

GRADUATE PROGRAMS IN NURSING

Admission

Application for admission should be made to:

Graduate Admissions Office
Husson University
1 College Circle
Bangor, ME 04401

Vision, Mission, and Philosophy

Vision

The School of Nursing will be an innovative leader in educating nurses who are caring, competent, and committed to individual and global health.

Mission

The School of Nursing produces leaders in nursing and healthcare who provide thoughtful innovation in healing, teaching, and discovery. The mission is accomplished through curricula grounded in experiential learning, evidence-based standards, and collaborative strategies to build effective interprofessional teams to ensure quality healthcare delivery for diverse populations.

Husson University School of Nursing identifies healing as an important dimension of the nursing role while recognizing that healing is not limited to nursing's domain. Husson University School of Nursing faculty encourages students to engage in healing techniques that support the nurse-patient therapeutic relationship in all aspects of care. Students are mentored in self-care and developing a life of balance via self-reflection, awareness of spirituality and multicultural sensitivity, and the roles these concepts play in health.

Faculty believe that teaching is a core element of professional practice. To be effective teachers, students need to understand the teaching-learning process including such things as developmental stage, culture, patient preferences, and health literacy when educating patients or peers. According to Natale and Klevay (2013) being present in the moment, appreciating the perspectives of others, self-reflection, listening attentively, honoring wisdom, and unconditional acceptance are the underpinnings of meaningful discourse. Students must master these skills for significant teaching-learning to occur. Clinical experiences are structured to provide opportunities for students to practice these skills and build confidence.

Discovery is the basis of student-centered learning, a process that embraces collaboration between faculty and students. Faculty strive to utilize thoughtful, evidence-based teaching strategies that encourage an environment of discovery in didactic and clinical settings. Students are encouraged to become lifelong learners by creating an atmosphere of scholarly inquiry and discovery during their educational experience that will continue throughout their professional careers. By promoting scholarly inquiry and discovery, Husson University School of Nursing graduates are prepared to use a scientific framework for the design of safe, high-quality, patient-centered care.

Husson University School of Nursing achieves this professional preparation by supporting and emphasizing:

- # Clinical excellence
- # Critical thinking
- # Student-centered learning
- # Experiential hands-on learning
- # Holistic and compassionate care
- # Self-reflection
- # Leadership
- # Interprofessional collaboration
- # Transformative curricula

Philosophy

The School of Nursing faculty believes that education provides students with opportunities to develop habits of critical, reflective thought and expert clinical judgment. This type of intellectual development can best be attained in an innovative and transformative teaching-learning environment that contributes knowledge, skills, and attitudes as well as scholarship. The faculty and students comprise a community of learners with the teacher as the facilitator and the students responsible for their own learning.

Programmatic Outcomes

Students will demonstrate proficiency in:

- Organizational and systems leadership.
- Quality improvement and safety.
- Translating and integrating scholarship into practice.
- Informatics and healthcare technologies.
- Health policy and advocacy.
- Interprofessional collaboration for improving patient and population health outcomes.
- Clinical prevention and population health for health promotion.
- Master's-level nursing practice.

The successful Master of Science in Nursing applicant will have previously received a B.S.N / M.S.N. with a minimum 3.0 GPA, show promise of ability and motivation to pursue graduate-level study, and have completed undergraduate health assessment and statistics courses. In addition, a minimum of 1-2 years of professional clinical nursing practice is required with additional experience strongly recommended.

The Graduate Nursing Admissions Committee makes admission decisions based on the following factors:

- Previous college or university work
- Letter(s) of recommendation
- Active and unencumbered licensure and nursing practice

A complete Master of Science in Nursing application includes:

- The Graduate Application
- Official transcripts of all previous college work

- At least one letter of recommendation from a current supervisor.
- Proof of RN licensure

Basic immunization records are required at admission (i.e. MMR, tetanus). Before starting clinical courses, a background check and further immunization requirements must be completed and uploaded. Instructions for this process will be provided by the Graduate Nursing Program.

Prospective students should contact the Graduate Admissions Office for information regarding application deadlines.

Status

An applicant's admission status is one of the following:

Regular. Students whose applications are complete and who are accepted by the Graduate Nursing Admissions Committee without condition are admitted as regular graduate students.

Conditional. In reviewing a candidate's application, the Graduate Nursing Admissions Committee may recommend that a student be admitted on a conditional basis. The letter of acceptance will contain the condition(s) which must be met before the student can be reclassified as regular status.

