

College of Health and Natural Sciences

School of Nursing
Student Handbook



2023-24

Vision

“To be known as a center for nursing education excellence preparing professional nurses who are leaders in practice, education, and administration in all health care settings in the local and global community.”

The information provided in this handbook is not intended to replace Franklin Pierce University policies and procedures and is intended as a guide for student use only. Whenever a question or concern is raised, students should seek information from their advisor.

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Welcome!

On behalf of the faculty and staff of the School of Nursing, welcome to Franklin Pierce University and the nursing program. We hope that you will have a gratifying, scholarly journey as a nursing student here at Franklin Pierce University.

This handbook contains valuable information to facilitate your achievement of academic and professional excellence as a nursing student. Please use this handbook as a reference throughout your nursing education. It is a supplement to the University's Academic Catalog. This handbook has been prepared to provide you with specific information related to our nursing programs. *All information contained in this handbook is subject to change. Students will be notified when significant changes occur.*

There are many sources for important information about schedules, policies, and events located on the Franklin Pierce University website and the School of Nursing websites. Please take the time to review the websites available to you. Please see Appendix A for the links.

The ***Franklin Pierce University Academic Catalog*** is available online. The catalog includes information about all academic programs, course descriptions, academic policies, information about financial aid and scholarships, and faculty and staff directories. The online catalog can be found at <https://www.franklin Pierce.edu/academics/catalog.html>.

The nursing faculty value a supportive environment for learning which involves the notion of empowerment and enables each student to discover and fulfill his or her own unique potential. Our goal is to provide an environment in which you will be supported and encouraged to meet your educational goals and reach your full potential. Recognizing the life demands of our students, Franklin Pierce University faculty provide a flexible, collaborative learning environment that is conducive to the adult learner. Please take time to let us know what we can do to help you succeed.

The School of Nursing is located at the Franklin Pierce University campus in Manchester, NH. Students and prospective students are welcome to meet the department faculty and staff. The Manchester Center is located at 670 North Commercial St., Center Tower, 3rd floor, Suite 301, Manchester, NH 03101.

We hope you have a challenging and rewarding educational experience at Franklin Pierce University and look forward to working with you.

Respectfully,

School of Nursing
Franklin Pierce University
670 North Commercial St., Center Tower, 3rd floor
Manchester, NH 03101

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Section I: GENERAL INFORMATION

Franklin Pierce University

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Franklin Pierce University Accreditation

Initial Accreditation:

Accrediting Agency:

Current Accreditation Status:

Next comprehensive review:

1968, Full Accreditation

New England Commission of
Higher Education.

Full Accreditation

Fall 2028

School of Nursing Accreditation

The RN to BSN program at Franklin Pierce University at the Manchester Campus located in Manchester, NH, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326
Phone: (404) 975-5000.

The Master of Science in Nursing (MSN) program at Franklin Pierce University at the Manchester Campus located in Manchester, NH, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326
Phone: (404) 975-5000.

The MSN/MBA program at Franklin Pierce University at the Manchester Campus located in Manchester, NH, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326
Phone: (404) 975-5000.

The Master Entry to Practice Nursing (MEPN) program at Franklin Pierce University at the Manchester Campus located in Manchester, NH, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326
Phone: (404) 975-5000.

This program is approved by the New Hampshire Board of Nursing.

Mission – Franklin Pierce University

Franklin Pierce University delivers programs and educational experiences that develop essential intellectual and professional skills; promotes close community connections; and empowers our students to realize their potential through the intersection of highly personalized liberal learning, innovative engagement, and professional programming.

Mission – College of Health and Natural Sciences

The College of Health and Natural Sciences as a leader in education embraces innovation, critical thinking, inquiry and analysis. We provide students opportunities to transform their lives by creating a high-quality interdisciplinary learning environment that promotes academic excellence. We empower students to become collaborative leaders who embrace diversity, equity, and inclusion, contribute to their local and global communities, and advance their profession.

School of Nursing Philosophy

We, the faculty, believe that professional, caring, and reflective nursing practice occurs with the synergy of clinical excellence and relationship based care. The School of Nursing provides a supportive and

respectful learning environment that embraces reflective practice and discovery through deep learning and inquiry. We promote collaborative, experiential learning, leveraging the adult learners' intrinsic motivation to learn with critical engagement in the educational process.

Department Committees – Student Representation/Feedback

The School of Nursing seeks student representation/feedback on department committees.

Student representation/feedback is solicited for the following committees:

- Nursing Advisory Board
- MSN Curriculum Committee
- MEPN Committee
- RN-BS Curriculum Committee
- Nursing Department Meetings

Section II: ACADEMIC RESOURCES

Academic Catalog

The Franklin Pierce University Academic Catalog is a resource for locating course descriptions, academic grievance and appeal policy, plagiarism policy, add/drop policy, and many other important policies. All students are expected to read and be familiar with University policies. To access the current academic catalog, it can be found in **Appendix A: Links to Important Documents. It is the responsibility of students to be familiar with and comply with all policies and procedures identified in the academic catalog as well as in the Nursing Student Handbook.**

Email Accounts

Newly admitted students will receive an email from Franklin Pierce University with their University email address along with a username, password, and instructions on how to access their email account. The username and password are the same to access Campus Web, the DiPietro Library, and Canvas, the learning management system. **Student login information will be sent via email once they are accepted into their respective programs.**

It is the policy of Franklin Pierce University that all communication occurs through the student's Franklin Pierce University email address. **It is the policy of the School of Nursing that students check their Franklin Pierce email address at least twice per week.** Important information including communications regarding course registrations, changes in policies, changes in procedures, and program information is conveyed in emails and failing to check it could result in missing deadlines. To access Franklin Pierce University email account it can be found in **Appendix A: Links to Important Documents.**

e-Raven

Franklin Pierce University's portal can be found in **Appendix A: Links to Important Documents.** From this webpage students and faculty can access email (Outlook), the learning management system (Canvas), the library, the Registrar, Campus Web, academic catalogs both current and

archived, the University Bookstore, and numerous other resources. It is recommended to bookmark this webpage.

Course Access

Franklin Pierce University uses the Canvas learning management system to access and participate in courses. Logging into courses is accomplished using the same username and password used for the FPU student email account. Canvas can be accessed from **Appendix A: Links to Important Documents**.

Canvas Support

If a student experiences technical difficulty with any course, they are encouraged to contact the Canvas helpdesk via telephone at 866-443-0656, email, or live chat.

IT Helpdesk

Questions pertaining to email access or other University services should be directed to the Franklin Pierce University IT Department. The IT Helpdesk can be accessed in **Appendix A: Links to Important Documents** or by calling (866) 899-1110.

Campus Web

Campus Web is the program students use to register for classes, access grades, tuition payments, and access unofficial transcripts. Campus Web is accessed using the same username and password used for Canvas and email. Campus Web can be accessed in **Appendix A: Links to Important Documents**.

Wensberg Writing Center

The Wensberg Writing Center is a resource available to online students for help with written assignments. They can be accessed from eraven.franklinpierce.edu, by calling (603) 899-4172, or can be found in **Appendix A: Links to Important Documents**.

Bookstore

The DiPietro Bookstore is available to online students 24 hours per day, 7 days per week via can be found in **Appendix A: Links to Important Documents**. Required and recommended texts can be found on this webpage. Any bookstore questions can be directed to (603) 899-4090 from 8:30 – 4:30 EST.

Academic Calendar

The academic calendars can be accessed in **Appendix A: Links to Important Documents**.

Library

The Franklin Pierce University DiPietro Library is fully accessible to all students. It can be accessed on e-Raven or can be found in **Appendix A: Links to Important Documents**. The same username and password are used to log in to the library. There is a webpage specifically for

nursing students with information related to accessing databases and borrowing materials. Students are also welcome to visit the DiPietro Library on the Rindge Campus. This webpage can be found in **Appendix A: Links to Important Documents**.

APA Style

The School of Nursing requires all coursework to be formatted using the rules of APA Style©, detailed in the Publication Manual of the American Psychological Association, 7th Edition, unless otherwise directed by course faculty. Multiple resources are available including on the APA website can be found in **Appendix A: Links to Important Documents**.

The Honor Society of Nursing: Sigma Theta Tau International

Sigma Theta Tau International (STTI) is an organization that honors students’ academic excellence, leadership, service, and scholarship. The mission of STTI is “*developing nurse leaders anywhere to improve healthcare everywhere*” and the vision is “*connected, empowered nurse leaders transforming global healthcare*” can be found in **Appendix A: Links to Important Documents**.

In October 2019, Franklin Pierce University became a member of Eta Iota Chapter-at-Large along with the University of New Hampshire, Plymouth State University, Wentworth-Douglass Hospital, and Exeter Hospital, all located in New Hampshire. The chapter sponsors research conferences, scholarly programs, leadership awards, student scholarships, research grants, and offers multiple resources to its members. Each spring eligible students will be invited to join this organization.

Section III: POLICIES AND PROCEDURES

Program Requirements Catalog Year

The Franklin Pierce University School of Nursing periodically makes changes in their programs in response to changing healthcare trends. A student is obligated to adhere to the program requirements identified in the University Academic Catalog in effect the year the student matriculated into the program. The University reserves the right to make substitutions for courses that are no longer offered.

Technology Requirements

Students will need regular access to a computer while a student at Franklin Pierce University. To meet the minimum expectations of the program, the following technology recommendations have been identified and recommended for student success. The technology requirement can be found in **Appendix A: Links to Important Documents**.

PC or Laptop	Mac
Windows 10 Pro or higher (Not RT)	OSX or higher
Intel Core i5 or higher	Intel Core i5 or higher
Webcam/microphone/speakers (can be external)	Webcam/microphone/speakers (can be external)

6GB memory or higher	4GB memory or higher
250 GB hard drive or larger	250 GB hard drive or larger
Wireless Network capability supporting 802.11 b/g	Wireless Network capability supporting 802.11 b/g
Adobe Acrobat Reader (free via internet)	Adobe Acrobat Reader (free via internet)
Microsoft Office (latest version)	Microsoft Office (latest version)
Antivirus software	Antivirus software

Class Attendance – School of Nursing (Online Classes)

The School of Nursing attendance policy states students are required to participate in online class discussions. If a student does not participate in the week’s discussion board, five-points may be deducted each week from the student’s final course grade for every week the student does not participate in the discussion board, at the discretion of the instructor.

