of the course. Students will also learn the diagnosis and treatment of common pediatric illnesses and injuries.

Clinical Preceptorship:

- **HOURS:** 180 hours of precepted clinical experience is required
  - Within this time frame the FOCUS is on the POPULATION EXPERIENCES
    - Evidence of experience with the variety of well care & problem focused care must be demonstrated
    - If not able to obtain the required EXPERIENCES during the 180 hours, additional experience will be required to fulfill this course’s objectives.
  - Care delivery to two distinct populations:
    - children from birth to young adult
• Performance of comprehensive health (well child checks) and developmental assessment for children and their families.
• Identification and management of both episodic and chronic health issues in children
  - Women – reproductive & gynecologic processes
• The emphasis is on primary health care delivery addressing women’s health issues and the delivery of care related to the needs of the reproductive system.

• SETTINGS
  o Appropriate for Pediatric experiences
    - Family primary care practices seeing patients from BIRTH to young adulthood (0-21yrs)
    - Pediatric Practices
  o NOT appropriate for Pediatric experiences
    - Urgent Care (such as Minute Clinics)
    - Any specialty clinic (such as Pediatric endocrine; Pediatric GI clinic) which do not provide primary care.
  o Appropriate for Women’s Health
    - OB/GYN practices
  o PARTIALLY meets requirements
    - Women’s Health Site –
      o Partially meets requirements if Women’s Health clinic would also need to add limited rotation with an OB
    - Internal Medicine or Family Practice Site
      o Partially meets requirements would also need to add limited rotation with an OB
  o NOT appropriate
    - Labor & Delivery Units (inpatient setting)

NUR 810 Family Primary Care II

Course Overview:
Students will focus on advanced practice nursing and health care management of adults. The student will provide primary health care services to adults in primary care. During this course the student will focus on performing comprehensive health assessments, episodic and chronic care for adults within the context of family and community. Health promotion and disease/injury prevention will be an integral component of the course. Students will also learn the diagnosis and treatment of common illnesses and injuries in adults.

Clinical Preceptorship:

• HOURS: 180hours of precepted clinical experience is required
  o Within this time frame the FOCUS is on the POPULATION EXPERIENCES
    - Evidence of experience with the variety of well care & problem focused care must be demonstrated
    - If not able to obtain the required EXPERIENCES during the 180 hours, additional experience will be required to fulfill this course’s objectives.

• SETTINGS:
  o Appropriate Primary Care Settings
    - Family Practice (focusing on adult patients > 21 yrs. of age)
    - Internal Medicine
  o PARTIALLY meets requirements
    - Urgent care or Fast tracks
    - Walk in clinic
NUR 811 Family Primary Care III

Course Overview:

Students will focus on advanced practice nursing and health care management of older adult and frail elder. The student will provide primary health care services to older adult and frail elder in primary care or skilled care facilities. During this course the student will focus on performing comprehensive health assessments, episodic and chronic care for older adult and frail elder within the context of family and community. Health promotion, disease/injury prevention and end of life care will be an integral component of the course. Students learning and teaching will address the diagnosis and treatment of common illnesses and injuries; coordination of complex health needs of the older adult and frail elder.

- **HOURS:** 180 hours of precepted clinical experience is required
  - Within this time frame the FOCUS is on the POPULATION EXPERIENCES (elder/frail elder)
    - Evidence of experience with the variety of well care & problem focused care must be demonstrated
    - Evidence of experience managing complex issues of the elderly required
    - If not able to obtain the required EXPERIENCES during the 180 hours, additional experience will be required to fulfill this course’s objectives.

- **SETTINGS:**
  - Appropriate Primary Care Settings
    - Family Practice (focusing on adult patients > 65 yrs. of age)
    - Internal Medicine
    - Skilled nursing facilities/assisted living facilities that provide primary care to the residents.
      - Example those providing care through Evercare, an NP coordinated care group for those in skilled or assisted living facilities.
  - NOT appropriate
    - Emergency Rooms or inpatient settings such as with hospitalist
    - Urgent care or Fast tracks
    - Walk in clinic – such as “Minute Clinics”

The PCFNP student needs to be a self-directed and active learner. The clinical management precepted experiences do not always coincide with the didactic content. Students often need to prepare themselves with what they need to know for the clinical experience and not always wait for that topics presentation in the didactic portion of the course. The ability to search out clinical information and resources independent of the class course work is required.