Non-Degree. This status is assigned to those students who are taking graduate courses without formally applying to the Graduate Nursing program. No more than 6 credit hours may be applied toward the Master's degree. Admission in non-degree status requires the submission of an official undergraduate transcript(s).

Transfer Credit

Normally, nine credits of appropriate graduate-level course work, earned within five years of entry into the Husson program, may be transferred from an accredited institution if the grades earned in such coursework are "B" or better.

Change of Specialty Track Within Husson University Graduate Nursing Program

A student in the Husson Master's program who wishes to change to a different specialty track needs to submit a Request for Change of Major-Graduate Form to the Registrar after advising with the MSN track lead course faculty. Courses successfully completed in the Husson Master's program that are required in the new specialty track will be accepted for credit.

Academic Policies

Students must maintain a "B" (3.0) grade point average (GPA) in order to progress in their graduate program.

The Graduate course lead faculty will review students for the following reasons and make recommendations to the Director regarding dismissal or possible conditions for remediation. Review will be undertaken when:

- A student's overall GPA falls below a 3.0
- A student receives more than one grade lower than a "B-" in a graduate course that is not a clinical/internship or corresponding didactic course

- A student receives a grade lower than a "B-" in any graduate clinical/internship course or corresponding didactic course
- A student earns a second grade below a "B-" in any repeated course

Students in the MSN program may retake a graduate clinical/internship course or corresponding didactic course to attempt a grade of "B-" or better only once. No more than three credits of non-clinical/non-internship course work in the "C" range can be applied toward the master's degree. A student who has not attained a grade point average of 3.0 or better at the end of their program of study will not graduate. In order to demonstrate satisfactory academic progress, students are generally expected to complete all MSN degree requirements within 30-months. Students must petition in writing for an extension to complete the program. Such request for an extension may be granted only for extenuating circumstances and shall not exceed an additional 18 months.

Clinical and corresponding didactic courses in the Family Nurse Practitioner Track:

NU 802	Family Health I – Adult-Gero Health	3
NL 802C	Clinical: Family Health I	3
NU 815	Family Health II – Family Centered Care of Women, Infants & Children	3
NL 815C	Clinical: Family Health II	3
NU 806	Family Health III – Integrating Primary Care	3
NL 806C	Clinical: Family Health III	3

Clinical and corresponding didactic courses in the Psychiatric Mental Health Nurse Practitioner Track:

NU 801	Family Psychiatric Nursing I - Adv Mental Health Assessment Across the Lifespan	3
NL 801	Clinical: Psychiatric Nursing I	3
NU 810	Family Psychiatric Nursing II -Across the Lifespan	3
NL 810	Clinical: Psychiatric Nursing II	3
NU 812	Family Psychiatric Nursing III – Psychiatric Nursing with Groups	3
NL 812	Clinical: Psychiatric Nursing III	3

Clinical and corresponding didactic courses in the Adult-Gerontology Acute Care Nurse Practitioner Track:

NU 825	Adult-Gerontology Acute Care I	3
NL 825C	Clinical: Adult-Gerontology Acute Care I	3
NU 827	Adult-Gerontology Acute Care II	3
NL 827C	Clinical: Adult-Gerontology Acute Care II	3
NU 828	Adult-Gerontology Acute Care III	3
NL 828C	Clinical: Adult-Gerontology Acute Care III	3

Additional Program Expectations

Successful progression in the MSN nursing program is based on meeting program outcomes. Program achievement requires a pattern of effective demonstration of proficiency across the curriculum and experiential settings and adherence to the ANA Code of Ethics and professional behaviors policy. Failure to adhere to the MSN program standards and expectations may result in dismissal from the nursing program.

Students must demonstrate standards of moral, ethical, and legal conduct expected of nursing professionals to continue progression to graduation. These standards include fulfilling expectations established by the ANA Code of Ethics, AACN Professionalism and Professional Values, the School of Nursing Essential Functions, and the School of Nursing/Online Professional Behavior policy. Failure to meet standards of moral, ethical, and legal conduct may result in dismissal from the MSN nursing program.

These policies apply at the School of Nursing MSN level and do not replace Husson University academic actions and appeal processes which are available online at <http://catalog.husson.edu/generalinformation/academicpolicies/>. Additionally, the academic policies of the catalog are incorporated by reference into the School of Nursing Graduate MSN Student Handbook.

Essential Functions within the School of Nursing

The essential functions listed below are minimum qualifications for admission to, promotion within, and graduation from this program.

