

College of Health and Natural Sciences

School of Nursing
Student Handbook



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 if 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.

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.franklinpierce.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

Table of Contents

SECTION I: GENERAL INFORMATION

Franklin Pierce University	8
General Information	8
Accreditation Status	9
Mission –Franklin Pierce University	9
Mission – College of Health and Natural Science	9
School of Nursing Philosophy	9
Department Committees – Student Representation	10

SECTION II: ACADEMIC RESOURCES

Email Accounts	10
eRaven	10
Course Access	11
Canvas Support	11
IT Helpdesk	11
Campus Web	11
Wensburg Writing Center	11
Bookstore	11
Academic Calendar	11
Distance Education	12
Library	12
APA Style	12
The Honor Society of Nursing: Sigma Theta Tau International	12
Technology Requirements	13

SECTION III: POLICIES AND PROCEDURES

Program Requirements	13
Academic Grievance and Appeal Policy	13
Plagiarism or Other Forms of Academic Dishonesty	14
Academic Standing	14
Academic Accommodations for Students with Disabilities	14
Administrative Course Drop Policy	15
Add/Drop Policy	15
Course Withdrawal	15
University Class Attendance	15
Class Attendance – School of Nursing	15
Advisor/Advisee	16
College of Health and Natural Science Student Code of Conduct	16
Nursing Civility Statement	16

Office of Student Financial Services	16
Grading	17
Grade Change	17
Incomplete Grade	17
Commencement and Graduation Policy	17
Notice of Candidacy	17
Health Insurance Portability and Accountability Act (HIPAA)	18
Outstanding Student Award	18
Student Surveys	18
Memorandum of Understanding with Partner Facilities	19

SECTION IV: NURSING PROGRAMS

Bachelor of Science in Nursing	19
RN to BSN Program	19
RN to BSN Mission Statement	19
RN to BSN Degree Requirements	19
RN to BSN Application	19
RN to BSN Program Student Learning Outcomes (SLOs) and the AACN Essentials	20
AACN Essentials	20
Benchmark Assignments	22
Course Scheduling	22
Course Load	23
Non-Traditional Credit Guidelines	23
Reinstatement Policy	23
Transfer Credit	23
NR490 Leadership/Seminar and Project (Capstone)	24
Eligibility to Register for NR 490	24
Evidence Based Practice (EBP)	24
Selection of Capstone Project	24
Registration for Pre-Course NR 001	24
Preceptor	25
Affiliation Agreement	25
Evidence of Learning from Capstone Project	25
Required Forms for Project	25
NR490 Project Proposal	26
Capstone NR490 Preceptor Expectation	27
NR 490 Capstone Project Preceptor Form	28
NR490/690 Capstone Requirement and Health Verification	29
Capstone NR490 Midterm Student Evaluation	30
Capstone NR490 Final Student Evaluation	31
Capstone NR490 Student Evaluation of Preceptor	32

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

Master of Science in Nursing Program	33
MSN Mission Statement	33
RN to MSN Program	33
RN to MSN Degree (Track III) Requirements	33
MSN/MBA Application	33
MSN Degree Requirements	34
MSN Application	34
MSN/MBA Program	34
MSN/MBA Degree Requirements	34
MSN/MBA Application	34
MSN Student Learning Outcomes and Role Competencies	34
Role Competencies-MSN	36
Nursing Education (MSN-Education)	36
Benchmark Assignments	37
Course Scheduling	37
Course Load	39
Time Limit	39
Reinstatement Policy	39
Transfer Credit	39
NR 690 Capstone	39
Eligibility to Register for NR690	39
Evidence Based Practice (EBP)	39
Selection of the Capstone Project	40
Registration for Pre-Course NR 009	40
Preceptor	40
Affiliation Agreements	40
Evidence of Learning from Capstone Project	40
Required Forms for the Project	40
NR 690 Project Proposal	41
NR 690 Capstone Preceptor Responsibilities	43
NR 690 Capstone Project Preceptor Form	44
NR 490/690 Capstone Requirement & Health Verification Form	45
Capstone NR 690 Midterm Student Evaluation	46
Capstone NR 690 Final Student Evaluation	48
Capstone NR 690 Student Evaluation of Preceptor	50
SECTION VI: Master's Entry Program in Nursing	
MEPN	51
MEPN Missions Statement	51

Admissions	51
MEPN Degree Requirements	51
MEPN Application	51
TEAS Entrance Examination	51
Prerequisite Courses	51
Student Responsibilities	52
MSN Essentials	52
Benchmark Assignments	54
Curriculum and Program Progression Requirements	54
Program Progression Requirements	57
Testing Policy	57
Dosage Calculation Policy	58
Evaluation Policy	58
Examination Policy	59
Academic Policies and Procedures	61
Full-Time Status	61
Completion Requirement	61
Attendance Policy	61
Attendance/Illness Policy	61
Attendance/Lecture Policy	62
Clinical Policy	62
Illness/Absent Policy	63
Personal Leave	63
Re-entry to the MEPN	63
Inclement Weather	64
Student Conduct	64
Academic Appeal Process	64
Dismissal and Termination	64
Withdrawal	65
Withdrawal Policy	65
Drug-Free University and Workplace	66
Americans with Disabilities Act	66
Suspension and Dismissal	66
Student Notification	66
Laboratory, Clinical, and Practicum Guidelines	66
Criteria Required Prior to Clinical Experience	67
General Policies Associated with Clinical Experiences and Labs	67
Capstone: Clinical Project Development and Implementation	69
Capstone NR 790 Project Proposal	70
Capstone NR 790 Midterm Student Evaluation	71
Capstone NR 790 Final Student Evaluation	72
Capstone NR 790 Student Evaluation of Preceptor	73
Documents Required for the MEPN Program	74
References	75
School of Nursing Student Handbook Acknowledgement Form	76

Section I: GENERAL INFORMATION

Franklin Pierce University

The College at Rindge
40 University Drive
Rindge, New Hampshire 03461
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www.franklinpierce.edu

University President

Kim Mooney, Ph.D.

Provost

Catherine M. Paden, PhD

College of Health and Natural Sciences (School of Nursing)

670 North Commercial Street
Center Tower, Third Floor, Suite 301, Manchester, NH 03101
Telephone: 603-626-3500

Dean, College of Health and Natural Sciences

Priscilla S. Marsicovetere, JD, PA-C

Director of the School of Nursing

Program Director, Paula McWilliam, Ed.D, MSN, RN, NNP

Full-Time Nursing Faculty

Lisa Chicko, MSN, RN, OCN
Catherine Cuchetti, PhD, MSN, BSN
Joyce O'Reilly, Ed.D, MSN, RN
Wendy Varnum, DNP, MSN, RN

Full-Time Staff

Nancy Ferrer-Tatkowska, Program Coordinator II

Franklin Pierce University Accreditation

Initial Accreditation:	1968, Full Accreditation
Accrediting Agency:	New England Commission of Higher Education.
Current Accreditation Status:	Full Accreditation
Next comprehensive review:	Fall 2028

School of Nursing Accreditation

The RN to BSN program is accredited by the Accreditation Commission for Education in Nursing Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326
Phone: (404) 975-5000.

The Master of Science in nursing (MSN) program is accredited by the Accreditation Commission for Education in Nursing Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326
Phone: (404) 975-5000.

The MSN/MBA program is accredited by the Accreditation Commission for Education in Nursing Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326
Phone: (404) 975-5000.