To be success in the PCFNP program the student must be able to negotiate their learning needs within the preceptorship. The student must be aware of *not only the hours* they must obtain for the program but the EXPERIENCES with each distinct patient population for family nurse practitioner training.

It is the student’s responsibility to assure that they have gained the breathe (across the lifespan) and depth (health promotion, diseases prevention, episodic and chronic health issue management) of primary care family practice during their clinical preceptorships.
Characteristics and Competencies of the MCPHS NP Graduate

A graduate of MCPHS's Primary Care FNP program will display:

- Knowledge base that is sound with foundational skill in providing primary care to individuals and family across the lifespan.
- Insight and understanding of the role of the advanced practice nurse and the professional & political issues related to the role.
- Recognize and understand the scope of advance practice nurse as a family primary care provider
- Recognize the responsibility of the advance practice role, and to practice within an interprofessional healthcare team.

ACADEMIC & PROGRESSION POLICIES AND PROCEDURES

Student responsibility for contents of Graduate Student Handbook

Upon admission to the MSN program, students are required to read the *Graduate Student Handbook*. Students are required to verify by signature that they have read and will abide by the policies, protocols, and guidelines described in this document.

At the beginning of each academic year, the *Student Handbook* is revised as needed. The student body will be informed of any major revisions via e-mail.

Grading Policy

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<th>Grade</th>
<th>GPA</th>
<th>Minimum Passing Grade</th>
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<tbody>
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<td>100-94</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>86-83 (minimum passing grade)</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>82-80</td>
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<tr>
<td>C+</td>
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<td>79-78</td>
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APA Style

All formal papers must conform to guidelines of the *Publication Manual of the American Psychological Association*, 6th edition (2009), with the exception that page numbers must be included on all pages. In addition to the Manual, students may find the following reference helpful:

APA Research Style Crib Sheet

http://owl.english.purdue.edu/owl/resource/560/01/

APA Citation Style

http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm

APA Style.Org

http://www.apastyle.org/

Withdrawal & Re-entry

A graduate student wishing to withdraw from the Master of Science program must submit a written request to the Graduate Program, School of Nursing, 25 Foster Street, Worcester, MA 01608. See College handbook for policy on refunds.
A graduate student wishing to re-enter the program must submit a written request to the Graduate Program Director, school of Nursing, 25 Foster Street, Worcester, MA 01608. Re-entry will be contingent on space availability.

**Progression**
Graduate students must achieve a final grade of B in each nursing course to progress. *Clinical courses are sequential and must be taken in that order.* A change in progression may result in a change in graduate date expected for the student. Each student must also achieve a grade point average of “B” or better in order to graduate.

Students must complete the requirements for the Master of Science in Nursing degree within three years. Students must complete the requirements for the AD to MSN Bridge Program within four years. 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 Dean of the School of Nursing, who may approve or deny the extension request. The School Dean’s decision is final and not subject to further appeal.

**Incomplete Work**
Students may take one incomplete grade without risk of being asked to withdraw from the program. The student must complete all course requirements by a date mutually agreed upon by the faculty and student. The usual time allotted is 2-3 weeks after the beginning of the subsequent semester. A grade of “I” will revert to a failing grade for failure to complete course work within this time span. A student with more than one incomplete is required to meet with the course coordinator and academic advisor to discuss the remediation course. A change in the student’s progression may result from more than one incomplete.

Please see the College Catalog on Graduation Requirements for grades and course work completion as it relates to date of graduation. A student must meet all the Graduation Requirements to be eligible for graduation. Failure to do may result in a change in the student’s graduation date.

**Remediation**
Students who are not progressing will receive a mid-semester warning. If a student demonstrates difficulty in completing course work satisfactorily at any point in the semester, a meeting via telephone or Skype will be scheduled to discuss the issue. Each student is encouraged to meet with appropriate person listed below regarding the problem or concern.