Purpose: The Master's (MSN) and Post-Master's certificate (PMC) program provided by Husson University School of Nursing focuses on providing education to ensure that students provide safe and competent practice as advanced practice nurses. In practicing in the role of an advanced practice nurse, the student is engaged in laboratory and/or clinical experiences which require specific social, cognitive, and physical functions in order to be safe and effective. The Essential Functions serve as guidelines for both students, faculty, and staff in the School of Nursing in determining the ability of students to perform skills and maintain professional attitudes and behaviors within the program in the provision of safe and competent practice. The Essential Functions are also used by the School of Nursing to help guide students who may need accommodations for academic learning in collaboration with Husson University Accessibility Services.

Rationale: In addition to specific clinical site requirements, the following essential functions have been adopted by the Husson University School of Nursing programs to ensure that students are able to fulfill the didactic, clinical, and simulation requirements of the program. These Essential Functions are identified to ensure that students are able to maintain personal safety as well as safety for patients, families, and others.

For purposes of the Essential Functions, the Husson University School of Nursing requires a medical examination that confirms the student's ability to meet the physical requirements of the Essential Functions on an annual basis. The Husson University School of Nursing works collaboratively with the student and Husson University Accessibility Services to ensure access to reasonable accommodations as needed, as identified by the medical examination, and as requested by the student. Students who are not able to meet the essential functions with or without reasonable accommodations may be deemed unqualified to participate in the Nursing program. A change in condition at any time in the program which has the potential to affect the student's meeting of learning outcomes related to skills, attitudes, or behaviors within a nursing course as defined in the Essential Functions may require additional documentation or a request for additional documentation from a medical provider.

References: The Essential Functions are developed based on guidelines, professional organization recommendations, and nursing practice rules found below:

American Association of Colleges of Nursing (AACN) Sample Technical Standard-University of Miami School of Nursing and Health Studies "Technical Standards": <http://bulletin.miami.edu/undergraduate-academic-programs/nursing-health-studies/nursing/>

American Heart Association "Part 5: Adult Basic Life Support and Cardiopulmonary Resuscitation Quality": <https://eccguidelines.heart.org/wp-content/themes/eccstaging/dompdf-master/pdffiles/part-5-adult-basic-life-support-and-cardiopulmonary-resuscitation-quality.pdf>

Job Accommodation Network: <https://askjan.org/info-by-role.cfm#for-employers>

Maine State Board of Nursing Rules and Regulations Chapter 4- Disciplinary Action and Violations of the Law: <https://www.maine.gov/boardofnursing/docs/Chapter%204.pdf>

National Alliance for Mentally Ill "Succeeding at Work": <https://www.nami.org/Find-Support/Living-with-a-Mental-Health-Condition/Succeeding-at-Work>

National Network Information, Guidance and Training on the Americans with Disabilities Act: <https://adata.org/factsheet/health>

U.S. Centers for Disease Control "Safe Patient Handling Training for Schools of Nursing": <https://www.cdc.gov/niosh/docs/2009-127/>

Emotional Requirements- Student demonstrates:

- Regulation of emotion in all settings.
- Ability to relate to others including but not limited to the performance of patient care activities, clinical emergency situations, and within laboratory/clinical and classroom settings.
- Ability to perform the daily activities of a graduate nursing student including online course engagement, virtual simulation involvement, and clinical attendance with active hands-on participation.

Cognitive Requirements- Student demonstrates:

- Ability to problem solve and develop and use clinical reasoning and judgment.
- Ability to read a variety of types of materials with increasing complexity including textbooks, journals, and medical records.
- Ability to identify and respond to nonverbal cues of mood, temperament, and gestures provided by others.
- Ability to maintain focus and concentration for extended (one hour or more) periods of time in all academic/clinical learning environments.

Social Requirements- Student demonstrates:

- Ability to form and maintain relationships in a professional setting and academic environment including but not limited to group work, clinical team practice, and professional faculty and staff interactions.
- Ability to be flexible in response to changes with behavior and/or thinking

Communication Requirements- Student demonstrates:

- Ability to use verbal and non-verbal professional communication in a respectful and civil manner including tone, affect, and language choice.
- Ability to communicate orally in English to patients, colleagues, and others.
- Ability to communicate in written English in a variety of styles including but not limited to nursing notes, papers, short answers, essays, and journaling.
- Ability to engage with interpreters, patients, professionals, and others in clinical settings to manage effective communication for patient safety.
- Ability to communicate through the use of technology including but not limited to the use of a computer, simulation, electronic medical records, and learning management system.