The Master Entry to Practice Nursing (MEPN) program is accredited by the Accreditation Commission for Education in Nursing Inc., 3343 Peachtree Road NE, Suite 850, 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

The nursing faculty believes the development of a caring, and holistic awareness of oneself and patients is integral to the experience of nursing and a fundamental quality of a leader. Adult learning involves the creation of understanding and appreciation for knowing within a context of value and meaning. The School of Nursing provides a supportive and respectful learning environment, which fosters life-long learning, discovery, reflective practice, and enables each student to fulfill his or her own potential.

Department Committees – Student Representation

The School of Nursing seeks student representation on department committees. Students are solicited annually for the upcoming academic year and participation can be in person or remote. Terms are negotiable depending on where the student is in the curriculum. Participation can be renewed for an additional year.

Student representatives serve on the following committees:

- Nursing Advisory Board
- MSN Curriculum 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, go to <https://www.franklinpierce.edu/academics/catalog.html>. 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 registered students will receive a letter 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 to students in the mail 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 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.

Students can access their Franklin Pierce University email account at <http://eraven.franklinpierce.edu/>

e-Raven

Franklin Pierce University's portal can be found at <https://eraven.franklinpierce.edu> 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 <https://eraven.franklinpierce.edu>

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 at ITHelpdesk@franklinpierce.edu 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 through <https://eraven.franklinpierce.edu>.

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 <https://eraven.franklinpierce.edu/writingcenter/index.htm>

Bookstore

The DiPietro Bookstore is available to online students 24 hours per day, 7 days per week via <https://libguides.franklinpierce.edu/dipietro/>. 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 nursing program academic calendars can be accessed on the Franklin Pierce University website: http://www.franklinpierce.edu/academics/academic_calendar.htm

Distance Education

The School of Nursing attempts to be flexible and efficient in meeting the needs of the working professional nurse by offering different modes of delivery course content (e.g., video, lecture, PowerPoint and quizzes). This stems from an appreciation of the challenges that confront our adult learners every day as student, worker, and family member. The School of Nursing defines distance education as a formal process in which instruction occurs when students and instructors are not in the same place.

Library

The Franklin Pierce University DiPietro Library is fully accessible to online students. It can be accessed on e-Raven or at <http://library.franklinpierce.edu>. 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. This webpage is located at: <http://libguides.franklinpierce.edu/nursing>

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 at <http://www.apa.org>.

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

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.

Criteria for membership include:

RN to BSN Students

- Completed ½ of the nursing curriculum and 12 credits at FPU;
- Achieved academic excellence (GPA ≥ 3.0);
- Rank in the upper 35% of graduating class
- Meet the expectation of academic integrity/professionalism.

MSN and MEPN Students

- Completed ¼ of the nursing curriculum
- Achieved academic excellence (GPA ≥ 3.5)
- Meet the expectation of academic integrity/professionalism

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.

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

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.

Academic Grievance and Appeal Policy

This policy can be found in the Academic Catalog. In summary, the policy states:

1. In the event of a grievance, the student should go to the respective faculty member and provide a written document pertaining to the grievance or in the event of concern over a grade, a request for a grade change.
2. If the student is dissatisfied with the faculty member's decision, they may petition the Program Director in writing at least two days prior to the date grades are due. The Program Director or designee will contact the student and faculty member to review all available evidence prior to issuing a written decision.
3. The Academic Standards Committee (ASC) will review appeals made after a grade has been posted and the grading period has closed. Students may appeal by submitting a written request that will list the specific course, instructor, and a

description of the grievance or reason for the grade appeal. The petition should be submitted to the Office of the Dean of College of Health and Natural Sciences who will forward it to the Chair of the ASC. The petition must be submitted no later than two weeks into the following term after which the grade was submitted or the unresolved situation occurred.

4. The Chair of ASC will contact the faculty member and ask for a written explanation for the grade or the event that caused the grievance.
5. ASC will make a recommendation to the Dean of College of Health and Natural Sciences, who will notify the student of the final decision.

Plagiarism or Other Forms of Academic Dishonesty

Plagiarism is the act of stealing or passing as one's own the ideas or words of another. Diana Hacker identifies three specific acts that constitute plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks and (3) failing to put summaries and paraphrases in your own words. Since plagiarism and other forms of cheating strike at the very heart of the academic enterprise, they are taken seriously at Franklin Pierce University.

First Offense

The minimum penalty for a first offense for all forms of cheating, including plagiarism, should be subject to the instructor's discretion, with mandatory placement of a documented record on file in the office of the appropriate Dean.

Second Offense

For a second offense of cheating, including plagiarism, the student will receive a non-deferrable suspension of one semester or term.

Third Offense

For a third offense of cheating, including plagiarism, the student will be dismissed from Franklin Pierce University. In any case discussed above, the ultimate discretion lies with the appropriate Dean.

Policies for Plagiarism or Other Forms of Academic Dishonesty can be found in the Academic Catalog.

Academic Standing

The policy regarding Academic Standing for both College of Health and Natural Sciences undergraduate and graduate students provide information regarding minimum grade point average to remain in good standing. A student with unsatisfactory academic progress will receive an academic sanction. Those sanctions include: **Warning, Probation, Suspension, and Dismissal**. The policy for Academic Standing can be found in the Academic Catalog.

Academic Accommodation for Students with Disabilities

Students requesting accommodations based on specific disabilities should converse with the appropriate contact person early in the semester or term. In accordance with the Americans with Disabilities Act (A.D.A.), any student who presents appropriate documentation of a physical,

learning or emotional disability in accordance with University policy will be provided with reasonable accommodations designed to meet his or her needs. Please refer to the Accommodation for Students with Disabilities policy found in the Academic Catalog.

Administrative Course Drop Policy

Attendance in online courses is demonstrated by logging into the course. If the student is unable to participate in the course, they should contact their advisor or the School of Nursing as soon as possible. If the student has not logged into the course or contacted the University in the first week of the term, the staff will administratively drop the student from the course on the last day of the add/drop period. No tuition is charged, and the dropped course does not appear on the student's transcript. Refer to the Administrative Course Drop Policy found in the Academic Catalog.

Add/Drop Policy

Courses may be added or dropped during the add/drop period without charge. Courses dropped during this period are not reflected on student transcripts nor is there a tuition charge. Tuition charges for the term are established based on the student's load at the end of the add/drop period. A course dropped after the end of the add/drop period becomes a withdrawal and has financial implications. Refer to the Course Withdrawal Policy found in the Academic Catalog.

Course Withdrawal

Failure to attend class does not remove students of their financial obligation. Logging into a course is proof of attendance. Disappearing from a course once you have logged in does not create an automatic drop or withdrawal. Students who do not officially drop or withdraw from a course in Campus Web within the established time frames (the add/drop period) are financially responsible for the tuition. Please refer to the Class Attendance and Course Withdrawal policies located in the Academic Catalog.

University Class Attendance

Online class attendance is determined by logging into the class. Failure to log in does not relieve students of their financial obligation. A student will be considered having attended for the week if they have completed assignments including discussion questions for that week and absent if he or she does not complete the weekly discussions and/or assignments. The University policy for Attendance Conflict Policy can be found in the Academic Catalog.

Class Attendance – School of Nursing

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.