Class Attendance – School of Nursing (In-Person Classes)

Please refer to MEPN attendance policy.

Advisors/Advising

Academic advising is an important dimension of each student’s educational experience. All students in the School of Nursing programs is assigned a full-time nurse faculty member as an advisor when they are admitted to the program. Advisors are located at the Manchester Campus and are available to answer questions about degree requirements, transfer credits, and suggest course registration. Students are encouraged to maintain close communication with their advisor.

Nursing Civility Statement

In addition to the College of Health and Natural Sciences Student Code of Conduct, all nursing students are required to abide by the School of Nursing civility statement which states:

“It is the goal of Franklin Pierce University to encourage a climate of respect and inclusiveness that seeks multiple perspectives and supports the open exchange of ideas and civil discourse. This is only possible when we interact with one another in a safe and supportive learning environment. To create a safe and respectful culture, we will not tolerate disrespectful or abusive speech and or disruptive behavior from individuals or groups. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations.”

Health Insurance Portability and Accountability Act (HIPAA)

All students must assume accountability and responsibility in all matters committed to their knowledge in the practice of nursing and must follow rules and regulations related to the HIPAA Act of 2003. Additional information pertaining to HIPAA can be found in **Appendix A: Links to Important Documents**.

Office of Student Financial Services

All students who are admitted and matriculated into a degree program at Franklin Pierce University may apply for federal financial assistance. The Office of Student Financial Services oversees all matters pertaining to financial services including aid, scholarships, and tuition. Any questions pertaining to financial services should be directed to the Office of Student Financial Services. The link can be found in **Appendix A: Links to Important Documents**, or (877)372-7347. Additional information pertaining to financial aid, sources of assistance, and available scholarships can be found in the Academic Catalog.

Grading

Grading in the School of Nursing will adhere to the University Grading System noted below.

*University Grading System**

Grade	Quality Points	Score
A	4.00	93-100
A-	3.67	90-92.99
B+	3.33	87-89.99
B	3.00	83-86.99
B-	2.67	80-82.99
C+	2.33	77-79.99
C	2.00	73-76.99
C-	1.67	70-72.99
D+	1.33	67-69.99
D	1.00	63-66.99
D-	0.67	60-62.99
F	0	<60

Student Surveys

Accreditation is an important benchmark of all nursing programs. It acknowledges the programs are based on best practices and nationally established standards. One of the criteria for continued accreditation, and a very important one, is student feedback. Franklin Pierce University and the School of Nursing's accreditors, the Accreditation Commission for Education in Nursing (ACEN) and the New England Commission of Higher Education (NECHE), require the School of Nursing to obtain regular feedback from students. To meet this requirement, the School of Nursing requests student feedback in three different ways; first at the completion of every course, second during the capstone course, and finally at 6-12 months after program completion.

Student Course Evaluation: Near the end of all courses students are prompted to complete a course evaluation. This evaluation can be found in Canvas courses under course EvaluationKit and asks students to comment on the books, course content, instructor preparedness, and additional items. The results from the evaluations are provided to the department and instructor **after** the term ends and grades are submitted. Instructors and the School of Nursing use the feedback from students to improve the courses and the program.

Exit/Program Completion Form: The Exit/Program Completion Form is made available in the capstone courses, NR 490, NR 690 and NR 790. Because the School of Nursing values student input, students are awarded three points toward their final course grade for completing and submitting the form.

Alumni Survey: The third opportunity for students/graduates to provide feedback is with the Alumni Survey. Surveys are emailed to graduates of all programs at three to six months after program completion. Participation in the surveys is greatly appreciated. All information received on the surveys is anonymous. The information gathered is solely for the purpose of improving our nursing program. We request your honest feedback.

Memorandum of Understanding with Partner Facilities

Franklin Pierce University has Memorandum of Understanding (MOU) agreements with multiple organizations which allow students, undergraduate and graduate, to obtain a 20% tuition discount based on their employment with that organization. Refer to the list of participating partner organizations found below.

Memorandum of Understanding with Partner Facilities
Alice Peck Day
Androscoggin Valley Hospital
Aquatic-N-Writing Rehab
Capital Regional Healthcare
Catholic Medical Center
Cedarcrest home for Children with Disabilities
Cheshire Medical Center (owned by Dartmouth-Hitchcock)
Concord Hospital
Cottage Hospital
Dartmouth-Hitchcock

Elliot Hospital
Exeter Hospital
Concord Hospital-Franklin
Frisbie Memorial Hospital (HCA)
Heywood Hospital and all affiliates: Athol Hospital & Heywood Medical Group company
Home Healthcare, Hospice and Community Services
Huggins Hospital
Concord Hospital-Laconia
Cottage Hospital
Littleton Regional Hospital
Memorial Hospital
Mid-State Health Center
Monadnock Community Hospital
Mt. Ascutney Hospital
North Country Home Health and Hospice Agency
NorthEast Rehabilitation Hospital Network
Portsmouth Regional Hospital
Southern New Hampshire Medical Center
Upper Connecticut Valley Hospital

Valley Regional Hospital
Weeks Medical Center
Wentworth Douglass Hospital

To receive the tuition discount, students must submit proof of employment each term for the discount to be applied to their account. Students cannot back track tuition discounts as partnering facilities are added to this agreement at different times during the academic year. It is the student’s responsibility to review the partner list and submit the appropriate paperwork each term.

Section IV: BACHELOR OF SCIENCE IN NURSING

RN to BSN Program

The RN to BSN program is designed for students who hold a RN license and have earned an associate degree in nursing or a diploma in nursing. Curriculum requirements may be met through transfer credits from regionally accredited institutions, prior learning assessment, course enrollment, and/or challenge exams. Nursing students matriculated in an associate degree nursing pathway program may enroll in the RN to BSN program before graduating from the ADN program. Students may enroll for part-time or full-time study. The mission of the RN to BSN program is as follows:

RN to BSN Mission Statement

The RN to BSN Program is committed to preparing registered nurses as ethical, reflective leaders in the 21st century who deliver innovative, evidence-based patient-centered care. Graduates are competent and caring nurses who demonstrate sound clinical decision making, communicate effectively, and assume leadership and advocacy roles. We prepare graduates to promote the health and well-being of diverse individuals, families, communities, populations, and systems.

RN to BSN Degree Requirements

Information regarding specific degree requirements and course information can be accessed through degree program sheets. The link can be found in **Appendix A: Links to Important Documents**.

RN to BSN Program Student Learning Outcomes (SLOs) and the AACN Essentials

Program Student Learning Outcomes (SLOs) are statements of what a student will know, understand, or be able to perform at the end of a degree program. Students must demonstrate achievement of learning outcomes prior to graduation.

The American Association of Colleges of Nursing (AACN) have identified the Essentials: Core Competencies for Professional Nursing Education which “provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience.” (AACN, 2021, p.1) “These Essentials introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain.”

AACN Domains (AACN, 2021, p. 10-11)

Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership

(AACN, 2021, p. 1) These Domains are one of the frameworks upon which the Franklin Pierce University School of Nursing programs are built. The following compares the BSN program SLOs with the Essentials domains.

RN to BSN SLO	AACN Domain
1. Apply patient centered principles of holistic nursing care to individuals and populations across cultures and the lifespan.	Domains 2 and 3
2. Integrate knowledge from the science and humanities and nursing to guide decisions on best practices in healthcare.	Domain 1
3. Function effectively within interprofessional healthcare teams fostering shared decision making to deliver high quality, safe, patient care with positive patient outcomes.	Domain 6
4. Utilize quality improvement processes in the delivery and implementation of patient safety and quality initiatives.	Domain 5
5. Apply leadership skills within various healthcare systems to promote a culture of safety.	Domain 5
6. Integrate knowledge of nursing informatics and emerging technologies for contemporary nursing practice.	Domain 8
7. Practice as accountable leaders demonstrating ethical and professional principles in the care of self, individuals, families, and populations in a variety of settings.	Domains 9 and 10
8. Communicate effectively within a caring framework among healthcare professionals and clients to improve patient satisfaction and health outcomes.	Domain 6
9. Analyze healthcare policy, financial, and regulatory processes, which directly influence healthcare systems globally.	Domain 7
10. Plan individualized care on best current evidence, patient values, and clinical expertise.	Domains 2, 3, and 4

Benchmark Assignments

To assess achievement of the program’s SLOs, assignments have been identified in each course referred to as benchmark assignments. It is the policy of the School of Nursing that all RN to BSN students must achieve a minimum of 80% on all benchmark assignments. All SLOs are assessed in NR 490 Leadership/Seminar & Project

Course Load

RN to BSN students may enroll in up to two courses per term (6 credits). Students with a cumulative grade point average (CGPA) of 3.25 or higher are permitted to register for three courses (9 credits).

Non-Traditional Credit Guidelines

Undergraduate students may receive college credit through use of non-traditional forms of credit. These include Prior Learning Assessment and the College Level Examination Program. The National

League for Nursing offers proficiency exams for certain courses. For guidelines specific to non-traditional credit, refer to the Academic Catalog.

Reinstatement Policy

Undergraduate students who remain inactive for twenty-four consecutive months or more must reapply to the University. Refer to the Reinstatement Policy in the Academic Catalog for additional information.

Transfer Credit

RN-BSN students may receive credit for courses previously taken at other regionally accredited institutions, provided they earn a grade of 'C' or better as defined by Franklin Pierce University. The maximum allowable credit transfer is 90. There is a 30-credit hour residency requirement. 120 credits are required to earn a bachelor's degree.

NR 490 LEADERSHIP/SEMINAR AND PROJECT (CAPSTONE)

The final course in the RN to BSN program is the capstone, NR 490. This is a six-credit course with three credits devoted to traditional online coursework and three credits devoted to an evidence-based quality improvement/change project. The quality improvement/change project will reflect synthesis and integration of course content, leadership, and professional practice and is guided by the baccalaureate program student learning outcomes. The course is the culmination of the learning experiences of the student in the RN to BSN program.

A. Eligibility to Register for NR 490

Students are eligible to register for NR 490 when they have successfully completed NR 320 Evidence Based Practice and have completed all prerequisite nursing courses or have the approval of the Academic Program Director.