Physical Requirements:

- o Vision: Student demonstrates (with or without reasonable accommodations):
 - Ability to assess patient's health status using visual inspection and observation to detect changes in physical appearance, contour, and color.
 - Ability to accurately read labels on medications and calibration and monitoring devices (i.e. syringes, manometers, and other monitoring devices).
 - Ability to read written communication/charting and policies.
- o Depth perception and fine motor skills: Student demonstrates (with or without assistive devices):
 - Ability to recognize objects that have depth, height, and width, including but not limited to wound measurement, skin assessment, newborn assessment.
 - Ability to use gross and fine motor skills to perform advanced nursing skills including but not limited to the use of assessment/treatment equipment and procedures.
 - Ability to write and/or keyboard/type accurately and clearly on all required assignments and patient records.
- o Hearing: Student demonstrates (with or without hearing assistive device):
 - Ability to hear within normal range the spoken word such as but not limited to communication with clinical instructors or with patients and families.
 - Ability to use auditory assessment devices (such as stethoscope).
 - Ability to hear mechanical alarms or emergency alarms in all settings.
- o Walking: Student demonstrates:
 - Ability to walk and use stairs while in the clinical area.
 - Ability to assist patients using assistive devices and transporting equipment such as but not limited to stretchers, wheelchairs, and walkers or canes.

o Standing: Student demonstrates:

- Ability to stand for prolonged periods of time while in the clinical area.

o Sitting: Student demonstrates:

- Ability to be seated for extended periods of time including but not limited to participating in course work, clinical training, inpatient rooms while collecting assessment data, and in clinical conferences.

o Lifting/Carrying: Student demonstrates:

- Ability to lift up to 35 pounds in lifting, transferring, and moving patients in clinical settings.

o Tactile Sensation: Student demonstrates:

- Ability to conduct patient assessments by using fingers and hands to touch (palpation).
- Ability to assess patients by feeling vibrations, pulses, and skin temperature.

o Pushing/Pulling: Student demonstrates:

- Ability to pull, push, position, and transfer patients including using transfer assistant devices as required.
- Ability to perform cardiopulmonary resuscitation (CPR) chest compressions at the recommended depth determined by the most current guidelines by the American Heart Association.

o Bending/Reaching/Twisting/Turning and Stretching: Student demonstrates:

- Ability to reach, stoop, bend, kneel, crouch, and other motions as required to provide patient care in clinical settings including but not limited to treatments, procedures, and using medical equipment.

Health and Safety Requirements: Students must display good self-awareness of personal health practices and hygiene. They must understand the importance of good personal health habits and disease/infection control prevention. They must display an awareness of personal issues and report any that would potentially interfere with their ability to completely care for others.

The nursing student may not pose a risk to the health and safety of themselves or others in the school, clinical area, or at any Husson University sanctioned event/activities. The student must always protect themselves and others from exposure to body fluids, and communicable diseases by using the education and training provided in labs and the clinical areas. The student, in a professional manner, must be able to tolerate unpleasant events, such as those found in accidents, injuries, illness, and death.

Students should refer to the most current Husson University School of Nursing policies in the Handbook and clinical practicum sites (see specific policies for more details).

Students with Disabilities

Husson University and the School of Nursing will reasonably accommodate those who request accommodations and provide evidence of a disability. Such efforts are in accordance with the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of

2008. In order to request disability-related services at Husson, students must self-identify with the Disability Services office within the Center for Student Success, and they must provide appropriate and up-to-date documentation to verify their disability or special needs. Notice to other departments, faculty, or staff, does not constitute self-identification to the University.

After the accommodations have been approved, the student must notify the instructor by providing the accommodation plan/letter. Depending upon the nature of the request, the instructor may then coordinate with the Center for Student Success to fulfill the plan. If you have any questions regarding reasonable accommodations or need to request disability-related services, please contact the Center for Student Success, located in Peabody Hall room 208, or call 207.992.1934, or email studentsuccess@husson.edu

Resources for Graduate Study:

Libraries: The Husson Library, in addition to its collection of nursing and health care related materials, has the capability of locating necessary materials in other libraries through an Inter-library Loan. Students have access to other online resources as well as their local library in their geographical area.

Computer Facilities: The University has microcomputer labs with PCs and Internet access, as well as, information technology representatives and services to provide online instructional and operational assistance to users and potential users of microcomputers in business, professional, health, and educational settings.

Health Assessment Lab: The University offers graduate nursing students an opportunity to practice advanced health assessment skills in a realistic clinical setting **by appointment**. Exam areas and equipment are set up to simulate an ambulatory clinic setting for student use to support informal practice sessions.