Advisors/Advising

Academic advising is an important dimension of each student's educational experience. Every student in the MSN programs is assigned a full-time nurse faculty member as an advisor when they are admitted to the program. The School of Nursing's Program Coordinator II is the advisor to all RN to BSN students. 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 register for courses as soon as registration opens for all available terms each academic year.

College of Health and Natural Sciences Student Code of Conduct -

The School of Nursing endorses the College of Health and Natural Sciences Student Code of Conduct. Franklin Pierce University requires all students to adhere to high standards of integrity in their academic work. The code of conduct can be found at:

https://www.franklinpierce.edu/student-experience/docs/student-affairs-Code_of_Conduct-21_22.pdf

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."

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. They can be contacted at OSFS@franklinpierce.edu 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

Instructors are not required to ‘round’ final grades, rounding up or down is at the discretion of the individual instructor

Grade Change

Once a grade has been submitted to the Office of the Registrar, that grade may only be changed under specific circumstances. Please refer to the Grade Change policy found in the Academic Catalog.

Incomplete Grades

A grade of Incomplete (I) may be given at the instructor’s discretion when the student has been prevented from completing a course as a result of illness, family tragedy, or other extenuating circumstances. The policy for Incomplete Grades can be found in the Academic Catalog.

Commencement and Graduation Policy

Requirements for eligibility for the annual Commencement Ceremony held at the Rindge Campus each spring can be found in the Commencement and Graduation Policy and the Commencement Policy both found in the Academic Catalog.

Notice of Candidacy

All students must submit a completed Notice of Candidacy (NOC) form to the Registrar’s Office at least two months prior to anticipated program completion. Students who wish to participate in May commencement should submit the NOC no later than February 1st of the year they plan to participate, even if they are not completing the program until mid-summer. The NOC form is available on the registrar’s webpage found on

<http://eraven.franklinpierce.edu/s/dept/registrar/docs/Notice%20of%20Candidacy%20For%20Graduation.pdf>.

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 at:

<https://www.hhs.gov/hipaa/for-professionals/faq/ferpa-and-hipaa/index.html>.

Outstanding Nursing Student Award

The Outstanding Nursing Student award is granted to two graduating nursing students each academic year: one RN-BSN graduate and one MSN graduate. The award is granted to nurses who excel academically and professionally. Outstanding nursing student recipients will be honored at the annual College of Health and Natural Sciences graduation reception held in May at the Manchester Center of Franklin Pierce University. Faculty, students, and colleagues can nominate students. The Outstanding Nursing Student nomination form can be obtained from the School of Nursing.

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 and the New England Commission of Higher Education, 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.

End of Course Evaluation: Near the end of every course students are prompted to complete a course evaluation. This evaluation 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 six to 12 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 at https://www.franklin Pierce.edu/admissions/finaid/forms/DiscountTuitionProg_15off.pdf

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, 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 leaders in the 21st century delivering innovative, evidence-based patient-centered care. Graduates are competent and caring nurses who make sound clinical judgments, 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

The degree requirements can also be accessed in the Academic Catalog:

<https://www.franklin Pierce.edu/academics/docs/rn-bsn-program-sheet.pdf>

<https://www.franklin Pierce.edu/academics/catalog.html>

RN to BSN Application

- Complete online application. Admission is on a rolling basis so individuals can apply any time.
- Applicants must request official transcripts from all previously attended regionally accredited colleges and universities be sent electronically to CGPS@franklin Pierce.edu or by mail to Enrollment Management, Franklin Pierce University, 670 N. Commercial St., Suite 301, Manchester, NH 03101.

- Applicants must hold a current unencumbered license to practice as a Registered Nurse in New Hampshire or another state **or** be enrolled in an associate degree program from one of the department’s community college partners and on track to graduate.
- For international applicants, all transcripts must be evaluated by the World Education Service, the Center for Educational Documentation, the Foundation for International Services, or the International Education Services. Refer to the Academic Catalog for additional information.

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 nine 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.”*

RN to BSN SLO	AACN Domains
1. Apply patient centered principles of holistic nursing care to individuals and populations across cultures and the lifespan.	Domain 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	Domain 9
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.	Domain 2 and 3

(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.

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

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. Students who do not achieve an 80% will be provided a maximum of two additional attempts as needed to achieve the benchmark of 80%. If the minimum is not achieved, the student is considered not successful in the course and will not receive a passing grade.

Course Scheduling

Students will work with their advisor to develop an educational plan to successfully complete their BSN as mentioned. Below is a sample of a RN to BSN schedule based on transferring in the maximum number of credits (90) and pursuing part-time course work.

Education Year 1		
Term 1	NR 200	Introduction to Holistic Health
Term 2	NR 300	Transition to Baccalaureate Nursing
Term 3	NR 330	Clinical Decision Making
Term 4	NR 400	Health Policy
Summer Term 1	NR 420	Health Promotions
Summer Term 2	NR 445	Community Health Nursing: Individuals & Families

Education Year 2		
Term 1	NR 446	Community Health Nursing: Groups & Populations
Term 2	NR 320	Evidence Based Practice
Term 3	PA, SOC	Cultural Awareness Elective
Term 4	NR 490	Leadership / Seminar & Project

Undergraduate Course Schedule:

Department of Nursing Education WWW.FRANKLINPIERCE.EDU RN to BSN SCHEDULE 2022-2023							
2020-2021	T1 8/30 - 10/22	T2 10/24-12/17	Winter 12/19-1/14	T3 1/16 - 3-11	T4 3/13- 5/6	UGS1 5/15 - 6/24	UGS2 6/26 - 8/5
Online	NR 300 NR 320 NR 420 NR 446 NR 490 NR 200 HU 211	NR 330 NR 445 HU 220 HU 211 NR 200 NR 420	NR 200 HU 211 HU 220	NR 200 NR 300 NR 330 NR 446 HU 211 NR 0001 HU 220	NR 300 NR 400 NR 490 NR 445 NR 200 NR 220 NR 0001	NR 300 NR 320 NR 400 NR 420 NR 490 NR 200 HU 211	NR 400 NR 445 NR 446 HU 220 NR 200 NR 0001
MCC	MCC	MCC		MCC	MCC	MCC	MCC
Arizona CEP	per educational plan	per educational plan		per educational plan	per educational plan	per educational plan	per educational plan
Course # and Names	NR 320 EBP in Nursing - 3 cr NR 330 Clinical Decision-Making - 3cr NR 400 Health Policy - 3 cr NR 420 Health Promotions / Lfspn - 3cr NR 445 Comm. Hlth Nsg: Indiv. Families- 3cr NR 446 Comm. Hlth. Nsg: Grps & Pop.- 3cr NR 490 Leadership/Seminar & Proj.- 6cr NR 200 Holistic Health NR 300 Transition to Bacc Nsg NR 001 PreCourse for NR490 Electives HU 211 Death and Dying HU 220 Creating a Family						
<i>*Under enrolled courses are subject to cancellation. Under enrolled = Less than 8 students *Follow the Department of Nursing Education on Facebook, www.facebook.com/FranklinPierceNursing</i>							

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

- a. **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.
- 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. **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.
- d. **NR 490 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 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 **four weeks** prior to the start of the course. The project proposal is identified below. Please provide the requested information and send it to your NR 490 instructor by the date required. 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? <ol style="list-style-type: none">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 NR 490 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.