B. Evidence Based Practice (EBP) Quality Improvement/Change Project Criteria

- Identify and describe a clinical practice problem.
- Review and analyze the current clinical literature pertinent to the key issues of the clinical practice problem including published standards.
- Identify the need for development of an Evidence Based Practice Protocol (EBPP), revision, or implementation of an existing EBPP to address the clinical practice problem identified.
- Describe/develop the EBPP and describe the process for future implementation in the practice setting.
- Demonstrate interprofessional collaboration in the development of the protocol/guideline project

C. Selection of the Capstone Project

It is the student's responsibility to select a capstone topic. In making the decision, students should consider the following:

- The relevance of the proposed project to professional nursing practice.
- The congruence of the capstone project with their academic and practice interests.
- The scope of the capstone project and the potential for engaging in some phases and steps of the project within an eight-week time frame.

- The student must receive approval from their course instructor to conduct the EBP collaborative project in a healthcare agency. It is the student's responsibility to assure that any such obligations related to the EBP proposal outline are met.

D. Registration for Pre-course NR 001

Students will be required to register for the NR 490 Pre-course NR 001 the term prior to taking NR 490. NR 001 is a non-credit free course that serves as a repository for the capstone documents discussed below. Students will be advised by their advisor when to register for NR 001. NR 001 will be available on the students' Canvas dashboard the first day of the term just as other courses.

It is the student's responsibility to login to NR 001 to read the instructor's introduction and due dates for documents.

E. Preceptor

Preceptors are required for NR 490 capstone projects. It is recommended the preceptor be a licensed registered nurse with a bachelor's degree. If the student prefers a preceptor with other qualifications, approval must be obtained from the course instructor. The preceptor must be employed at the facility where the capstone is performed.

F. Affiliation Agreements

Affiliation agreements are required for most capstone projects. The course instructor will advise the student if an affiliation agreement is needed after the Project Proposal has been submitted. Franklin Pierce University has established many affiliation agreements but if the organization where the student plans to complete their project does not have an active agreement, one will need to be established. In this event, it is the student's responsibility to identify the appropriate individuals at the site of the capstone project and begin the process of establishing an affiliation agreement. Failure to establish an affiliation agreement prior to the beginning of the course could result in an alternate capstone project or possibly preventing the student from completing the capstone during the desired term.

G. Evidence of Learning from the Capstone Project

Evidence of learning will be a scholarly paper and a narrated poster presentation about the project, both due at the end of the course.

H. NR 490 Documents in NR 001

- NR 490 Project Proposal.** The NR 490 Project Proposal describes the project and goals. The course instructor will review the proposal and suggest any needed changes.
- NR 490/690 Capstone Requirement & Health Verification Form.** This form verifies the student has met all health requirement of the organizations where the capstone project will be taking place.
- Preceptor Responsibilities.** This document identifies the expectations of the preceptor and should be given to the preceptor prior to obtaining the NR 490 Capstone Project Preceptor Form.
- NR 490 Capstone Project Preceptor Form.** This form is signed by the preceptor which indicates their willingness to precept the student.
- Preceptor Resume.** Preceptors are required to submit a resume to the course instructor prior to the beginning of the course.

- f. NR 490 Midterm Student Evaluation Form.** At the end of the fourth week of NR 490, students will be asked to self-evaluate their capstone performance based on identified criteria. Students are asked to have their preceptor also evaluate the student's performance.
- g. NR 490 Final Student Evaluation Form.** At the end of the course, the student and preceptor will evaluate the student's performance just as they did in week four.
- h. NR 490 Student Evaluation of Preceptor Form.** At the end of the course, the student is asked to evaluate their preceptor.

NR 490 Project Proposal

The capstone course is the culmination of your nursing studies at Franklin Pierce University. It is your opportunity to apply what you have learned to the development and implementation of an evidence-based practice protocol. To ensure the project is appropriate for the course, students are required to submit a project proposal prior to the start of the course. The project proposal is identified below. Submit the completed Project Proposal in NR 001 by the due date. Late submissions may compromise your successful completion of the course.

NR 490 Project Proposal	
Identifying Information	
Student name:	Term/year:
Place of employment:	
Place where project will take place:	
Preceptor at place where project will take place: Preceptor information (telephone and email):	
Project Information***	
Project Title:	
Describe the project in 2-3 sentences, that is, what do you hope to accomplish?	
Project Goals: Identify four project goals, that is, what will you need to do to complete your project? 1. Literature Review. 2. 3. 4. 5.	

******If you plan to survey staff or patients, your project will need approval of the Institutional Review Boards (IRB) of both the organization where your project takes place as well as that of Franklin Pierce University. The approval process can often take 1-2 months or longer so please plan accordingly.***

Franklin Pierce University School of Nursing Capstone NR490 Preceptor Expectations

The expectation of a preceptor is to serve as a resource for the student. There are times when students encounter challenges or obstacles at their organization pertaining to their projects. A preceptor can be a valuable source of guidance to help the student problem solve. In general, the expectations of a preceptor are as follows:

1. Provide a current CV/ Resume to the NR 490 course instructor.
2. Review capstone project and goals with student.
3. Serve as a resource for the student throughout the capstone project.
4. Communicate as necessary with the student about the project.
5. Communicate any identified problems or concerns with course instructor.
6. Preceptor will meet at minimum with student at midterm and again at the end of the term to discuss progress of the project and student performance.

Section V: MSN, RN TO MSN, AND MSN/MBA

Master of Science in Nursing Program

Mission Statement

The Master of Science in Nursing (M.S.N.) program is committed to preparing ethical leaders of conscience who demonstrate high level critical thinking, professional competencies in nursing education and nursing leadership, and who make significant contributions to the local and global communities. Graduates are change agents in diverse healthcare arenas who collaboratively effect improvements in patient outcomes through education of healthcare workers and leadership in healthcare delivery systems.

Track I – the licensed nurse with a bachelor's degree in nursing

Track II – the licensed nurse with a non-nursing bachelor's degree

Track III – the licensed nurse without a bachelor's degree

MSN Programs – Leadership or Education (Track I and II)

Master of Science in Nursing (MSN) program is designed to provide nurses from all clinical and academic backgrounds the opportunity to obtain a graduate degree in nursing. Students can obtain an MSN in either Nursing Leadership or Nursing Education, preparing themselves for roles as nurse educators and/or nurse administrators. Graduates of the Leadership track will earn a Healthcare Administration Certificate and graduates of the Education track will be prepared to take the NLN Nurse Educator Certification Exam.

RN-MSN Program (Track III)

The RN-MSN program is designed for the registered nurse who knows they will pursue either a leadership or educational role in their career. The program includes two graduate courses offered at

undergraduate tuition rate and confers a BSN. Information regarding specific degree requirements and course information can be accessed at the program sheet. The link can be found in **Appendix A: Links to Important Documents**.

MSN Degree Requirements

Information regarding specific degree requirements and course information can be accessed at the MSN program sheet. The link can be found in **Appendix A: Links to Important Documents**.

MSN/MBA Program

The MSN/MBA program is designed for the registered nurse seeking to pursue a leadership role while expanding their expertise in business. Graduates will also earn a Healthcare Administration Certificate. Information regarding specific degree requirements and course information can be accessed in **Appendix A: Links to Important Documents**.

MSN Student Learning Outcomes (SLO) and Role Competencies (includes RN to MSN and MSN/MBA programs)

Program Student Learning Outcomes (SLOs) are statements of what a student will know, understand, or be able to perform at the end of a degree program. Students must demonstrate achievement of learning outcomes prior to graduation.

The American Association of Colleges of Nursing (AACN) have identified the Essentials: Core Competencies for Professional Nursing Education which “provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience.”(AACN, 2021, p.1) “These *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain.” (AACN, 2021, p. 1) These Essentials are one of the frameworks upon which the Franklin Pierce University School of Nursing programs are built.

AACN Essentials/Domains

Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing’s characteristics and values.

Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

The following compares the MSN program SLOs with the Essentials domains.

MSN SLO	AACN Domain
1. Demonstrate critical thinking and decision making based on biopsychosocial and organizational sciences to improve healthcare quality and outcomes in a variety of settings.	Domains 1, 2 and 5
2. Integrate organizational and systems leadership to guide and direct clinical decision making and evaluation of patient outcomes and safety.	Domains 5, 7 and 10
3. Advocate for ethical and culturally sensitive strategies in the design of high quality and cost-effective healthcare delivery.	Domains 2 and 7
4. Apply clinical scholarship and implementation of best practices for the improvement of healthcare delivery.	Domains 4, 9 and 10
5. Incorporate technology to support and coordinate delivery of high quality, safe patient care.	Domains 5 and 8
6. Demonstrate advocacy strategies to influence healthcare policy to improve health of the public.	Domains 3 and 7
7. Collaborate with the interprofessional team to influence the shared goals of disease prevention, health promotion, and patient-centered care to diverse populations.	Domains 6 and 10

Role Competencies – MSN

In addition to SLO, the School of Nursing has identified the following Role Specific Professional Competencies that identify measurable levels of nursing performance that integrate the knowledge, skills, and behaviors in the specialty areas of Leadership and Education.

Nursing Leadership (MSN – Leadership)

1. Assume leadership roles in health care organizations.
2. Integrate leadership skills that facilitate collaborative relationships while functioning as a member of the interdisciplinary team.
3. Apply knowledge of health care payment systems to improve the utilization of clinical and fiscal resources.
4. Design and implement change projects in health care delivery systems and evaluate their impact.
5. Incorporate knowledge of evidence in clinical and organizational management to improve client outcomes.

Nursing Education (MSN – Education)

1. Practice as a nurse educator in an academic or health care delivery setting, applying principles consistent with evidence-based practice.
2. Apply teaching and learning theories, current research findings, and knowledge of educational trends and professional standards to curriculum and instructional design.
3. Utilize knowledge of continuous quality improvement methodology to evaluate all components of instructional design and delivery.
4. Design and implement change projects in health care delivery systems and evaluate their impact.
5. Incorporate knowledge of evidence in clinical and organizational management to improve client outcomes.

Benchmark Assignments

To assess achievement of the program’s SLOs and Role Specific Professional Competencies, assignments have been identified in each course referred to as benchmark assignments. It is the policy of the School of Nursing that all MSN students must achieve a minimum of 83% on all benchmark assignments. All SLOs are assessed in NR 690 Capstone.