1. The course instructor
2. The clinical instructor
3. The academic advisor, or
4. Academic Services

**Probation/Dismissal**
Graduate students who receive a grade below a “B” (3.0) in any course will be placed on probation. Students placed on probation must:

1. Repeat the course in which they received a grade below a “B” and receive a grade of “B”
2. The student cannot progress in the program until the course is repeated and a grade higher than “B” is achieved.
3. If the course is not successfully repeated, the student will be dismissed from the program.

**Grade Appeals**
Students who wish to appeal a final grade must follow the College’s grade appeal process, as detailed in the current College Catalog.
Certification Examination
Students must complete a minimum of 500 clinical hours to apply for certification as a family nurse practitioner. **Students in this program must complete a minimum of 630 hours.**

National certification is offered by the American Nurses Credentialing Center (ANCC) [http://www.nursecredentialing.org/NurseSpecialties/FamilyNP.aspx](http://www.nursecredentialing.org/NurseSpecialties/FamilyNP.aspx) or the American Academy of Nurse Practitioners (AANP) [http://www.aanpcertification.org/ptistore/control/index](http://www.aanpcertification.org/ptistore/control/index)

It is the student’s responsibility to research certifications and to obtain materials (study guide/application) available through the ANCC or AANP. Most certifying agencies have similar minimum requirements; however, there are differences in costs and in recertification fees. Also students should contact the State Board of Nursing to obtain information about nurse practice acts as this varies by state.

**Note:** Certification and eligibility requirements are changed periodically by the credentialing bodies and are beyond the control of any academic institution. Credentialing bodies such as the ANCC make the final determination regarding eligibility to sit for any of the exams they may offer.
GENERAL POLICIES

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

The Administrative Simplification Clause of HIPAA Title II addresses Electronic Transaction Standards, Unique Identifiers, Privacy Standards and Security Standards concerning all data pertaining to the care of each individual patient in any healthcare facility. The provisions under the privacy and security standards impose strict compliance with confidentiality on the part of all who have access to patient records. All healthcare providers are required to have documented training regarding these patient privacy regulations. All School of Nursing students are required to attend a formalized training session on HIPAA regulations provided by the College and/or by the clinical agency. Students are expected to adhere to all HIPAA provisions and standards related to patient privacy. Failure to do so may subject the student to disciplinary action under the MCPHS Student Code of Conduct.

Immunization Requirements
In accordance with Massachusetts state law, College policy, and clinical agency requirements, all students must show proof of the following immunizations prior to the start of the first clinical course NUR 703 Advanced Health Assessment, unless they qualify for one of the exemptions allowed by the law. Please refer to the MCPHS College Catalog for exemptions allowed by law. Required immunizations include:

- A booster dose of tetanus diphtheria and pertussis within the past ten years.
- Two doses of measles vaccine (or MMR#1 and MMR #2) given at least one month apart at or after 12 months of age, or laboratory evidence of immunity.
- At least one dose of mumps and rubella vaccine(s) or laboratory evidence of immunity.
- Tuberculosis skin test done in May of each year.
- Varicella (chickenpox) positive titer result or vaccinations of varicella (one shot if thirteen years of age or younger or two shots if over thirteen years of age with a one month interval between vaccinations).
- Hepatitis B positive titer.
- Rubella positive titer.

Some healthcare agencies and clinical education sites may have additional immunization requirements. In order to be eligible for clinical placements, students must meet ALL College immunization requirements and any additional requirements imposed by the clinical agency to which the student is assigned (such as but not limited to meningococcal vaccine). 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. Without full clearance of immunization requirements, students may not be eligible to begin clinical learning experiences, and consequently, may be unable to meet program requirements. Immunization information and clearances are provided through the College’s contract with FileMD.

CPR Certification
All students must show evidence of CPR training prior to beginning clinical experiences in NUR 703 Advanced Health Assessment. Students must be certified in Basic Cardiac Life Support (BCLS) at the Healthcare Provider Level by the American Heart Association (AHA).