**Franklin Pierce University School of Nursing
NR490 Capstone Project Preceptor Form**

***NOTE:** Preceptors must submit a current resume or CV to the course instructor prior to the start of the course.

Preceptors for NR490 are indicating by their signature below that they have completed their employer health care requirements as a condition of their employment. These requirements may include, but are not limited to CPR, HIPAA training, OSHA Blood Borne Pathogen training, current immunizations, tuberculin skin test (PPD) or chest X-Ray, current health insurance, and a criminal background check.

Preceptors are also indicating with their signature that they have reviewed the preceptor expectations and are confident they can comply.

The qualifications of an NR 490 preceptor are a licensed nurse and preferably a bachelor's degree. (Exceptions can be made on an individual basis with communication between the student and the course instructor.)

Student name:

Preceptor name:

Preceptor position/title:

Preceptor email, telephone number, and mailing address:

Date:

By clicking this box I certify all the above information is true and accurate.

Please return this document and resume/CV by email or regular mail to the course instructor.

**Franklin Pierce University Department of Nursing
Capstone NR 490/690 Health Verification Form**

By electronically signing this form, I confirm I have met all educational, health, and safety requirements of the location I will be performing my capstone project. The requirements may include the following:

1. CPR certification
2. HIPAA
3. Universal Precautions and Blood Borne Pathogens
4. Current vaccinations including influenza
5. Annual PPD testing
6. Background check

Return this form to your NR 490/690 course instructor prior to the beginning of the course.

By clicking this box, I certify all the above information is true and accurate.

Student name: _____ Date: _____

Student Signature: _____

Franklin Pierce University School of Nursing
Capstone NR 490 Midterm Student Evaluation
 (To be completed in Module 4 of course)

Student: _____

Preceptor: _____

***Student** – please indicate in the table under Student Self-Evaluation how you believe you have met the identified criteria. Add additional comments at bottom of form.*

***Preceptor** – please indicate in the table under Preceptor Evaluation of Student how you believe the student has met the identified criteria. Add additional comments at bottom of form.*

Criteria	Student Self-Evaluation				Preceptor Evaluation of Student			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Leadership – Demonstrated initiative throughout project to meet goals.								
Collaboration and Teamwork - Respectfully listens, discusses, asks questions, when interacting with preceptor, peers, patients, and others.								
Problem Solving – Demonstrated ability to identify problems, generate possible solutions, implement solutions, and evaluate effectiveness.								
Application of Evidence Based Practice – Understood, analyzed, and applied evidence from research and other credible sources as a basis of project.								

Student Self-Evaluation:

Student Strengths:

Student Opportunities for Growth:

Preceptor Evaluation of Student:

Student Strengths:

----- Student Opportunities for Growth: -----

Student name: _____

Date: _____

By clicking this box I certify that I agree to the above and have signed the document electronically.

Preceptor name: _____

Date: _____

**Franklin Pierce University School of Nursing
Capstone NR 490 Final Student Evaluation (To be completed at end of course)**

Student: _____

Preceptor: _____

***Student** – please indicate in the table under Student Self-Evaluation how you believe you have met the identified criteria. Add additional comments at bottom of form.*

***Preceptor** – please indicate in the table under Preceptor Evaluation of Student how you believe the student has met the identified criteria. Add additional comments at bottom of form.*

Criteria	Student Self-Evaluation				Preceptor Evaluation of Student			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Leadership – Demonstrated initiative throughout project to meet goals.								
Collaboration and Teamwork - Respectfully listens, discusses, asks questions, when interacting with preceptor, peers,								
Problem Solving – Demonstrated ability to identify problems, generate possible solutions, implement solutions, and								
Application of Evidence Based Practice – Understood, analyzed, and applied evidence from research and other credible sources as a basis of project.								

Student Self-Evaluation:

Student Strengths:

Student Opportunities for Growth:

Preceptor Evaluation of Student: Student Strengths:

Student Opportunities for Growth:

Student name: _____ Date: _____

By clicking this box I certify that I agree to the above and have signed the document electronically.

Preceptor name: _____ Date: _____

**Franklin Pierce University School of Nursing
Capstone NR 490 Student Evaluation of Preceptor**

Student: _____

Date: _____

Preceptor: _____

Criteria	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
My preceptor was available when I had questions.				
My preceptor provided me with enough guidance with my project.				
My preceptor provided me with helpful feedback about my project.				

Comments:

Student name: _____

Date: _____

By checking this box I certify that I agree to the above and have signed the document electronically.

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

Master of Science in Nursing Program

Mission Statement

Consistent with the mission and philosophy of Graduate Studies, 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 role skills in nursing education and nursing leadership, and who make significant contributions to the local and global communities. Graduates are leaders in diverse healthcare arenas who effect improvements in patient outcomes through education of healthcare workers and leadership in healthcare delivery systems.

The curriculum is rooted in the generation, evaluation, and utilization of evidence to support best practices in nursing education and nursing leadership. Graduates are prepared to utilize scholarly inquiry to provide evidence-based healthcare.

MSN Programs

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.

RN-MSN Program

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.

RN to MSN Degree (Track III) Requirements

Information regarding specific degree requirements and course information can be accessed at: <https://www.franklinpierce.edu/academics/docs/rn-bsn-program-sheet.pdf>

RN to MSN Application

- Complete online application. Admission is on a rolling basis so individuals can apply any time.
- Applicants must request official transcripts from all previously attended regionally accredited colleges and universities be sent electronically to FPUonline@franklinpierce.edu or by mail to Enrollment Management, Franklin Pierce University, 670 N. Commercial St., Suite 301, Manchester, NH 03101.
- Applicants must hold a current unencumbered license to practice as a Registered Nurse in New Hampshire or another state **or** be enrolled in an associate degree program and on track to graduate.
- For international applicants, all transcripts must be evaluated by the World Education Service, the Center for Educational Documentation, the Foundation for International Services, or the International Education Services. Refer to the Academic Catalog for additional information.

MSN Degree Requirements

Information regarding specific degree requirements and course information can be accessed at <https://www.franklinpierce.edu/academics/docs/msn-program-sheet-2020.pdf>

MSN Application

- Complete online application. Admission is on a rolling basis, so individuals can apply any time.
- Applicants must request official transcripts from all previously attended regionally accredited colleges and universities be sent electronically to CGPS@franklinpierce.edu or by mail to Enrollment Management, Franklin Pierce University, 670 N. Commercial St., Suite 301, Manchester, NH 03101.
- Applicants must have a minimum undergraduate cumulative grade point average (CGPA) of 2.8 or higher on a 4.0 scale.
- Applicants must submit a professional resume.
- Applicants must submit a statement of professional goals including reasons for pursuing graduate study.
- All applicants will have a telephone interview with a nurse faculty member.
- Applicants must have successfully completed an undergraduate statistics course with a “C” or higher (students may be provisionally admitted until this requirement has been met).

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.

MSN/MBA Degree Requirements

Information regarding specific degree requirements and course information can be accessed at: <https://franklinpierce.edu/academics/docs/msn-mba-program-sheet-2020.pdf>

MSN/MBA Application

- Meet admission requirements for MSN (above)
- Meet the additional MBA admission requirements as follows:
 - Competency in financial accounting (can be met with coursework or completing a program of self-study)
 - Competency in statistics (can be met with coursework or completing a program of self-study)

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

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

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.

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 80% on all benchmark assignments. Students who do not achieve an 80% will be provided a maximum of two additional attempts as needed to achieve the benchmark of 80%. If the minimum is not achieved, the student is considered not successful in the course and will not receive a passing grade.