Course Load

MSN students may enroll in up to two courses per term (6 credits). Requests to take more than two courses per term, an overload, must be made in writing to the Academic Director for approval per university policy. For any credit overload, the student should discuss the new tuition charges with Student Financial Services. Refer to the Academic Catalog for additional information.

Time Limit

Graduate students are expected to complete all requirements for graduation within six years of enrolling in the graduate program.

Reinstatement Policy

Graduate students who remain inactive for twelve consecutive months or more must reapply to the University. Refer to the “Reinstatement” Policy, which can be found in the Academic Catalog.

Transfer Credit

MSN students may receive credit for graduate courses previously taken at other regionally accredited institutions, provided they earn a grade of 'B' or better as defined by Franklin Pierce University. The maximum allowable credit transfer is 12. The Transfer Credit policy can be found in the Academic Catalog.

NR 690 CAPSTONE

The final course in the MSN program is the capstone NR 690. This is a six-credit course with three credits devoted to traditional online coursework and three credits devoted to an evidence-based quality improvement/change project. The quality improvement/change project will reflect the synthesis and integration of course content, leadership, and professional practice and is guided by the MSN program student learning outcomes and respective role competencies. The course is the culmination of the learning experiences of the student in the MSN program.

A. Eligibility to Register for NR 690

Students are eligible to register for NR 690 when they have successfully completed NR 540 Evidence Based Practice and have completed all prerequisite nursing courses or have the approval of the Academic Program Director.

B. Evidence Based Practice (EBP) Quality Improvement/Change Project Criteria

- Identify the need and describe a quality improvement or process change in the student's practice setting.
- Review and analyze the current clinical literature pertinent to the key issues of the area to be investigated.
- Use agency databases to retrieve information for decision-making, planning, and evaluation of outcomes.
- Describe the change process and its implementation in the student's practice setting.
- Demonstrate interprofessional collaboration and communication in the development of the QI / Change project

C. Selection of the Capstone Project

It is the student's responsibility to select a capstone topic. In making the decision, students should consider the following:

- The relevance of the proposed project to professional nursing practice.
- The congruence of the capstone project with their academic and practice interests.
- The scope of the capstone project and the potential for engaging in some phases and steps of the project within an twelve-week time frame.
- The student must receive approval by their course instructor to conduct the EBP collaborative project in a healthcare agency. It is the student's responsibility to assure that any such obligations related to the EBP proposal outline are met.

D. Registration for Pre-course NR 009

Students will be required to register for the NR 690 Capstone Pre-course NR 009 the term prior to taking NR 690. NR 009 is a non-credit free course that serves as a repository for the capstone documents discussed below. Students will be advised by their advisor when to register for NR 009. NR 009 will be

available on the students' Canvas dashboard on the first day of the term just as in other courses. **It is the student's responsibility to login to NR 009 to read the instructor's introduction and due dates for documents.**

E. Preceptor

Preceptors are required for NR 690 capstone projects. It is recommended the preceptor be a licensed registered nurse, practicing in a leadership position, have a BS in nursing or a health-related field, and preferably a graduate degree. If the student prefers a preceptor with other qualifications, approval must be obtained from the course instructor. The preceptor must be employed at the facility where the capstone is performed.

F. Affiliation Agreements

Affiliation agreements are required for most capstone projects. The course instructor will advise the student if an affiliation agreement is needed after the Project Proposal has been submitted. Franklin Pierce University has many agreements in place but if the organization where the student plans to complete their project does not have an active agreement, one will need to be established. In this event, it is the student's responsibility to identify the appropriate individuals at the site of the capstone project and begin the process of establishing an affiliation agreement. If an affiliation agreement is needed, it is the student's responsibility to keep the course instructor informed on the progress of the affiliation agreement. Failure to establish an affiliation agreement prior to the beginning of the course could result in an alternate capstone project or possibly preventing the student from completing the capstone during the desired term.

G. Evidence of Learning from the Capstone Project

Evidence of learning will be a scholarly paper and a narrated poster presentation about the project, both are due at the end of the course.

H. NR 690 Documents

- a. NR 690 Project Proposal.** The NR 690 Project Proposal describes the project and goals. The course instructor will review the proposal and suggest any needed changes.
- b. NR 490/690 Capstone Requirement & Health Verification Form.** This form verifies the student has met all health requirement of the organizations where the capstone project will be taking place.
- c. NR 690 Preceptor Responsibilities.** This document identifies the expectations of the preceptor and should be given to the preceptor prior to obtaining the NR 690 Capstone Project Preceptor Form.
- d. NR 690 Capstone Project Preceptor Form.** This form is signed by the preceptor which indicates their willingness to precept the student.
- e. Preceptor Resume.** Preceptors are required to submit a resume to the course instructor prior to the beginning of the course.
- f. NR 690 Midterm Student Evaluation Form.** At the end of the sixth week of NR 690, students will be asked to self-evaluate their capstone performance based on identified criteria. Students are asked to have their preceptor also evaluate the student's performance.
- g. NR 690 Final Student Evaluation Form.** At the end of the course, the student and preceptor will evaluate the student's performance just as they did in week six.

h. NR 690 Student Evaluation of Preceptor Form. At the end of the course, the student is asked to evaluate their preceptor.

NR 690 Project Proposal

The capstone course is the culmination of your nursing studies at Franklin Pierce University. To ensure the project is appropriate for the course, students are required to submit a project proposal prior to the start of the course. The project proposal is identified below. Please provide the requested information and submit to NR 009 by the date required. Late submissions may compromise successful completion of the course.

NR 690 Project Proposal	
Identifying Information	
Student name:	Term/year:
Place of employment:	
Place where project will take place:	
Preceptor at place where project will take place: Preceptor information (telephone and email):	
Project Information***	
Project Title:	
Describe the project in 2-3 sentences, that is, what do you hope to accomplish?	
Project Goals: Identify four project goals, that is, what will you need to do to complete your project? Literature Review. 1. 2. 3. 4.	

*****If you plan to survey staff or patients, your project will need approval of the Institutional Review Boards (IRB) of both the organization where your project takes place as well as that of Franklin Pierce University. The approval process can often take 1-2 months or longer so please plan accordingly.**

Franklin Pierce University School of Nursing NR690 Capstone Preceptor Responsibilities

The role of the preceptor is to support the student with the goal of optimizing their success. The capstone project is predicated on creating a personalized learning environment that supports the professional needs of the student. Thus, the capstone preceptor should cultivate an interactive student mentoring relationship in support of the academic and professional development of the student.

Preceptors Roles:

1. Provide a current CV/ Resume to the NR 690 course instructor (instructor contact information available from student).
2. Review capstone project and goals with student.
3. Serve as a role model throughout the capstone experience.
4. Communicate regularly with the student as the student is completing their project.
5. Meet with the student to discuss midterm and final evaluations.
6. Complete the Preceptor Evaluations of the student's project and experience at midterm (6-weeks) and the final week (12-week).
7. Communicate with course instructor any identified problems or concern

Section VI: MASTER'S ENTRY PROGRAM IN NURSING

MEPN Program

MEPN Mission Statement

The Master Entry Program in Nursing (MEPN) is committed to preparing ethical leaders of conscience who demonstrate sound critical thinking and clinical judgment, promote health and healing, and who make significant contributions to the local and global communities. The curriculum prepares students to utilize scholarly inquiry to provide care that is patient centered and rooted in evidence. Graduates will be prepared to practice in diverse health care arenas to effect improvements in patient outcomes through leadership in health care delivery systems.

MEPN Degree Requirements

Information regarding specific degree requirements and course information can be accessed in **Appendix A: Links to Important Documents**. Graduates of the MEPN program will also earn a Healthcare Administration Certificate.

MEPN End of Program Student Learning Outcomes and AACN MSN Essentials

Program Student Learning Outcomes (SLOs) are statements of what a student will know, understand, or be able to perform at the end of a degree program. Students must demonstrate achievement of learning outcomes prior to graduation.

The American Association of Colleges of Nursing (AACN) have identified the Essentials: Core Competencies for Professional Nursing Education which “provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience.”(ACEN, 2021, p.1) “These *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain.” (AACN, 2021, p. 1) These Essentials are one of the frameworks upon which the Franklin Pierce University School of Nursing programs are built.

AACN Domains (ACEN, 2021, p. 10-11)

Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing’s characteristics and values.

Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

The following compares the MSN program SLOs with the Essentials domains.

MEPN SLO	Domain
1. Demonstrate critical thinking and decision-making based on biopsychosocial and organizational sciences to improve healthcare quality and outcomes in a variety of settings.	Domains 1, 2, and 5
2. Integrate organizational and systems leadership to guide and direct clinical decision making and evaluation of patient outcomes and safety.	Domains 5, 7, and 10
3. Advocate for ethical and culturally sensitive strategies in the design of high quality and cost-effective healthcare delivery.	Domains 2 and 7
4. Apply clinical scholarship and implementation of best practices for the improvement of healthcare delivery.	Domains 4, 9, and 10
5. Incorporate technology to support and coordinate delivery of high quality, safer patient care.	Domains 5 and 8
6. Demonstrate advocacy strategies to influence healthcare policy to improve health of the public.	Domains 3 and 7
7. Collaborate with the inter-professional team to influence the shared goals of disease prevention, health promotion, and patient-centered care to diverse populations.	Domains 6 and 10

Role Specific Competencies – MEPN

In addition to SLO, the School of Nursing has identified the following role specific professional competencies that identify measurable levels of nursing performance that integrate the knowledge, skills,

and behaviors in the specialty areas of Leadership and Education. The MEPN Program will prepare the graduate to:

1. Utilize professional codes and standards of professional nursing practice.
2. Demonstrate autonomy in critical thinking and decision making to guide care to patient across the lifespan.
3. Function effectively within Interprofessional healthcare teams, utilizing evidence-based practice to deliver high quality safe patient care and promote positive patient outcomes.
4. Apply leadership skills as a change agent within the healthcare system to promote equity and culturally sensitive care.

Benchmark Assignments (Assessments/Exams/Course Grades)

To assess achievement of the program’s SLOs, assignments have been identified in each nursing course referred to as benchmark assignments. It is the policy of the School of Nursing that MEPN students must achieve a minimum of 83% on all benchmark assignments in the NR700 prelicensure courses. If the minimum is not achieved, the student is considered not successful in the course and will not receive a passing grade.