NOTE: It is the responsibility of the student to submit evidence of all required annual updates of immunizations and certification renewals. Students will not be permitted to participate in clinical learning experiences until all information is received, and consequently, may be unable to meet program requirements or experience a delay in graduation.
Academic Honesty
The MCPHS School of Nursing’s primary purpose is the pursuit of academic excellence. Teaching and learning must occur in an atmosphere of mutual trust and respect. Such trust and respect can be developed and maintained only if honesty prevails in the academic community. Moreover, it is the shared responsibility of all members of the MCPHS community to maintain this climate of honesty. Administrators, faculty, and students all benefit from the pursuit of academic excellence in an environment characterized by integrity, honesty, and mutual respect. Such integrity is fundamental to and represents an integral component of professional nursing education.
In keeping with academic integrity, students are expected to be honest in their academic work such as submission of coursework and materials that are their own. Examples of dishonest conduct include but are not limited to:

- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information included on examinations.
- Plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work will be considered plagiarism. (See MCPHS College Handbook).

In the case of such dishonesty, professor may give a grade of zero for the project, paper and/or examination and may record an "F" for the course itself. When appropriate, dismissal from the School of Nursing may be recommended. Any faculty member encountering an academic offense such as, but not limited to, those listed above will file a written report to the Dean of Students and the Dean of the School of Nursing, indicating reasons for believing the student has committed academic dishonesty.

The Dean of Students/designee will conduct formal hearings to investigate the alleged violation according to the Student Code of Conduct and will issue a written determination (including any sanctions) within seven (7) class days after the hearing. Written determination will be made and copies will be given to the student(s) and to the professor. If the student requests an appeal, MCPHS appeal policies and procedures must be followed.

Procedure for Resolving Student/Faculty Course Conflicts
Conflict should be resolved where the conflict originates if possible. At any step, you may be asked to meet any and all of the faculty with whom you have already spoken. You are encouraged to resolve conflicts in the following manner:

- Step 1: Schedule an appointment and meet with the instructor of the course. If the conflict cannot be resolved at this level, proceed to Step 2.
- Step 2: Schedule an appointment and meet with the FNP Track Director. If the conflict cannot be resolved at this level, proceed to Step 3.
- Step 3: Schedule an appointment and meet with the Dean of the School of Nursing.
CLINICAL POLICIES

Clinical Hours
Students are required to complete 630 clinical hours across the lifespan prior to graduation. In the case of missed clinical days due to inclement weather, those hours must be rescheduled prior to the end of the semester.

Clinical Evaluations/Grades
Clinical performance will be evaluated on a Pass/Fail basis. The stated clinical objectives for a course shall establish the criteria for evaluation. Evaluation is an ongoing process throughout the clinical 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 failure will result in overall course failure, regardless of course theory grade. Should a student fail clinical at any point in the course, the student will not be permitted to attend any subsequent classes or clinical experiences in that 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 major upon receipt of the course failure grade. The student does have the opportunity to appeal the clinical failure (as per the MCPHS handbook) but must do so within 48 hours of being notified of the clinical failure due to the timing/flow of the nursing curriculum. It is not possible to extend the appeal to the end of the official college semester for those ½ semester courses. Students should otherwise follow the appeals process as delineated in the MCPHS handbook. This language is related to courses that are scheduled for ½ of the semester only. It will preclude a student from advancing until the end of the semester when the official failing grade is received.

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

1. The student does not seek appropriate consultation from the preceptor and/or other health care provider.
2. Does not provide for delivery of safe patient care
3. Does not abide by the ANA Scope and Standards of Advanced Practice Nursing in dealing with the patient and other health care providers.
4. Fails to be current with or complete clinical hours or submission of clinical experience documentation. This documentation includes clinical logs, clinical notes and documentation of clinical hours submitted weekly with all required elements and descriptions.
5. Does not notify the preceptor, clinical faculty and program coordinator of absence from a clinical site.
6. Other behavior which adversely affects patient care or does not demonstrate professionalism at all times.