Course Scheduling

Students will work with their advisor to develop an educational plan to successfully complete their MSN as mentioned. Below is a sample of an MSN schedule pursuing part-time course work.

Sample Course Mapping (Part-time) Education Concentration

Education Year 1		
Term 1	NR 545	Clinical & Classroom Teaching Strategies
Term 2	NR 547	Evidence Based Practice Curriculum Design
Term 3	NR 549	Evaluating Learning & Assessing Competency
Term 4	NR 540	Evidence Based Practice

Education Year 2		
Term 1	NR 510	Nursing Science in Practice
Term 2	NR 580	Advanced Pathophysiology
Term 3	NR 585	Advanced Health Assessment
Term 4	NR 575	Advanced Pharmacology

Education Year 3		
Term 1	NR 530	Inferential Statistics
Term 2	NR 520	Health Policy & Population Health Issues
Term 3	NR 690	Nursing Capstone Seminar and Project

Sample Course Mapping (Part time) Leadership Concentration

Leadership Year 1		
Term 1	NR 510	Nursing Science in Practice
Term 2	GM 596	Quality Improvement Models in Healthcare
Term 3	NR 530	Inferential Statistics
	NR 540	Evidence Based Practice

Leadership Year 2		
Term 1	NR 565	Strategic Planning I
Term 2	GM 510	Seminar in Leadership
Term 3	NR 570	Strategic Planning II
Term 4	GM 520	Legal Ethical Issues in Organizations

Leadership Year 3		
Term 1	GM 594	Healthcare Payment Systems
Term 2	NR 520	Health Policy & Population Health Issues
Term 3	NR 690	Nursing Capstone Seminar and Project

Course Schedule

Department of Nursing Education

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MSN SCHEDULE 2022-2023

MSN 2020-2021	Term 1 8/30 -11/19	Term 2 11/28- 2/24	Term 3 2/27-5/20	Term 4 6/1-8/19	Course Names
Online	NR 510	NR 501	NR 530	NR 520	NR 501- RN-MSN Bridge- 3cr
	NR 520	NR 520	NR 549	NR 540	NR 510- Nursing Science - 3cr
	NR 530	NR 540	NR 575	NR 545	NR 520 - Hlth Policy & Pop. Hlth Issues-3cr
	NR 545	NR 547	NR 580	NR 570	NR 530 - Inferential Statistics- 3cr
	NR 580	NR 565	NR 690	NR 575	NR 540 - Evidence Based Practice - 3cr
	NR 690	NR 585	NR 510	NR 740	NR 545 - Clin & Class. Teach - 3 cr
	NR 700	NR 549	NR 720	NR 730	NR 547 - EBP Curriculum Design - 3 cr
	NR 701	NR 575	NR 721	NR 731	NR 549 - Eval Learn & Assess - 3 cr
	NR 750	NR 710	GM 510**	NR 0009	NR 565 -Strategic Plning I - 3 cr
	NR 751	NR 711	GM 594**	GM 510**	NR 570 - Strategic Plning II - 3 cr
	NR 752	NR 760	GM 540**	GM 596**	NR 690 - Capstone - 6 cr
	GM 510**	NR 790	GM 520	GM 540**	NR 575 - Advanced Pharmacology- 3cr
	GM 594**	NR 0009		GM 520	NR 580 - Advanced Pathophysiology-3cr
	GM 540**	GM 510**			NR 585 - Advanced Health Assessment- 3cr
	GM 520	GM 596**			GM 510- Seminar in Leadership- 3cr
	GM 520			GM 520 Legal & Ethical Issues	
	GM 520			GM 540 - Org. Development - 3 cr	
				GM 594 - Healthcare Pymt. - 3cr	
				NR 009 PreCourse for NR690	
				GM 596 - Quality Improvement Models in	
				NR 700 Fundamental Concepts 3cr *MEPN	
* Courses that are under				NR 701 Fundamentals Practicum/HLTH	
				NR 710 NSG MGT Across the Lifespan 3cr *MEPN	
				NR 711 NSG MGT Common HLTH lab 3cr MEPN	
				NR 720 NSG MGT of Complex HLTH Alt	
				NR 721 NSG MGT Complex HLTH Alt lab	
				NR 730 Psych and Mental HLTH NSG	
				NR 731 Psych Mental HLTH lab	
				NR 740 Comm HLTH lecture/clinical	
** Scheduled by MBA				NR 750 Maternal/Child Nursing	
				NR 752 Peds Practicum	

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 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 eight-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 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 the first day of the term just as 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 490 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 **four weeks** prior to the start of the course. The project proposal is identified below. Please provide the requested information and send it to your NR 690 instructor by the date required. Late submissions may compromise your 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 concerns

**Franklin Pierce University
School of Nursing
NR690 Capstone Project Preceptor Form**

***NOTE: Preceptors must submit a current resume or CV to the course instructor prior to the start of the course.**

Preceptors for NR690 are indicating by their signature below that they have completed their employer health care requirements as a condition of their employment. These requirements may include, but are not limited to CPR, HIPAA training, OSHA Blood Borne Pathogen training, current immunizations, tuberculin skin test (PPD) or chest X-Ray, current health insurance, and a criminal background check.

Preceptors are also indicating with their signature that they have reviewed the preceptor expectations and are confident they can comply.

The qualifications of an NR 690 preceptor are a licensed nurse and preferably masters prepared. (Exceptions can be made on an individual basis with communication between the student and the course instructor.)

Student name:

Preceptor name:

Preceptor position /title:

Preceptor email, telephone number, and mailing address:

Date:

By clicking this box I certify all the above information is true and accurate.

Franklin Pierce University Department of Nursing
Capstone NR 690/790
Health Verification Form

By electronically signing this form, I confirm I have met all educational, health, and safety requirements of the location I will be performing my capstone project. The requirements may include the following:

1. CPR certification
2. HIPAA
3. Universal Precautions and Blood Borne Pathogens
4. Current vaccinations including influenza
5. Annual PPD testing
6. Background check

Return this form to your NR 490/690 course instructor prior to the beginning of the course.

By clicking this box, I certify all of the above information is true and accurate.

Student Name: _____

Date: _____

Student signature: _____

**Franklin Pierce University School of Nursing
NR 690 Capstone Midterm Evaluation**

Student:

Preceptor:

Student Complete

Preceptor Complete

Category	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Contributions – Provides useful ideas, communicated often, and showed a lot of commitment towards the project								
Time management – Uses time wisely throughout the project to ensure that things get done. Does not have to adjust deadlines due to student's procrastination.								
Preparedness and Work habits – Completes all assigned tasks and goals.								
Attitude – Never is publicly critical of the project or the work of others. Always has a positive attitude about the tasks.								
Working with Preceptor – Respectfully listens, discusses, asks questions, and works on solving problems.								

Quality of Work – Provides work of the highest quality. Work is always complete and thorough.								
Problem Solving – Defines the problem, generates alternatives, evaluates and selects alternatives, and then implements solutions.								
Application of Evidence Based Practice – Analyzed and applied evidence from research and other credible information sources as a basis of project.								

Student observations:

Student Strengths:

Student Areas to Improve:

Preceptor observations:

Student Strengths:

Student Areas to Improve:

Student name:

Date:

By clicking this box I certify that I agree to the above and have signed the document electronically.