Curriculum and Program Progression Requirements

The MEPN is an 18-month accelerated MSN program taking place over six consecutive terms. The program is a combination of traditional face-to-face lecture format and online (O) modalities with a clinical/lab component (C/L). Face-to-Face (F2F) didactic course teaching includes lectures, power points, student interaction with case studies and videos. Online didactic courses teaching includes lecture notes, power points, videos, discussion board questions, papers, case studies, reflection, and group projects. Clinical and laboratory learning includes clinical skills performed in a clinical healthcare setting and simulation laboratory setting under the direction of a clinical faculty member. Learning will include demonstration, lecture, discussion, videos, and hands on skill development. Students are admitted as a cohort to the MEPN and will progress through the program with the following schedule:

Term 1 (First Year)	Credits	Clinical/Lab
NR 501 RN MSN Bridge (O)	3	None
NR 580 Advanced Pathophysiology (O)	3	None
NR700 Foundational Concepts of Professional Nursing (F2F)	3	None
NR 701 Foundation: Introduction to Nursing (Practicum)	3	C/L
	Total Credits 12	Clinical/Lab 216
Term 2		

NR575 Advanced Pharmacology (O)		None
NR 520 Health Policy and Population Health Issues (O)	3	None
NR710 Nursing Management of Common Health Alterations Across the Lifespan (F2F)	3	None
NR711 Nursing Management of Common Health Alterations Across the Lifespan Practicum	3	C/L
	Total Credits 12	Clinical/Lab 216
Term 3		
GM 594 Healthcare Payment Systems (O)	3	None
GM 520 Legal and Ethical Issues in Organizations (O)	3	None
NR 750 Maternal/Child Nursing (F2F)	3	None
NR 751 Women's Health Practicum	1	C/L
NR 752 Pediatrics Practicum	1	C/L
	Total Credits 11	Clinical/Lab 192
Term 4		
GM 596 Quality Improvement Models in Healthcare (O)	3	None
NR730 Psychiatric and Mental Health Nursing (F2F)	3	None
NR731 Psychiatric and Mental Health Nursing Practicum	1	C/L
NR740 Community Health Promotion Practicum (F2F/CL)	1	C/L
	Total Credits 8	Clinical/Lab 192
Term 1 (Second Year)		

GM 510 Seminar in Leadership (O)	3	None
NR720 Nursing Management of Complex Health Alterations Across the Lifespan (F2F)	3	None
NR721 Nursing Management of Complex Health Alterations Across the Lifespan Practicum	3	C/L
	Total Credits 9	Clinical/Lab 216
Term 2		
NR 790 Capstone (O)	4	None
NR 760 Immersion Advanced Generalist Practicum (F2F)	4	C/L
	Total Credits 8	Clinical/Lab 216
	Total Program Credits 60	Total Program Clinical Hours 1248

Program Progression Requirements

Progression	Graduation
<ul style="list-style-type: none"> • Achieves minimum of 83% in all NR 700 level nursing courses • “Passes” all clinical courses • Achieves proficiency on dosage calculation exam in each NR700 level course. • Continuously demonstrates clinical competence • Adheres to attendance policy • Avoids of behaviors identified under criteria for dismissal • Signed HIPAA form • Consistently models professional behavior • Up-to-date immunizations • Health Insurance • Healthcare Provider CPR • Random drug testing 	<ul style="list-style-type: none"> • Minimum grade of 83% in all NR 700 nursing courses • Completion of 60 program credit hours • Completion of 1248 clinical/laboratory hours • Notice of Candidacy form submitted to Registrar • Participation in FPU Commencement Exercise in May (optional)

Student Evaluation

Students will be evaluated on their performance both in classes (online and face-to-face) and in clinical settings based on the criteria identified below.

Face-to-Face and Online Courses:

- Attendance is mandatory for all lecture/didactic learning experiences.
- Attendance in online courses is demonstrated by logging into the course and submitting discussion posts and assignments by the required due dates.
- A course grade average of 83% (B) or higher is maintained. If a student falls below 83%, they will be unsuccessful in the program. There is no “rounding” of grades. Please refer to the Academic Catalog for further information.
- Achievement of a minimum Level 2 proficiency on each ATI Proctored Assessment administered. See ATI policy to follow.
- All class assignments must be submitted on or before the due date.

Students must achieve a grade score of 83% (or B), or higher in all NR 700-level nursing courses, and achieve a "pass" designation in co-requisite clinical courses successfully complete course requirements and remain in the MEPN program. If a student is falling below the benchmark average in a nursing course, a written notice will be issued from the theory faculty notifying the student of the current grade/status. The student will be required to meet with the faculty to develop a learning plan for improvement. The student will be offered support, resources and remediation. Please note: there is no “rounding” of grades.

Clinical and Skills Lab/Simulations:

- Clinical and laboratory performance is pass/fail and graded independent of classroom performance.
- Students are required to provide clinical documentation (immunizations, titers, PPD, annual physical exam, annual influenza vaccine, COVID vaccine) by assigned due date.
- Attendance is mandatory for the entire clinical learning experience, including skills lab sessions and simulation lab activities. For any excused absence, the student will be responsible for making up missed clinical time at the convenience and discretion of the clinical instructor.
- Clinical course work / assignments are due on or before the due date.
- HIPAA is strictly enforced. Any violation will result in dismissal.
- Students will receive feedback on their clinical performance two times during the clinical rotation- one at mid-term (6 weeks) and one at the end of the term (12 weeks). If a clinical and/or course instructor identifies skills or other areas for further improvement, the student will be referred to the skills lab for additional practice time with faculty and/or assistive staff. This is designed to promote student learning and strengthen skills for clinical practice.
- Students not meeting satisfactory performance objectives in the clinical rotation will receive a clinical warning from the faculty member along with a plan for improvement. Students who receive a clinical warning must show improvement in clinical performance prior to the end of the clinical rotation. Students who receive more than two clinical warnings will be dismissed from the program.
- Students deemed unsafe in skills/simulation and/or clinical practice will be dismissed from the program.

NR 700 level nursing courses contain a didactic/classroom and a co-requisite clinical component. Students must pass BOTH components to continue in the MEPN program. A failure in one component is considered a failure in both, as the two components are co-requisite. For example, if a student earns 83% in the classroom and passes the classroom course, but fails the clinical component, the student will fail both courses.

Dosage Calculation Policy:

A medication dosage and calculation examination will be given at the beginning of each NR 700 level clinical rotation. Students must pass the exam with a grade of 100%. In NR 700, students have a maximum of three (3) attempts to earn the 100% grade on the dosage calculation exam. Students in NR 700 will not be allowed to administer medications in the clinical setting until a successful grade of 100% is earned. If a student does not pass the third exam given in NR 700, they will fail the course. A maximum of two (2) exams will be given in subsequent NR 700 level clinical courses. Students who do not achieve 100% on the second exam will be assigned mandatory remediation with faculty and/or graduate assistant. At the discretion of the clinical and course faculty, students will not be permitted to administer medications in the clinical setting until the dosage and calculation exam is passed.

ATI Testing Policy:

The Assessment Technologies Institute (ATI) Proctored Assessments evaluate student's ability to critically think and apply nursing concepts in the format of a nursing-specific standardized exam. Student performance on the ATI Assessment is predictive of student success on NCLEX-RN exam. To ensure success of MEPN students and determine achievement of proficiency levels of nurse-specific competencies, ATI Proctored Assessments will be administered at specific intervals throughout the program.

ATI Assessments are a proctored computerized exam.

- Students that do not achieve a Level 2 proficiency on targeted exams will be required to complete ATI guided remediation based on the individual performance profile. This remediation will be handwritten, submitted and reviewed with the instructor. A second attempt at the Assessment will be required in order to obtain a Level 2 proficiency and/or demonstrate marked improvement.
- During NR 760, students will be required to take the ATI Core Comprehensive Predictor Assessment, and achieve an assessment of 98% probability of passing NCLEX-RN. If this is not achieved, the student is required to complete focused remediation and review. This remediation will be completed in writing, submitted and reviewed with the course instructor. All students will be required to attend an ATI Live Review session during NR760. After the Live Review, students who did not achieve 98% probability will be required to retake the ATI Core Comprehensive exam. If a student does not achieve a 98% probability after the second attempt, a focused review and remediation must be completed and submitted to the course instructor within the time frame set by the course instructor.

School of Nursing Examination Policy/ ATI Assessment Policy:

Course exams will be given throughout each nursing course. The exams in each nursing course will mirror the NCLEX-RN exam with the following practices:

- Students must be seated in the exam room and logged into (if computerized) the exam within fifteen (15) minutes prior to the start of the exam time.
- Students who are late to a scheduled examination will not be permitted to enter the classroom as it is disruptive to fellow students.
- Any exams that will be pencil-and-paper tests will be distributed to students at the designated time and when all students are seated.
- A proctor will be present during all exams.
- Students will be permitted only those items provided to them during the exam. All other items will be left at a designated safe location.
- No hats, hoods, smart watches, or use of phones will be allowed.
- Phones turned off and put away during the exam.
- No food or drink is allowed in the exam room, unless medically indicated.
- Students will only have access to the exam. All other computer programs, applications and web browsers must be closed before and during the exam.
- Students are prohibited from taking photos or screen captures of any portion of an exam; students may not copy any exam questions or make notes about any questions.
- Talking is not permitted during the exams.
- No assistance will be provided to students regarding exam content.
- Unless otherwise specified, there will be no breaks scheduled during the exam times.

- If a student requests a break (e.g., bathroom use), they must raise their hand and receive permission from the proctor. There will be an assigned proctor to accompany the student.
- Proctors will obey the time duration for the test and will collect all materials given to students at the end of the exam. Refusal of a student to turn in the materials immediately when directed by the proctor shall be documented in writing by the proctor and shall result in failure of the exam.
- There is no rounding of grades.
- Students are responsible to attend all scheduled exams.
- If a student is absent for an exam, the student must contact the professor prior to the scheduled time of the exam. An excused absence will be determined at the discretion of the instructor. Any unexcused absences will result in a zero for the exam and will be unable to be made up. For an excused absence it is the student's responsibility to arrange for a makeup. Makeup exams must be within 48 hours, or at the faculty's discretion, and may be in a different format than the original exam. If the exam is not made up as assigned by the faculty, it will result in a zero for the exam.
- If a student is absent from an exam the student must sign a confidentiality agreement regarding the exam.
- An exam review may be scheduled after each exam at the request of the student.