Graduate Program Documentation of Clinical Warning/Remediation
The clinical warning and/or clinical 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 faculty and the student, and forwarded to the School Dean. A copy of the clinical warning/or clinical contract will be given to the student. The 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 warning and/or contract can be successful or unsuccessful. Should the outcome be favorable for the student, documentation of the improvement will be
placed in the student’s record and the contract may be discontinued. If the warning represents a critical
element such as, but not limited to attendance/tardiness, medication administration, organizational skills,
documentation, etc., the student will remain on warning status during subsequent courses and/or for the
duration of their tenure in the nursing program. Patterns of inappropriate behavior and/or weak clinical
performance may result in a clinical failure. All information will be retained in the student’s file for
subsequent access by faculty. Should the student fail to meet the prescribed objectives and timeframes noted
in the learning contract or if the identified behaviors persist, the result will be a clinical failure, and therefore,
failure of the course and an inability to progress in the Family Primary Care Track.

Clinical Uniform/Dress Code

- Students are expected to maintain a clean, neat and well-groomed appearance appropriate to the
  affiliating clinical agency. White coats, distributed by the school, should be worn in the clinical
  setting, except for a pediatric setting.
- A name pin can be ordered through the school’s administrative assistant.

Additional Campus Specific Dress Requirements

For students living in the Worcester area, facilities can be used and visits to the campus are encouraged.
Nursing students are expected to dress in clothing and footwear that reflect a professional appearance while
on campus. Clothing should be clean and neat, and provide adequate. White lab coats are required on the
Worcester campus in all areas, including the library.

Professional Comportment

Professional comportment (the manner in which one behaves or conducts oneself) is expected of all nursing students in
the School of Nursing at Massachusetts College of Pharmacy and Health Sciences. Professional comportment
embodies the core values of the college and is defined as behaving in a way that exemplifies respect for
individuals including those in the (academic setting, health care setting and community of practice. Communication is an
important element of professional comportment and as such should be practiced throughout the nursing program). Policies set
forth in this handbook provide a framework to socialize students to behave in an ethical, responsible and
professional manner.

Students are expected to display professional demeanor, interactions and boundaries with patients and their
families, clinical staff, peers, faculty and the public at all times in consideration of their representation of the
profession of nursing and the Massachusetts College of Pharmacy and Health Sciences (See the ANA Code
of Ethics for Nurses p. 10 – 11 of the Handbook). 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.
- 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.
- Display professional conduct in using cyberspace (examples include, but are not limited to
  Blackboard, Email, Facebook, You-Tube, etc.).

Portfolio

All students are required to develop a professional portfolio. A portfolio highlights components of their
coursework, special projects, and clinical practicum experiences. It is recommended that each student include
materials that demonstrate knowledge and expertise in their particular focus areas of practice. More
information on the specific requirements of the portfolio will be discussed.
Examples of work/projects may include:

- Philosophy and theoretical framework for practice
• Career goals and objectives
• Sample papers
• Presentations
• Critical Analysis Project – Poster & Paper
• Clinical practicum and experiences with summary of clinical rotation
• Completed NONPF Competencies Table
• Continuing education workshops
• Awards/certifications
• Community involvement
• Professional resume/Curriculum Vitae

Clinical Requirements: (must be completed/on file prior to the start of NUR 703 Advanced Health Assessment)

• Immunizations according to MCPHS policy
• Unencumbered nursing license in each jurisdiction (state) in which you may participate in clinical practice
• Evidence of current malpractice insurance as an NP student
• CPR certification - current
• Completed background check
• Clinical intent form (must be submitted at least 6 weeks in advance of the start of clinical). All clinical experience sites must be approved in advance by the FNP Track Program Director
• Purchase of MCPHS Clinical Practicum Kit (see Trippi”s website for kit)
• A minimum of one on-site visit conducted by MCPHS faculty. Students must assist in the planning of the field visit with the faculty and preceptor site.
PROGRAMS OF STUDY

Bridge Courses for the AD-MSN Students
Students enrolled in the AD-MSN Program must satisfy requirements for the following undergraduate bridge courses (There is no specific sequence in taking any of the Bridge program courses):

Chemistry of Nutrition 3 credits
Professional Role Development 3 credits
Community Health Nursing 4 credits
Scholarly Inquiry 3 credits
Health Assessment 4 credits
Informatics Technology for Nurses 3 credits

Credits for Bridge Curriculum: 20 credits then enter either FNP or Generalist Track.