Preceptor name:

Date:

By clicking this box I certify that I agree to the above and have signed the document electronically.

**Franklin Pierce University School of Nursing
NR 690 Capstone
Final Evaluation**

Student:

Preceptor:

Student complete

Preceptor complete

Category	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Contributions – Provides useful ideas, communicated often, and showed a lot of commitment towards the project								
Time management – Uses time wisely throughout the project to ensure that things get done. Does not have to adjust deadlines due to student's procrastination.								
Preparedness and Work habits – Completes all assigned tasks and goals.								
Attitude – Never is publicly critical of the project or the work of others. Always has a positive attitude about the tasks.								
Working with Preceptor – Respectfully listens, discusses, asks questions, and works on solving problems.								

Quality of Work – Provides work of the highest quality. Work is always complete and thorough.								
Problem Solving – Defines the problem, generates alternatives, evaluates and selects alternatives, and then implements solutions.								
Application of Evidence Based Practice – Analyzed and applied evidence from research and other credible information sources as a basis of project.								

Student observations:

Student Strengths:

Student Areas to Improve:

Preceptor observations:

Student Strengths:

Student Areas to Improve:

Student name:

Date:

By clicking this box I certify that I agree to the above and have signed the document electronically.

Preceptor name:

Date:

By clicking this box I certify that I agree to the above and have signed the document electronically.

Franklin Pierce University
School of Nursing
NR 690 Capstone Student Evaluation of Preceptor

Student:
Preceptor:

Date:

Category	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
My preceptor provided me with opportunities to meet my outcomes.				
My preceptor had the expertise to support me in reaching my outcomes.				
My preceptor displayed expert coaching and guidance.				
My preceptor displayed excellent collaboration.				
My preceptor displayed excellent knowledge in research				
My preceptor provided me with sufficient guidance during the Capstone experience.				
My preceptor provided me with helpful feedback during the Capstone experience.				

Comments:

Student name:

By checking this box I certify that I agree to the above and have signed the document electronically.

Section VI: MASTER'S ENTRY PROGRAM IN NURSING

MEPN Mission Statement

The Master Entry Program in Nursing (MEPN) is committed to preparing ethical leaders of conscience who demonstrate high-level critical thinking, clinical judgment, promotion of health and healing, and who make significant contributions to the local and global communities. Graduates will be leaders in diverse health care arenas who effect improvements in patient outcomes through leadership in health care delivery systems. The curriculum is rooted in the generation, evaluation, and utilization of evidence to support practices in nursing leadership. Graduates are prepared to utilize scholarly inquiry to provide evidence-based health care.

A. Admissions

MEPN Degree Requirements

Information regarding specific degree requirements and course information can be accessed at:

<https://www.franklinpierce.edu/academics/docs/mepn-program-sheet-2020.pdf> *and*
<https://www.franklinpierce.edu/academics/programs/nursing/docs/2020-MEPN-Direct-Admit.pdf>

MEPN Application

MEPN applicants will meet the following criteria:

- Prerequisite Grade Point Average (GPA) 3.0 or greater.
- Have completed a non-nursing bachelor-level (or higher) degree
- ATI Test of Essential Academic Skills (TEAS) admission exam with a score of 80*
- Completed college algebra course with a B or better
- Interview with nursing faculty via Zoom or in person.
- 3 letters of recommendation with a minimum of one being a current professional work reference
- Essay stating goals and objectives for applying to the MEPN program
- Complete online application to FPU
- Official transcripts from all regionally accredited secondary institutions attended
- Completion of pre-requisite courses with "B" or better**
- International students must submit Test of English as a Foreign Language (TOEFL) score
- Completed blemish-free background check (one for each state the applicant has lived in the past 3 years)

***TEAS Entrance Examination**

The TEAS is comprised of four sections: Reading, Mathematics, Science, and English. Please visit the Assessment Technologies Institute (ATI) web site at www.atitesting.com for additional information including test taking locations.

****Prerequisite Courses:**

Students must complete the following college level courses with a letter grade of B or better prior to starting the MEPN program:

- General Chemistry lecture with a laboratory component (4 credits)
- Human Anatomy and Physiology I and II (4 credits each)
- Microbiology with a laboratory component (4 credits)
- Statistics (3 credits)
- Human/Lifespan Development (3 credits)
- Nutrition (3 credits)

Student Responsibilities

The student is responsible for:

- Remaining informed of and adhering to nursing department policies as articulated in the Nursing Student Handbook.
- Keeping informed about dates and processes for registration.
- Maintaining a current address and phone number on file with the University Registrar's Office and with the School of Nursing.
- Checking University email at least twice per week.
- Reviewing schedules with one's advisor prior to registration each term.
- Keeping advisor informed about changes and/or decisions relating to pursuit of the degree.
- Maintaining requirements for laboratory and clinical courses.
- Informing advisor of any difficulties meeting clinical, lab, or classroom criteria or benchmarks.

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

MEPN SLO	Domain
1. Utilize professional codes and standards of professional nursing practice	Domain 9 and 10
2. Demonstrate autonomy in critical thinking and clinical decision making based on biopsychosocial and organizational sciences to improve healthcare quality and outcomes in a variety of settings.	Domain 1 and 2
3. Integrate organizational and systems leadership to guide and direct clinical decision-making and evaluation of patient outcomes and safety.	Domain 5, 7 and 10
4. Advocate for socially just, ethical and culturally sensitive strategies in the design of high quality and cost-effective healthcare delivery.	Domain 2 and 7

5. Contribute clinical scholarship for excellence in patient care utilizing theories and advances in nursing knowledge across the lifespan through advanced health assessment, evidence-based practice systematic inquiry, and dissemination of information to individuals, families, communities, and healthcare professionals.	Domain 4
6. Incorporate technology to support and coordinate delivery of high-quality, safe patient care.	Domain 5 and 8
7. Demonstrate advocacy strategies to influence healthcare policy to improve public health.	Domain 3 and 7
8. Collaborate with the inter-professional team to influence the shared goals of disease prevention, health promotion, and patient-centered care to diverse populations.	Domain 6 and 10

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.

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.

B. 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 (O) didactic courses teaching includes lecture notes, power points, videos, discussion board questions, papers, case studies, reflection, and group projects. Clinical and laboratory (C/L) 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	3	None
NR 580 Pathophysiology for the Advanced Generalist	3	None
NR700 Foundational Concepts of Professional Nursing	3	None
NR 701 Foundation: Introduction to Nursing	2	C/L
	Total Credits 12	Clinical/Lab = 216
Term 2		
NR575 Advanced Pharmacology	3	None
NR 520 Health Policy	3	None
NR710 NSG MGT Complex HLTH Management	3	None
NR711 NSG MGT Complex HLTH ALT Practicum	3	C/L
	Total Credits 12	Clinical/Lab 216
Term 3		
GM 510 Seminar in Leadership	3	None
NR720 Nursing Management of Complex Health Alterations Across the Lifespan	3	None
NR721 Nursing Management of Complex Health Alterations Across the Lifespan Practical	3	C/L
	Total Credits 9	Clinical/Lab 216