Franklin Pierce University Academic Integrity Policy:

The Academic Integrity Policy defines the University's expectations for academic honesty and our procedures for addressing academic misconduct. When we as members of the university community maintain the highest standards of academic integrity, we ensure the value of our educational process and the credibility of a Franklin Pierce University education.

Academic integrity is built upon the values of honesty, fairness, social responsibility, and ethical behavior. These principles are at the core of a Franklin Pierce education. Academic misconduct is an action or attempted action that violates those values and creates an unfair advantage for a student; such an action strikes at the heart of the academic enterprise. The Academic Integrity Policy, below, defines academic misconduct and the procedures for responding to such misconduct. This includes when and how an instructor should report a violation of the Academic Integrity Policy, penalties that will be applied when a student is found responsible for academic misconduct, and the appeal process if a student wishes to contest a report or a sanction for alleged academic misconduct.

Consequences for Academic Misconduct:

1. The penalty for a student's first incident of academic misconduct will be decided by the instructor, with mandatory reporting to the University Provost.
2. After a second incident of academic misconduct, a student will be suspended for one semester or one term. The suspension begins at the start of the semester or term following the conclusion of the process resulting in the finding of academic misconduct.
3. After a third incident of academic misconduct, a student will be dismissed (permanently separated) from the university.

Further information about the Academic Integrity Policy can be found in **Appendix A: Links to Important Documents.**

Exam Question Inquiry:

Any student that disagrees with an answer to a test question must provide supportive evidence from the assigned textbook or PowerPoint presentations when asking for test clarification within 48 hours after exam grades are posted.

Exam Review:

The opportunity to review exam performance may be provided after the examination. Students are encouraged to use this time to identify areas of weakness in the content being tested. Students are not allowed to make handwritten notes during these review sessions. Electronic copying of any portion of an exam is strictly prohibited and considered violation of the honor code.

MEPN Remediation Policy:

Remediation is a process, beyond the standard course curriculum, designed to address deficiencies in a student's knowledge, skills or behavior to bring the academic and/or professionalism competencies and/or standards to an acceptable level. The process allows the student the opportunity to demonstrate achievement of the identified competency of an assessment, supervised clinical practice experience or professional behavior.

Goals of Remediation

- a. To facilitate the student's mastery of knowledge, skills and behavior in the areas in which s/he is determined to be deficient.
- b. To assist the student in professional development.

Guidelines for Remediation: Remediation in the Didactic Courses

Remediation applies only to an assessment/exam, not to a course. Remediation of a practical examination/assessment will not be offered. Remediation of a quiz will not be offered. The only exception to these rules is extenuating circumstances and is at the sole discretion of the MEPN Committee.

In Year 1, Term 1 of MEPN curriculum (NR 700 course), students will be allowed to remediate a maximum of two (2) assessments/exams. In each subsequent NR 700 level nursing course, students may remediate a maximum of one (1) exam. A student may not remediate any one exam more than once in a single course. There are no opportunities to repeat failed assessments/exams after the maximum number of assessments/exams have been remediated. The Course Instructor will notify the student of their options related to remediating an assessment/exam. The timing of the remediation assessment will be determined by the course instructor but will typically be within 2 weeks of the original exam.

Remediation is only available to students who receive an assessment/exam grade below 83%. The score of the remediation assessment will be averaged with the original score. If the remediated score is greater than the original score, the final grade will be the average of the 2 scores, up to a maximum possible score of 83%. If the remediated score is lower than the original score, the original score will stand.

If a student is decelerated and has exhausted the maximum number of remediation assessments, only one (1) remediation assessment for the entire didactic component of the program will be offered upon return. If the student has not exhausted the maximum number of remediation assessments prior to deceleration, they may utilize the balance of remaining remediation assessments they had at the time deceleration was instituted but shall not be entitled to additional remediation assessments.

A record of all student remediation exercises will be kept in the student's file.

Professionalism Remediation Policy:

To meet our aim to educate students on professional behavior, the School of Nursing believes that structured education regarding professionalism is an imperative endeavor necessary to assist students' growth as future Registered Nurses. For students who behave in an unprofessional manner, the behavior shall be documented on the MEPN evaluation tool and/or clinical warning sheet, which is part of the student's permanent file/record. Participation in a mandatory remediation process will be required as follows:

1. If a student behaves in a manner considered to be unprofessional, the faculty or staff member who witnessed the behavior will present the problem to MEPN Committee. The committee will determine whether the student needs to meet with their advisor for remediation and the meeting will be documented. The scope of remediation shall be determined by the advisor and shall be tailored to address and rectify the documented breach in professionalism. Note: If the unprofessional behavior is deemed egregious by the faculty or staff member, the student will be referred to the Academic Standards Committee for recommendation which could include dismissal from the program.
2. Unsuccessful remediation or additional unprofessional events will be referred to the Academic Standards Committee, and a recommendation will be made on an individual basis with input from the Program Director, which may include dismissal from the program.

School of Nursing Policies and Procedures:

Full-Time Status

Due to the rigor and course load of the MEPN Program, all students are considered full-time students. In addition, it is highly recommended that students do not work during the program due to the intensity and level of commitment required to be successful.

Attendance Policy

The MEPN program is accelerated and rigorous. Because of this, attendance and participation in all nursing program activities is mandatory to support optimal learning. Consistent attendance in classroom lectures and clinical activities is associated with increased mastery of necessary content and material, higher course grades, and an increased chance of success. Additionally, all course and clinical hours are designed to meet the number of learning hours required before a student can sit for the NCLEX-RN exam. Regular attendance fosters professional behaviors required for optimal performance in supervised clinical practice experiences (also commonly referred to as "clinical rotations") and eventual professional nursing practice. Engaged learners and active participation in the classroom build a collaborative spirit and positive learning environment. In addition, attendance helps faculty identify students having academic difficulties or challenges, and can guide the student to identify learning goals and offer resources for support. Attendance and punctuality are both a measure of professional commitment and is essential for successful learning.

Classroom:

- Student attendance is mandatory for the entire class time of lecture/didactic learning component of the MEPN face-to-face nursing courses.

- Attendance will be taken in all classes. Tardiness will also be noted.
- Any student who is late to class will be unable to enter the class until allowed in by the instructor during a break.
- A student who will be absent from lecture or a scheduled examination must notify the instructor prior to the absence. If a make-up exam is allowed by the instructor, faculty reserves the right to administer the exam in an alternate format and the student will be required to sign a nondisclosure agreement about exam content.
- A student who has **two or more absences** in a term will receive a written warning. The student will be required to meet with the program director and the nursing faculty, and develop a remediation plan. A student who receives two warnings for absences may be dismissed from the program.
- A student will be responsible for obtaining any lecture content and/or learning activities missed.
- Students are not permitted to bring children or family to class or to campus at any time.

Clinical:

- Attendance at all skills, simulation laboratories and off campus clinical experiences is **mandatory**. In extraordinary circumstances an absence may be excused at the discretion of the course instructor and/or clinical coordinator.
- Clinical faculty will maintain a record of clinical attendance on all students.
- The clinical faculty must be notified of any absences and tardiness prior to the start time of clinical. Make up time and assignments for absences are at the discretion of the course instructor and/or clinical coordinator.
- Students who are tardy to the clinical setting and skills/simulation laboratories will be counseled by the clinical and/or course faculty. If a student is late to skills, simulation laboratory or clinical without notifying the instructor prior to the start time, this will be considered an unexcused absence and the student will be sent home.
- If a student is tardy on 3 occasions, they will receive a written warning. Three tardy occurrences will equate to 1 unexcused clinical absence.
- Students are responsible for notifying the clinical faculty member and/or appropriate agency personnel a minimum of one hour prior to the scheduled clinical experience if illness or emergency prevents them from attending the clinical experience.
- Any absence that requires a student to seek medical attention or hospitalization must provide a healthcare provider's written release to participate in clinical without restriction prior to returning.
- Students will be responsible for making up missed clinical time at the convenience and discretion of the clinical instructor and clinical coordinator.
- **Two or more unexcused clinical absences** will result in failure of the clinical rotation, skills/simulation laboratories.
- Students are responsible for arranging their own transportation to the various clinical facilities. Carpools are encouraged when possible; however, transportation issues are not part of the decision-making process when clinical assignments are made. Each student is encouraged to plan accordingly for their transportation to avoid being late for classes and/or clinical experiences. Absence from class or scheduled clinical experiences due to transportation problems is considered an unexcused absence.
- Students are not permitted to bring children or family to clinical settings, or to the skills lab.
- Students must sign in at the front desk when at the Manchester Campus outside of scheduled class/lab times.
- Students are not permitted to stay at the Manchester Campus after the designated closing time.

Illness/Absence:

Occasionally, unforeseen, uncontrollable and extenuating circumstances can cause absence or tardiness for class, clinical, or simulation experiences. However, a pattern of tardiness or absenteeism show lack of professionalism, lack of respect for others, irresponsibility and is unacceptable. An absence may be excused at the discretion of the course instructor, Program Director, and/or clinical coordinator.

Below are listed some circumstances which might lead to an isolated incident of absence or tardiness. When making a request for an exception to policy, students must attach the required documentation to the letter of request.

- Unforeseen illness or medical treatment of student or immediate family member requiring the student's care. Documentation will consist of medical statement with the date, letterhead, and signature of care provider.
- Unforeseen emergencies preventing the student from attending class, clinical or simulation laboratory might include but are not limited to house fire, vehicle collision, and jury duty. Documentation will consist of an official record from the appropriate agency or office.
- Death of a family member. Students will communicate with faculty.

COVID (or other infectious disease) Preparedness and Response:

Franklin Pierce School of Nursing will adhere to the recommendations of the University, the New Hampshire Health and Human Services, and the CDC for COVID or other infectious disease preparedness and response. A student with flu-like symptoms must contact their instructor immediately who will contact any recent clinical settings if indicated.

Any student that contracts COVID will follow the COVID policy as defined by the CDC, and the excused absence policy will apply.