Graduate FNP Courses
Professional Role Development in Nursing 3 credits
Human Diversity Social and Policy Issues 3 credits
Advanced Health Assessment across the Lifespan 4 credits
Advanced Pathophysiology 3 credits
Advanced Pharmacology 3 credits
Research for the Advanced Nurse 4 credits
Family Primary Care I 6 credits
Family Primary Care II 6 credits
Family Primary Care III 6 credits
Translational Practicum & Portfolio Development 4 credits

Credits for MSN FNP Curriculum: 42 credits

Graduate Generalist Courses
Professional Role Development in Nursing 3 credits
Human Diversity Social and Policy Issues 3 credits
Advanced Health Assessment across the Lifespan 4 credits
Advanced Pathophysiology 3 credits
Advanced Pharmacology 3 credits
Research for the Advanced Nurse 4 credits
Educational Theory 3 credits
Curriculum Design 3 credits
Policy, Organization Management & Leadership 3 credits
Teaching & Learning Practicum 4 credits
Translational Practicum & Portfolio Development 4 credits

Credits for MSN Generalist Curriculum: 42 credits

Total Credits for ADN to MSN Bridge Program: 62 credits
NUR 245 Health Assessment
This course provides foundational knowledge regarding nursing health assessment and promotion. It teaches the student to perform a comprehensive and holistic assessment of the patient across the lifespan. It includes the systematic collection, analysis, and synthesis of health data from patients and secondary sources. It develops the organizational and critical-thinking skills necessary for the planning and delivery of nursing care. It integrates the MCPHS nursing core competencies and concepts of health promotion, risk reduction, and disease prevention.
Class 3 hours; credit 4 s.h; 45 clinical hours; spring

NUR 250 Chemistry of Nursing
Students will analyze the basic chemical principles of the science of nutrition and discuss their influence on the promotion of good health and disease prevention. Topics will include a study of chemical components of food (natural and synthetic), the biochemical breakdown of food and how nutrients and vitamins function in human metabolism.
Class 3 hours; credit 3 s.h; fall

NUR 330 Nursing Informatics and Health Care Technologies
Students acquire foundational knowledge of nursing and health care informatics, gaining an understanding of the theories and social and economic forces influencing and development and application of information and health care technologies. Students begin to use these technologies in the delivery of nursing care, and learn to adapt emerging technologies to clinical nursing practice. Students explore the legal and ethical ramifications of using information and health care technologies to improve patient safety and the quality of health care, and protect patient privacy.
Class 3 hours; credit 3 s.h; summer

NUR 350 Scholarly Inquiry
The course introduces the research process, methods of qualitative and quantitative research and ethical considerations inherent in research. The course prepares the student to apply critical thinking to evaluate and critique professional literature and other sources of information. The course correlates research to the concepts of evidence-based practice and best practice.
Class 3 hours; credit 3 s.h; summer

NUR 410 Professional Role Development
Students will examine historical, philosophical, ethical and legal aspects of nursing practice, contemporary issues facing nursing, and the influence of societal trends on nursing practice and on today’s health care delivery system.
Class 3 hours; credit 3 s.h; fall

NUR 426 Community Health Nursing
Students learn community assessment processes and identification of resources to optimize health and wellness in selected populations. Students will gain understanding of population health, epidemiology of disease and will examine the process by which health policy is created. Students trace the evolution of the public health system including public health nursing. Students will expand their professional roles and relationships to provide care to populations in the community.
Class 3 hours; credit 3 s.h; spring
NUR 701 Professional Role Development in Nursing
In this course, students will compare and analyze theories and conceptual models relevant to advanced roles in nursing profession. Students will examine historical and contemporary professional issues related to various advanced roles in nursing. Role differentiation, role transition, and role development will be analyzed in the context of social and healthcare environments. Students will integrate knowledge in role transition and development into advanced nursing practice as clinician, practitioner, leader, and/or educator.