Term 4		
GM 596 Quality Improvement Models in Healthcare	3	None
NR730 Psychiatric and Mental Health Nursing	3	None
NR731 Psychiatric and Mental Health Nursing Practical	1	C/L
NR740 Community Health Promotion Practical	1	C/L
	Total Credits 8	Clinical/Lab 128
Term 1 (Second Year)		
NR 520 Health Policy & Population Health Issues	3	None
GM 520 Legal and Ethical Issues in Organizations	3	None
Maternal/Child Nursing	2	None
Women's Health Practical	1	C/L
Pediatrics Practicum	1	C/L
	Total Credits 7	Clinical/Lab 72
Term 2		
NR 790 Capstone: Clinical Project Development and Implementation	6	None
Immersion Advanced Generalist Practical	3	C/L
	Total Credits 9	Clinical/Lab 216
	Total Program Credits 60	Total Program Clinical Hours 1064

Program Progression Requirements

Admission	Progression	Graduation
<ul style="list-style-type: none"> • Minimum GPA 3.0 • Minimum of “B” in all prerequisite courses • Evidence of written communication in goals and objectives letter • Three letters of recommendation • TEAS exam • Clear background check 	<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 of the NR700 course. • Continues to demonstrate clinical competence • Adherence to attendance policy • Avoidance of behaviors identified under criteria for dismissal • Signed HIPAA form • Consistently models professional behavior • Recent physical exam • Color vision test • 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 1064 clinical/laboratory hours • Notice of Candidacy form submitted to Registrar • Participation in FPU Commencement Exercise in May (optional)

ATI Testing Policy

The Assessment Technologies Institute (ATI) exam evaluates student’s ability to critically think and apply nursing concepts. The student performance or success on the ATI exam equates to student success on NCLEX exam. To ensure success of MEPN students, ATI exams will be administered at specific intervals throughout the program.

The MEPN ATI Assessment / Examination Policy states:

ATI is a proctored computerized exam.

- Students that do not achieve a Level 2 proficiency on targeted exams will be required to complete ATI remediation. This remediation will be handwritten, submitted and reviewed with the instructor. A second attempt will be required, and reexamination will occur in order to obtain a Level 2

proficiency. If Level 2 is not achieved on the 2nd attempt remediation will be required as was done after the first attempt.

- During NR 760, students will be required to take the ATI Core Comprehensive exam and achieve an assessment of 98% probability of passing NCLEX. 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.

Professional Liability Insurance

Students are required to have professional liability insurance while students in the MEPN Program. Refer to Documents required for the MEPN Program later in this document.

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 100%. Students will not be permitted to administer medications in the clinical setting until the dosage and calculation exam is passed. A maximum of two exams will be given in each NR700 level clinical course. If a student does not pass the second examination with a score of 100%, they will fail the course.

Evaluation Policy

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

Face-to-Face and Online

- 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 average of 83%, or B, or higher is maintained. If a student falls below 83%, they will be unsuccessful in the program, please refer to the academic catalog.
- Achievement of a minimum Level 2 proficiency on each ATI exam administered. See ATI policy above.
- All assignments must be submitted on or before the due date.

Clinical and Skills/Simulation

- Clinical and laboratory performance is pass/fail and 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 may 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 practice, the student will be referred to the skills lab for

additional practice with faculty and/or assistive staff. This is designed to promote student learning and strengthen skills for 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 courses contain a didactic/classroom and a co-requisite clinical component. Students must pass BOTH components in order 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.

School of Nursing Exam Policy/ ATI Examination Policy

Course exams will be given throughout each nursing course. Nursing profession specific standardized examinations (ATI) will be administered at the completion of each term offering face-to-face courses. The exams protocol will mirror the NCLEX-RN exam with the following practices:

- Students will 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 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 wearing of hats, hoods, smart watches, or use of phones will be allowed.
- Phones must be away and turned off 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 for it to be considered an excused absent. 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 and may be a different format than the original exam. If the exam is not made up within 48 hours of the exam, 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.

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 Policy

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 Remediation Committee.

In Year 1 of MEPN curriculum (NR 700 level courses), students will be allowed to remediate a maximum of two (2) assessments/exams in Term 1, one (1) in Term 2, and one (1) in Term 3. No remediations shall be offered in Term 4. No remediations will be offered in Year 2 of MEPN curriculum. In any term where multiple remediations are allowed, 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 Director will notify the student of his/her options related to remediating an assessment/exam. The timing of the remediation assessment will be determined by the Remediation Committee 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, s/he may utilize the balance of remaining remediation assessments s/he had at the time deceleration was instituted but shall not be entitled to additional remediation assessments.

Remediation Records

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

Professionalism Remediation Policy

The MEPN program believes that structured education regarding professionalism is an imperative endeavor necessary to assist students' growth as future Registered Nurses and to meet our aim to educate our students on professional behavior. For those 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 manner generally considered to be unprofessional, the faculty or staff member who witnessed the problem will present the problem to Student Progress Committee. The committee will determine whether the student needs to meet with his/her 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 professionalism breach. Note: If the unprofessional behavior is deemed egregious by the faculty or staff member, the student will be referred to the Student Affairs Committee for recommendation including dismissal from the program.
2. Unsuccessful remediation or additional unprofessional events will be referred to the Student Affairs Committee and a plan will be made on an individual basis with input from the Program Director, which may include dismissal from the program.

C. Academic Policies and Procedures

Full-Time Status

Due to the rigor 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.

Completion Requirement

The MEPN is a consecutive 6-term program. Successful students will achieve the established benchmarks for each course in the program.

Attendance Policy

The MEPN program is accelerated and rigorous. Because of this, attendance and participation in all nursing program activities is mandatory. Consistent attendance in lectures and clinical is associated with increased mastery of necessary content and material, higher grades, and a greater 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 exam. Regular attendance fosters professional behaviors required for optimal benefit in supervised clinical practice experiences (also commonly referred to as "clinical rotations") and eventual 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.

Lecture Policy:

- Attendance and punctuality are both a measure of professional commitment and is essential for successful learning.
- Student attendance is mandatory for the entire lecture/didactic learning experience of the MEPN program.
- Attendance will be taken in all classes.
- 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.
- A student who has ***two or more unexcused absences*** will receive a written warning and will need to meet with the program director and develop a remediation plan. A student the receives two warnings for absences will be dismissed from the program
- A student will be responsible for contacting the instructor to obtain lecture content missed.
- Students are not permitted to bring children or family to class

Clinical Policy:

- 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 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 the clinical rotation, skills/ simulation laboratories. Three tardy occurrences will equate to 1 unexcused clinical absence.
- For any student that 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.
- All 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

in order 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 class

Illness/Absent Policy:

Class, Clinical Rotations and Skills/Simulation Laboratories: occasionally unforeseen, uncontrollable extenuating circumstances can cause absence or tardiness for class, clinical and simulation experiences; however, a pattern of tardiness shows a lack of respect for others, irresponsibility, and is unacceptable. An absence may be excused at the discretion of the course instructor 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 Preparedness and Response:

Franklin Pierce School of Nursing will adhere to the recommendations of the CDC for COVID Preparedness and Responses in the U.S.: All students who develop a fever or any Covid-19 symptoms as defined by the CDC <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> need to stay home from school, clinical placements, and work. They should contact their primary healthcare providers and follow the advice provided pertaining to testing. The student must contact their instructor who will contact any recent clinical settings if indicated.

Any student that contracts COVID will follow the COVID policy as well as the excused absence policy.

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 takes LOA is subject to the Re-entry to MEPN policy below.