Personal Leave

The School of Nursing expects that students enrolled in a graduate program will work diligently to complete the requirements of the degree. However, the School of Nursing understands there may be extenuating circumstances resulting in a student's request for a Leave of Absence (LOA). Any student seeking a LOA must notify the program director in writing of the request. Only students in good academic and financial standings are eligible to request a leave, which must be recommended by their Academic Director and approved by the applicable Dean. Due to the program length and course sequencing, the LOA is at the discretion of the director. Any student requesting a short-term LOA will need to make individual arrangements with the program director and faculty member. A student who receives an approved LOA will be subject to sections 3 through 6 of the Re-entry to the MEPN policy as described below.

Program Progression

The course sequence in the curriculum is designed to provide incremental knowledge and skills necessary for professional nursing practice. To achieve this goal, the sequence of courses must be followed. A student in good academic standing will progress through the curriculum as designed. Nursing courses are arranged in a specific sequence, thus repeating a course will result in delay of the student's progress through the curriculum, requiring a longer period of time to successfully complete the program. Good academic standing is demonstrated by earning a course grade of 83% or greater in all NR 700 level nursing courses, achieve a grade of "pass" in all clinical courses and maintain a cumulative GPA of 3.0. If a student does not achieve a course grade of 83% or greater in any NR 700 level nursing course, the student will decelerate in the program and be placed on Academic Suspension as defined in the Academic Catalog. A student who wishes to return to the MEPN program will be subject to the Re-entry to MEPN policy below.

Re-entry to the MEPN

A student who is placed on Academic Suspension with Deceleration will receive notice in writing (electronic or paper format) within 5 days of the start of the next term and will take effect immediately upon delivery. A student who wishes to appeal the decision may submit a written appeal to the Academic Standards Committee within seventy-two hours of receipt of notification of the Academic Suspension. If the appeal is denied by Academic Standards Committee, the student remains on Academic Suspension with Deceleration.

For a student placed on Academic Suspension with Deceleration status, the student may be considered for readmission. Readmission is not guaranteed. In order to be considered for readmission, the student must meet the following requirements:

1. The student must submit a request for readmission in writing to the Program Director and submit an official transcript of any coursework completed since dismissal. The request should state the reasons for seeking readmission and any extenuating circumstances related to the Academic Suspension. The request must contain the applicant's detailed plan for correcting past academic deficiencies.
2. The student's request will be reviewed by the Nursing Committee. If the student is considered appropriate for readmission, the Nursing Committee will outline a plan for the student to demonstrate competency and retention of appropriate program-level antecedent knowledge and skills at the time of the deceleration. This will take the form of a knowledge assessment (exam) administered to the student. The student will be required to demonstrate requisite knowledge gained from prior coursework successfully completed prior to the deceleration.
3. The student will also be required to demonstrate essential nursing skills commensurate with the expected level of knowledge and skills at the time the student's deceleration. The student will have access to practice skills in the lab prior to testing if requested. A nursing faculty member will assess the student's capability to perform selected skills by appointment. The student is responsible for scheduling and for preparing for this requirement.
4. If the student demonstrates competency in requisite nursing knowledge and skills, and is approved for readmission by the Nursing Committee, the student will be allowed to return to the MEPN program, repeating the failed course in the next term when the course is offered, usually the following year.
5. Readmitted students are required to meet with the Program Director within two

- weeks of receiving notice of readmission to discuss the student's learning contract.
6. Readmitted students may repeat only one nursing course in the program. Any subsequent grade of less than 83% in any other NR 700 level nursing course will result in dismissal from the program and the student will be ineligible for readmission. Any readmitted student who has decelerated will not be permitted to withdraw from a course; a withdrawal will result in program dismissal.

Re-entry into the MEPN program will be dependent on space availability and previous academic standing. Students returning from medical leave will need to provide written documentation from the health care provider stating the student may return and will be able to perform all clinical requirements without restriction. This documentation will be provided to the program director. Upon return the student will be required to demonstrate required nursing competencies. If the student has been absent for twelve or more consecutive months, they must meet the current Catalog requirements in effect at the time of reinstatement.

The student will only be allowed to re-enter back into the program when the course is offered again. For example, if someone fails NR 700, they will have to wait until the next year when the course is offered again to apply for re-entry.

Inclement Weather

The School of Nursing MEPN clinical rotation assignments will follow Franklin Pierce University's Storm Alert Closures for inclement weather conditions the link can be found in **Appendix A: Links to Important Documents**. If the University closes due to inclement weather the announcement will apply to all A.M., P.M., and weekend rotations. On clinical days, faculty and students are responsible for reviewing updates to operational status on a regular basis. University students are urged to use their own discretion in deciding whether they can safely commute to class or clinical. If personal health or safety is at issue in that decision, responsible judgment should be used.

In the event there is a delayed opening for the University, students will be required to make up the clinical day or have skills laboratory on Manchester campus at the discretion of the clinical faculty and/or course instructor.

If inclement weather causes University closure on a scheduled classroom day, the classroom sessions will be held virtually via Zoom. Attending classes virtually is ONLY an option in weather-related University closures and is not a substitute option for other classroom absences.

Student Conduct

MEPN students are expected to uphold standards of integrity and behavior that will reflect positively upon themselves, the University, and the nursing profession. Students are expected to respect the rights and privileges of others and to abide by the policies of the University and all clinical and laboratory settings. Students are also expected to abide by the laws of the city, state, and nation. Failure to do so may result in dismissal from the MEPN program. In addition, students are expected to abide by the [CHNS Code of Conduct](#) and the School of Nursing Civility Statement which states:

"It is the goal of Franklin Pierce University to encourage a climate of respect and inclusiveness that seeks multiple perspectives and supports the open exchange of ideas and civil discourse. This is only possible when we interact with one another in a safe and supportive learning

environment. To create a safe and respectful culture, we will not tolerate disrespectful or abusive speech and or disruptive behavior from individuals or groups. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations.”

MEPN students must abide by the Code of Ethics set forth by the American Nurses Association.

Dismissal and Termination

In accordance with the current academic standing policy graduate students cannot have more than two grades below a B- in other courses at the time of graduation. Nursing students in the MEPN program must abide by all policies in the College of Graduate & Professional Studies Student Code of Conduct and all University policies regarding academic standing, academic integrity, honesty, plagiarism and dishonesty as defined in the current FPU Academic Catalog and noted in each course syllabus. Students should refer to those documents for policies related to academic standards. Additionally, MEPN students must abide by the Code of Ethics set forth by the American Nurses Association.

The FPU School of Nursing has established behaviors and standards that are commensurate with those expected of a healthcare professional. For any behavior deemed in violation of the established standards, the student will be dismissed from the program and the University. If a student is dismissed from the program for the following behaviors, the student will be ineligible for readmission to the program. The following are behaviors or conduct that may be deemed noncompliant.

1. Performing acts that violate the NH Nurse Practice Act, including but not limited to those acts that go beyond the scope of nursing practice, or fall below the standard of care, as specified by the NH Nurse Practice Act Section 326-B:12 Scope of Practice; Registered Nurse.
2. Performing duties and/or assuming responsibilities without adequate preparation, competency, and/or supervision.
3. Diverting supplies, equipment, or medications for personal or other unauthorized use. Ignorance will not be accepted as justification.
4. Falsifying or otherwise altering client, clinical agency, or University records or documents.
5. Misrepresenting his/her clinical hours or providing any false documentation or other written or verbal inaccuracy related to clinical rotations and/or clinical hours.
6. Abusing, neglecting, or abandoning clients and/or families, or violating privacy regulations, laws or rules.
7. Displaying conduct that is unbecoming to an FPU nursing student, or which may be detrimental or dangerous to the health or welfare of the client, family, public, self, or the University.
8. Being charged with or convicted of the commission of any act that is classified as a relevant misdemeanor or any felony under NH law.
9. Failure to abide by and/or commission of acts or behaviors that violate University and/or School of Nursing requirements, policies, and procedures as identified in the MEPN Clinical Handbook or the NH BON Nurse Practice Act.
10. Inability to perform required essential skills and functions due to chemical, mental, physical or medical impairment.
11. Positive result on any drug test.

Student Notification

If a student has been identified as having acted in an unacceptable or unsafe manner, whether in the classroom and/or performance in the laboratory/clinical setting, the incident will be documented in detail. A conference will be scheduled to include the student, the faculty member initiating the 'complaint', and the School of Nursing Director. After the conference, the student will be notified in writing of the findings from the meeting. Students wishing to appeal the decision are directed to the appeals process identified in the FPU Academic Catalog.

Withdrawal

The MEPN program follows the University withdrawal policy, which is described in the FPU Academic Catalog. Any graduate student wishing to withdraw from the University during a term must complete the Withdrawal and separation process. A student in this situation should contact their advisor, and the Academic Director to begin the process. A student who merely stops attending classes without completing the necessary steps for official withdrawal will receive grades as assigned by their instructor for all courses in which the student is enrolled. Withdrawing from the University after the add/drop period and before the term is 60% complete (week 7 of a 12-week term) will result in a W grade on the transcript for each course in which the student is enrolled. The W will not affect the student's grade point average. All withdrawn courses count as attempted credits.

Any student who withdraws from the University during the final 40% of a term will receive grades as assigned by their instructors for all courses in which they are currently enrolled. The grades will be recorded on the student's official academic record and will be included in the student's grade point average. If a student wishes to return to the University after withdrawing, he/ she is required to apply for reinstatement through the Academic Director. Reinstatement is not guaranteed.

When faced with an extreme non-disciplinary situation, the administration may require a student to withdraw from the University. In these rare instances, the student will receive AW or a letter grade in accordance with the current FPU Academic Catalog.

Due to the rigor of the MEPN program and sequencing of courses, any student that withdraws from a course is withdrawing from the MEPN program. It is recognized that unforeseen, extenuating circumstances may occur. In this circumstance, refer to Illness and Personal Leave and the Re-entry to the MEPN policies.

Drug-Free University and Workplace

The University and School of Nursing is committed to providing an environment free of the abuse of alcohol and the illegal use of alcohol and other drugs. No student is to attend class, lab or clinical practicum or any University activity while under the influence of illegal drugs or alcohol. As future nurses, it is the responsibility of MEPN students to report suspected or actual concerns pertaining to impaired practice and/or drug diversion as identified in a joint statement by the Emergency Nurses Association and the International Nurses Society on Addictions (2016). If a student is found to possess or be under the influence of illegal use of alcohol or drugs during class, clinical or skills/simulation laboratory times may be subject to dismissal from the program.