class, 3 hrs; credit 3 s.h.; summer

NUR 702 Human Diversity, Social & Policy Issues
The student will learn to examine social, ethno-cultural, and demographic barriers in seeking and receiving health care in the United States and will recommend interventions for assuring the delivery of appropriate and individualized health care to diverse populations. The student will also learn about health care systems and strategies to assume a leadership role in the management of clinical practice.

class 3 hours; credit 3 s.h. summer

NUR 703 Advanced Health Assessment Across the Life Span
The student will learn to conduct an advanced comprehensive history, physical and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of the client across the lifespan. The student will apply diagnostic reasoning in physical diagnosis and develop a differential diagnosis based on the health history and identified signs and symptoms.

class 3 hours; lab, 1 hr; credit 4 s.h.; summer

NUR 706 Advanced Pathophysiology
In this course, students will critically examine advanced physiologic and pathologic mechanisms of diseases. The focus of the course is to provide students with advanced concepts and theories related to pathophysiological processes that occur across the lifespan. Knowledge gained from this course provides a firm foundation for the advanced practice nurse to interpret changes in normal and abnormal function and assess individuals’ responses to the pharmacologic management of diseases processes.

class 3 hrs; credit 3 s.h.; summer.

NUR 707 Advanced Pharmacology
In this course the Family Nurse Practitioner students will primarily learn the knowledge needed for safe medication prescription and monitoring to clients across the lifespan. Students will apply basic knowledge and skills of pharmacology and therapeutics used in the treatment of selected health conditions. Students will explore pharmacotherapeutics and drug interactions in relation to common body system illnesses and diseases.

class 3 hours; credit, 3 s.h., fall

NUR 708 Research for the Advanced Practice Nurse
The student will learn to utilize new knowledge to provide high quality health care, initiate change, and improve nursing practice. Students will learn advanced nursing research concepts and skills necessary to utilize, analyze and design basic research within the clinical practice setting. Students will learn key concepts in statistics and the practical use of statistical methods and software necessary for data storage, retrieval, and analysis.

class 3 hours; credit, 4 s.h., fall

NUR 709 Family Primary Care I
Students will focus on advanced practice nursing and health care management of pregnant women and children. The student will provide primary health care services to pregnant women or primary care to women with needs related to the reproductive system. During the pediatric section, students will focus on performing comprehensive health assessments for children and their families. Health promotion and
disease/injury prevention will be an integral component of the course. Students will also learn the diagnosis and treatment of common pediatric illnesses and injuries.

Class 3 hours, clinical practicum 180 hours, credit, 6 s.h.; fall; Prerequisite: NUR 703, 706, 707

NUR 810 Family Primary Care II
Students will focus on the health care management of adults. The student will provide comprehensive primary health care services that are evidence-based, personalized, and cost effective to adults with acute and chronic health conditions. The student will learn course content that includes developmental, physiological, and psychosocial changes relative to health maintenance and disease prevention.

Class 3 hours, clinical practicum 180 hours; credit, 6 s.h.; spring; Prerequisites: NUR 703, 706, 707 and NUR 709.

NUR 811 Family Health Nursing III
Students will focus on the health care management of older adults. The student will provide comprehensive primary health care services that are evidence-based, personalized, and cost effective to older adults with acute and chronic health conditions. The student will learn course content that includes developmental, physiological, and psychosocial changes relative to health maintenance and disease prevention.

Class 3 hours, clinical practicum 180 hours; credit, 6 s.h.; summer; Prerequisites: NUR 703, 706, 707, 709, 810.

NUR 820 Translational Practicum & Portfolio Development
The student will complete a clinical project developing an evidence-based critical analysis of a problem relevant to primary care. The student will develop a critical analysis table of the research, develop a professional paper and present their findings in a poster presentation during the Graduation Residency.