Re-entry to the MEPN

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 MEPN program clinical rotation assignments in the School of Nursing will follow Franklin Pierce University's Storm Alert Closures for inclement weather conditions

<https://www.franklinpierce.edu/stormalerts.htm> inclement weather conditions. 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.

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.”

Dismissal and Termination

The MEPN Program at Franklin Pierce University is a master's level professional education program. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice as a registered nurse and meet academic criteria consistent with degree programs at the graduate level. Students are held to both the MEPN Academic Standards Policies as well as the College of Health and Natural Sciences Academic Standing Policy—whichever is more stringent applies. Students in the MEPN program are expected to earn grades of a B (83%) or better in all NR700 courses to remain in good academic standing. Final course grades of less than a B will result in program dismissal. 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 School of Nursing will take action. 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, 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 in the current 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 30% 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 grades 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.

D. 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.

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
Hepatitis B titer
- 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 October.
- Proof of full COVID vaccination series and booster.
- Proof of health assessment within 12 months of first day of class and yearly thereafter
Color vision test
- 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.
- Proof of personal health insurance coverage
- Healthcare Provider CPR certification (the CPR course must have a hands-on demonstration component)
- Criminal background report via approved, online agency yearly and New Hampshire State Police yearly, regardless of residency
- Drug and alcohol testing by approved vendor on assigned date and time; random testing thereafter; and further testing if there is reasonable suspicion or if unable to supply testable sample at the student's expense
- Signed document that student has read, understands, and will comply with the MEPN Clinical Handbook, Nursing Student Handbook, and applicable University policies
Professional Liability Insurance (will be required annually)

General Policies Associated with Clinical Experiences and Labs

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, and 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

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 nail polish except clear.

Tattoos

- No visible tattoos.
- 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
- When picking up clinical assignments University lab coat is required.
- 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 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.
- 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.

E. Capstone: Clinical Project Development and Implementation

The final course in the MEPN Program is composed of clinical immersion face-to-face and a Capstone online course. The Capstone course will focus on theoretical and practical components of the nursing role in nursing education, leadership, and practice. The clinical immersion portion will provide students with a clinical platform to apply main theories, professional leadership, critical thinking, health promotion and risk reduction, illness and disease management, ethical practice, evidence-based practice and global cultural competencies clinical practice. This is a precepted clinical experience involving a 1:1 relationship with an experienced master's prepared nurse and the MEPN student. This experience will allow the student to gradually assume more responsibility for planning, implementation, and evaluation of an assigned cohort of patients. It is expected the student will maintain regular communication with their advisor as well as their preceptor and submit any required documents during the immersion. During the immersion course students will be expected to follow the FPU clinical dress code and behavior.

**Franklin Pierce University School of Nursing
Capstone NR 790
Project Proposal**

The capstone course is the culmination of the nursing studies at Franklin Pierce University. It is the student's opportunity to apply what they have learned to the development and implementation of an evidence-based practice protocol.

To ensure the project is appropriate for the course, the student is 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 send it to your NR 790 instructor by the date required. Late submissions may compromise your successful completion of the course.

*****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.**

NR 790 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?	
6. Literature Review.	
7.	
8.	
9.	
10.	

**Franklin Pierce University School of Nursing
Capstone NR 790 Midterm
Student Evaluation (To be completed in Module 6 of course)**

Student: _____

Preceptor: _____

***Student** – please indicate in the table under Student Self-Evaluation how you believe you have met the identified criteria. Add additional comments at bottom of form.*

***Preceptor** – please indicate in the table under Preceptor Evaluation of Student how you believe the student has met the identified criteria. Add additional comments at bottom of form.*

Criteria	Student Self-Evaluation				Preceptor Evaluation of Student			
	Excellen	Good	Fair	Poor	Excellen	Good	Fair	Poor
Leadership – Demonstrated initiative throughout project to meet goals.								
Collaboration and Teamwork - Respectfully listens, discusses, asks questions, when interacting with preceptor, peers, patients, and others.								
Problem Solving – Demonstrated ability to identify problems, generate possible solutions, implement solutions, and evaluate effectiveness.								
Application of Evidence Based Practice – Understood, analyzed, and applied evidence from research and other credible sources as a basis of project.								

Student Self-

Evaluation: Student

Strengths:

Student Opportunities for Growth:

Preceptor Evaluation of

Student: -----

Student Strengths:

Student Opportunities for Growth:

Student name:

Date:

By clicking this box I certify that I agree to the above and have signed the document electronically. Preceptor name: [Click here to enter text](#). Date: [Click here to enter text](#).

By clicking this box I certify that I agree to the above and have signed the document electronically.

**Franklin Pierce University Department of Nursing Education
Capstone NR 790
Final Student Evaluation (To be completed at end of course)**

Student: _____

Preceptor: _____

***Student** – please indicate in the table under Student Self-Evaluation how you believe you have met the identified criteria. Add additional comments at bottom of form.*

***Preceptor** – please indicate in the table under Preceptor Evaluation of Student how you believe the student has met the identified criteria. Add additional comments at bottom of form.*

Criteria	Student Self-Evaluation				Preceptor Evaluation of Student			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Leadership – Demonstrated initiative throughout project to meet goals.								
Collaboration and Teamwork - Respectfully listens, discusses, asks questions, when interacting with preceptor, peers, patients, and others.								
Problem Solving – Demonstrated ability to identify problems, generate possible solutions, implement solutions, and evaluate effectiveness.								
Application of Evidence Based Practice – Understood, analyzed, and applied evidence from research and other credible sources as a basis of project.								

Student Self-Evaluation: Student Strengths:

Student Opportunities for Growth:

Preceptor Evaluation of Student:

Student Strengths:

Student Opportunities for Growth:

Student name:

Date:

By clicking this box I certify that I agree to the above and have signed the document electronically.

Preceptor name:

Date:

Franklin Pierce University
Department of Nursing Education
Capstone NR 790 Student Evaluation of Preceptor

Student: _____

Date: _____

Preceptor: _____

Criteria	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
My preceptor was available when I had questions.				
My preceptor provided me with enough guidance with my project.				
My preceptor provided me with helpful feedback about my project.				

Comments:

Student name:

Date:

By checking this box I certify that I agree to the above and have signed the document electronically.

DOCUMENTS REQUIRED FOR THE MEPN PROGRAM

Copies of these documents are required to be on file *prior to the start of the Fall August 27, 2020: Term 1:*

- **Official transcripts of any remaining pre-requisite coursework** sent ASAP to Enrollment Management at Franklin Pierce University.
- **Medical Clearance and Immunization Form** was provided to you as part of your acceptance package*
- **Student nurse liability insurance** (This is an ongoing annual requirement). Examples of providers are NSO (<https://www.nso.com/malpractice-insurance/individual?refID=iWW2PPi>) and Proliability (<https://www.proliability.com/>) Student malpractice insurance runs about \$50.00 per year.
- **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 are NOT acceptable*) (This is an ongoing annual requirement)*
- **A current seasonal influenza vaccine (This is an ongoing annual requirement).***
- **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 will take place on-campus in TBD 2020.** You are required to purchase 2 uniform sets and lab coat.

These documents must be uploaded to your Castlebranch account prior to hospital orientation. **Information regarding how to access your Castlebranch site will emailed to you and discussed during orientation.*

***Criminal Background check and Drug Screen are done through Castlebranch. Instructions will be emailed to you in prior to hospital orientation.*

MORE INFORMATION WILL BE PROVIDED AT ORIENTATION

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: _____