Americans with Disabilities Act

Franklin Pierce University and the School of Nursing complies with the American Disabilities Act as does Franklin Pierce University and reasonable accommodations will be available to students who request them. However, due to the physical requirements of a professional nurse, MEPN students are expected to possess the following basic skills and abilities:

Observation. Students must have adequate vision and other sensory modalities, including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close proximity. Glasses, contacts and hearing aids are acceptable.

Communication. Students must be able to speak, clearly, intelligibly and hear sufficiently. Students must also be able to read and write English to be successful in the MEPN program.

Motor. Students are required to possess sufficient motor skills to enable palpation, auscultation, percussion and other manually based diagnostic procedures. Students should be able to provide basic nursing care and coordinate fine and gross muscular movements to treat patients in normal and emergency situations. (Suggest flipping these two sentences to flow better.

Intellectual-Conceptual, Integrative and Quantitative Abilities. Students will be expected to problem solve and exercise good judgment and critical thinking in patient assessment while continuously incorporating new information. This skill will evolve during the MEPN program.

Behavioral and Social Attributes. Students must be able to function effectively under physically taxing workloads and in times of physical and mental stress. Students must display compassion, sensitivity and concern for others, while maintaining a professional demeanor.

For information related to accommodations for academic engagement, housing and/or meals this can be accessed in **Appendix A: Links to Important Documents** to assist you in starting the process.

Laboratory, Clinical, and Practicum Guidelines:

In addition to the previously identified policies on attendance, benchmark, and ATI proficiencies, the following guidelines are applicable to the clinical setting.

Documentation/Criteria Required Prior to Clinical Experience

Students accepted into the MEPN program are required to submit the following documents prior to beginning program:

- Department of nursing health form with titers for mumps, measles, rubella and chicken pox
- Proof of immunization for Tdap within the last five years

- Proof of positive immunity titer results for MMR, Varicella and Hepatitis B. If MMR or Varicella titers are negative, the student must submit documentation of boosters; if Hepatitis B titer is negative, student must submit documentation of repeated Hepatitis B series
- Proof of 2-step PPD results yearly and if positive PPD, one chest X-ray with written documentation of no active disease subsequent yearly written documentation of no active disease
- Proof of flu vaccine yearly each fall
- Proof of full COVID vaccination series and booster
- Proof of health assessment within 12 months of first day of class and yearly thereafter, including color vision test
- Proof of personal health insurance coverage
- Students are required to have professional liability insurance while enrolled in the program.
- Healthcare Provider CPR certification (the CPR course must include a hands-on demonstration component)
- Criminal background report via approved, online agency yearly and New Hampshire State Police yearly, regardless of residency. A New Hampshire BEAS and DCYF background check is also required
- Drug and alcohol testing by approved vendor on assigned date and time; random testing thereafter including further testing if there is reasonable suspicion of use/impairment or if unable to supply testable sample at the student's expense
- Signed document that student has read, understands, and will comply with the Nursing Student Handbook, and applicable University policies

Clinical Experiences and Labs Expectations:

Students are required to maintain a professional appearance and demeanor in both face-to-face classes and in the clinical and laboratory setting. Skills/Simulation laboratory is considered clinical time, therefore appropriate uniforms will be required in the clinical and laboratory settings. Clinical settings may have different policies; it is incumbent upon the student to be aware of the policies. MEPN student expectations include:

Uniform

- FPU clinical uniform must be clean and pressed
- Pants hemmed and not touching the floor
- Shoes must be white, or a solid color. No sneakers will be permitted
- Students are expected to always wear their University issued name badge or facility issued ID name tag

Hair

- Hair clean and well groomed
- Hair must be in the natural color spectrum
- Long hair must be tied back and secured off the shoulders
- Wigs will only be permitted if medically indicated
- No hats will be allowed
- Males are expected to be clean shaven or have facial hair neatly groomed (Please note: removal of facial hair may be required if N95 respirator masks are required by the clinical facility)

Hygiene

- Students must maintain good basic bodily and dental hygiene.

- Make up, if worn, must be subtle
- No false eyelashes
- No perfumes, colognes, or aftershave
- Fingernails must be short and groomed, no artificial nails, no colored nail polish

Tattoos

- No visible tattoos are allowed.
- Visible tattoos must be covered with flesh-colored bandages

Jewelry

- Acceptable jewelry includes watch, smooth wedding band, small stud earrings (one earring per ear).
- No cartilage, facial, or tongue piercings allowed

Behavior

- No gum chewing, no food/drink on clinical unit except in designated areas and break times
- No use of personal electronic devices / phones
- If picking up clinical assignments, students must wear University lab coat, ID badge/name tag
- Students are not permitted to bring children or family when picking up clinical assignments. If students are assigned to pick up their patient care assignments, the student must be in uniform or business casual clothing with their lab coat and name badge
- Students are not allowed in the assigned clinical setting without the presence of the clinical faculty or outside scheduled clinical days
- Students are only permitted in the clinical setting during the term they are assigned
- Students are expected to comply with HIPAA (includes not taking information that could identify patients out of the facility), maintaining confidentiality of client and agency information
- Students and faculty abide by the agency's policies and procedures and the provisions of the clinical affiliation agreement
- Students are responsible for arranging their own transportation to clinical sites
- Cell phones and other electronic devices must be turned off and may not be used while in the clinical area. Smart phones may be used for medical referencing and clinical faculty contact at the discretion of the clinical faculty, but not for personal internet/email access
- Smoking (including e cigarettes, vaping) is highly discouraged and is not allowed at most healthcare facilities. Smoking is not allowed while in FPU clinical uniform at any time

The skills lab/simulation area is to be treated as a healthcare clinical area. Students must be respectful of the equipment, personnel, and each other, and follow all established policies. As a future professional nurse, it is expected if a student sees a peer in violation of any known policies, the student should bring the incident/behavior to the peer's attention. If the behavior persists, it is expected the student will report the behavior to the appropriate clinical/lab faculty instructor. If the incident/behavior is potentially harmful, it should be brought to the attention of the appropriate clinical/lab faculty instructor immediately.

DOCUMENTS REQUIRED FOR THE MEPN PROGRAM

Copies of these documents are required to be on file with Franklin Pierce University / School of Nursing *prior to the start of Grad Term 1:*

- **Medical Clearance and Immunization Form** was provided to you as part of your orientation package
- **Student nurse liability insurance** (This is an ongoing annual requirement). Examples of providers are NSO <https://www.nso.com/malpractice-insurance/individuals/nursing-students> and Proliability (<https://www.proliability.com/>)
- **A current PPD TB skin test** (can be found in the Medical Clearance and Immunization Form).
- **A current BLS (Basic Life Support for the Health Care Professional) Certification** (adult and child) from an American Heart Association approved course for health care providers. (*Online courses without hands-on component are NOT acceptable*) **(This is an annual requirement)**
- **Annual seasonal influenza vaccine (This is an annual requirement)**
- **All required vaccinations/titers/boosters, including COVID series.**
- **Urine Drug Screen must be completed 20 days before clinical/simulation rotations starts.** Instructions will be emailed to you prior to orientation and discussed during orientation. (This may be an annual requirement dependent on hospital/facility requirement)
- **Criminal Background Check must be completed no later 20 days before clinical/simulation rotations.** Instructions will be emailed to you and will be discussed during orientation. (This may be an annual requirement dependent on hospital/facility requirement)
- **Uniform fitting/ordering. Instructions will be provided during orientation.** You are required to purchase 2 uniform sets and optional lab coat.

All clinical clearance documents must be on file before attendance at clinical will be allowed. The Attendance Policy will apply to any absences as a result of incomplete clinical clearance documentation.

References

American Association of Colleges of Nursing. (2011). *The Essentials of Master's Education in Nursing*.

<http://www.aacnnursing.org/portals/42/publications/mastersessentials11.pdf>

American Association of Colleges of Nursing. (2011). *The Essentials of Baccalaureate Education for Professional Nursing Practice*.

<http://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf>

American Association of Colleges of Nursing. (2021). *The Essentials: Core Competencies For Professional Nursing Education*. <https://www.aacnnursing.org/AACN-Essentials>

Emergency Nurses Association & International Nurses Society on Addictions. (2016). *Substance use among nurses and nursing students*. <https://www.nursingworld.org/practice-policy/nursing-excellence/official-po>

Sigma Theta Tau International. (n.d.). *Sigma organizational fact sheet*.

<https://www.sigmanursing.org/why-sigma/about-sigma/sigma-organizational-fact-sheet>

School of Nursing Student Handbook Acknowledgement Form

I _____, acknowledge that I have read the entire School of Nursing Student Handbook.

_____ **(Initial here)**

I understand that I am responsible for the policies and procedures stipulated in this handbook.

If I have questions, I will contact the appropriate School of Nursing representative.

Student Name Print): _____

Student Signature: _____

Date: _____

SECTION IX: APPENDICES

Appendix A: Links to Important Documents

<u>Canvas</u>
<u>eRaven</u>
<u>Faculty Resource Center</u>
<u>FPU Nursing Facebook Page</u>
<u>Franklin Pierce University Academic Calendars</u>
<u>Franklin Pierce University Academic Catalog</u>
<u>Franklin Pierce University Accommodations</u>
<u>Franklin Pierce University Administrative Policy Manual</u>
<u>Franklin Pierce University DiPietro Library</u>
<u>Franklin Pierce University Faculty Protocol (2021-2024)</u>
<u>Franklin Pierce University IT Helpdesk</u>
<u>Franklin Pierce University Nursing Student Handbook</u>
<u>Franklin Pierce University Policy on Discrimination and Harassment</u>
<u>Franklin Pierce University Student Code of Conduct</u>
<u>Franklin Pierce University Title IX Grievance Policy</u>
<u>Health and Human Services Health Information Privacy</u>
<u>How to Enter Grades in Campus Web</u>
<u>Nursing Program Sheets</u>
<u>MEPN</u>
<u>MSN/MBA</u>
<u>RN to BSN</u>
<u>Nursing Subject Guide</u>
<u>Wensberg Writing Center</u>