Class 3 hours; credit, 4 s.h.; spring Prerequisite: NUR 708, Co-requisites: NUR 810 & 811

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MSN Program Plan of Study  
For Class 2014 and after

**AD-MSN Track**

Summer Session I
- NUR 410 Professional Role Development in Nursing 3 credits
- NUR 250 Chemistry of Nutrition 3 credits

Fall Semester I
- NUR 426 Community Health Nursing 3 credits
- NUR 245 Health Assessment 4 credits

Spring Semester I
- NUR 330 Nursing Informatics and Health Care Technologies 3 credits
- NUR 350 Scholarly Inquiry 3 credits

*On successful completion of the above listed courses, the student is eligible to enter the FNP or Generalist track.*

**FNP Track**

Summer Semester I
- NUR 701 Professional Role Development in Nursing 3 credits
- NUR 706 Advanced Pathophysiology 3 credits

Fall Semester I
- NUR 707 Advanced Pharmacology 3 credits
- NUR 708 Research for the Advanced Practice Nurse 4 credits

Spring Semester I
- NUR 703 Advanced Health Assessment 4 credits
- 90 Clinical Hours
- NUR 702 Human Diversity, Social and Policy Issues 3 credits

Summer Semester II
- NUR 709 Family Primary Care I 6 credits
- 180 Clinical Hours

Fall Semester II
- NUR 810 Family Primary Care II 6 credits
- 180 Clinical Hours
- NUR 820 Translational Research Practicum 2 credits

Spring Semester II
- NUR 811 Family Primary Care III 6 credits
- 180 Clinical Hours
- NUR 820 Translational Research Practicum 2 credits
Generalist Track

Summer Semester I
- NUR 701 Professional Role Development in Nursing 3 credits
- NUR 706 Advanced Pathophysiology 3 credits

Fall Semester I
- NUR 707 Advanced Pharmacology 3 credits
- NUR 708 Research for the Advanced Practice Nurse 4 credits

Spring Semester I
- NUR 703 Advanced Health Assessment 4 credits
- 90 Clinical Hours
- NUR 702 Human Diversity, Social and Policy Issues 3 credits

Summer Semester II
- NUR 505 Policy, Org Management & Leadership 3 credits
- NUR 509 Educational Theory 3 credits

Fall Semester II
- NUR 510 Curriculum Design 3 credits
- NUR 820 Translational Research Practicum 2 credits

Spring Semester II
- NUR 511 Teaching and Learning Practicum 4 credits
- NUR 820 Translational Research Practicum 2 credits

Sequence of the MSN program with required prerequisites listed
The required courses for completion of the MSN program are as follows:

MSN - Family Nurse Practitioner Track

<table>
<thead>
<tr>
<th>COURSE</th>
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<td>NUR 701</td>
<td>Professional Role Development in Nursing</td>
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<td>NUR 702</td>
<td>Human Diversity, Ethics, and Social Policy Issues</td>
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<td>NUR 703</td>
<td>Advanced Health Assessment across the Lifespan</td>
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<td>NUR 706</td>
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<td>NUR 707</td>
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<td>Research for the Advanced Practice Nurse</td>
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<td>NUR 810</td>
<td>Family Primary Care II**</td>
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<td>NUR 811</td>
<td>Family Primary Care III***</td>
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<tr>
<td>NUR 820</td>
<td>Translational Practicum &amp; Portfolio Development****</td>
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- * Pre-requisites: NUR 701, NUR 703, NUR 706, NUR 707
- ** Pre-requisites: NUR 701, NUR 703, NUR 706, NUR 707 & NUR 709
- *** Pre-requisites: NUR 701, NUR 703, NUR 706, NUR 707 & NUR 709, NUR 810
- **** Pre-requisites: NUR 701, NUR 703, NUR 706, NUR 707, NUR 708 & NUR 709
Responsibility for Content of Graduate Student Handbook

Verification Form

My signature below verifies that I have received the Graduate Student Handbook in its entirety and I acknowledge my responsibility for the contents and adherence to the policies, protocols, and guidelines contained therein.

Signature: ______________________________________

Date:___________________________________________

Please return a signed copy by October 1st