

General Information

The Master of Science Degree in Nursing (MSN) (Educational Leadership and Family Nurse Practitioner) program at NEIT allows the Registered Nurse with an earned bachelor's degree (BS) and an active unencumbered license, to continue their education and earn an MSN. The master's-prepared nurse advances the profession of nursing, improves the quality of patient care, and contributes to the well-being of the community. Reasons for pursuing the MSN degree vary. Students who decide to pursue an MSN may be ready to assume a more professional responsibility as either a Nurse Educator or an Advanced Practice Registered Nurse (APRN).

Family Nurse Practitioners serve as the primary health care providers in many settings. The Family Nurse Practitioner (FNP) Program focuses on developing the knowledge and skills necessary to deliver nursing care throughout the lifespan, including diverse and under-served areas. This program will prepare students with the academic knowledge and clinical skills to be a leader in health promotion, disease prevention, assessment, and management of common acute and chronic illnesses across the health continuum. Upon completion of this program, graduates from the FNP track are eligible to take the Family Nurse Practitioner certification exam given by the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP).

The **Educational Leadership** track will prepare the graduate to teach in a variety of academic or clinical-practice settings (Nurse Educator, Program Development Leader, Professional Practice Development). Coursework focuses on educational foundations, instructional methods, program assessment and evaluation, curriculum development, and educational leadership.

**Both tracks include a rigorous curriculum integrating the 3 Ps – Advanced Pathophysiology, Physical Assessment and Pharmacology, as recommended by the American Association of Colleges of Nursing Essentials of Master's Education in Nursing programs (AACN, 2011).*

ACCREDITATION STATUS

This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing.

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326 404-975-5000
<http://www.acenursing.us/candidates/candidacy.asp>



In accordance with the 2019 Reauthorization of the Higher Education Act, New England Institute of Technology hereby discloses only that the curriculum for this program meets the educational requirements for licensure as RNs and APRNs in the State of Rhode Island. The applicable licensing board in Rhode Island may impose additional requirements on candidates prior to granting a license, we encourage you to investigate those requirements. NEIT has not determined whether the curriculum for this program meets the educational requirements for licensure in any other states or territories and we encourage you to investigate the requirements in your state or territory prior to accepting an offer of admission at NEIT.

Program Mission, Philosophy, and Outcomes

Mission Statement

The New England Institute of Technology Nursing Department seeks to prepare nurses at the associate, bachelor's, and master's levels to practice holistically in today's complex and highly technological health care system. The mission of the program is to prepare individuals as professionals whose care reflects altruistic, evidence-based, and ethical practice in the nursing profession.

Nursing Program Philosophy

This philosophy and foundation of our curriculum represents the faculty's core beliefs regarding human beings, environment, health, nursing, higher education, teaching, and learning. We believe that every person is a unique being worthy of respect and dignity. In our nursing framework, biological and social components integrate seamlessly in individuals who use self-care to maintain their health status. We view the environment as the totality of the patient's experience that includes the family, cultural context, society, and the global community. We recognize that the patient's environment is a major influence on the patient's health status. Health is an individual experience characterized by wholeness where physical, psychological, interpersonal, spiritual, cultural, and social aspects are inseparable in the person. An individual's response to stressors may change the ability of the patient to engage in self-care, resulting in deficits in meeting basic needs and requiring the need for nursing care. Individuals are moving toward maturation and actualization of their full potential. Humans have universal self-care requisites and nurses need to be tireless advocates for the patients' pursuit of these universal needs within a caring and nonjudgmental environment.

Nursing is a scientific discipline with a distinct body of knowledge. Nursing practice is grounded in nursing science, natural sciences, social sciences, technology and humanities. Nurses engage with clients in an active partnership and seek to understand the client's lived experience of illness. Within this context, nurses provide holistic evidence-based nursing care that respects and supports individual definitions of health. Nurses focus on quality healthcare and advocate for diverse individuals, families, communities, and systems. Nursing practice is grounded in these paradigmatic beliefs which provide the foundation for critical inquiry and knowledge development in nursing.

Every person who wishes to pursue a career in nursing should have the opportunity to do so. By advancing educational access for a diverse population of students, associate degree nursing education has contributed to a diverse nursing workforce to meet the health care needs of culturally and ethnically diverse populations. Likewise, every nurse should be encouraged to pursue and have access to seamless academic progression beyond the associate degree into baccalaureate, master's and doctoral programs. The Department of Nursing at New England Institute of Technology joins with other nursing organizations in Rhode Island and throughout the nation, to advance opportunities for academic progression within nursing. We stand ready to work together to ensure that nurses have the support they need to further their education. Higher education for nursing practice is grounded in a sound theoretical and empirical knowledge base. The intent of the educational program is to address the needs of diverse learners by encouraging active participation in the learning process. Nursing education seeks to empower students as future nurses while instilling an enthusiasm for lifelong critical inquiry, learning, and professional growth. The faculty are committed to creating supportive environments that foster adult learning. Students have multiple opportunities to develop the core competencies that characterize a well-educated nurse.

Students work closely with professors who care about them and provide opportunities for student learning and development as confident lifelong learners. The faculty use a variety of evidence-based teaching methods that address adult students' learning needs. Learners assume responsibility for their learning and are active participants in the learning process.

Master of Science

End of Program Student Learning Outcomes

1. Engage as a leader in the role of an advanced practice nurse in response to the health promotion, disease prevention/management, and educational needs of the evolving healthcare system.
2. Implement quality and safety measures, through ethical, legal and professional standards to address the needs of underserved and culturally diverse communities.
3. Integrate advanced knowledge of health care through related disciplines in the roles of the master's-prepared nurse.
4. Apply evidence-based practice (EBP) research in the areas of clinical practice, professional development, educational or administrative settings, to improve outcomes.
5. Utilize the process of scientific inquiry to validate and refine knowledge relevant to improving healthcare outcomes within a dynamic healthcare environment.
6. Integrate technologies in advanced patient care, demonstrating information literacy in a variety of settings.
7. Evaluate healthcare organizational systems in decision-making, including cost-effective initiatives, ethics, policy development, and quality and safety measures.
8. Integrate principles of ethical decision-making of clinical judgment as it applies to patient-centered care and complex issues.

**Curriculum
Family Nurse Practitioner**

Proposed Curriculum and Sequence

Term I					
<i>Course No.</i>		<i>Course Title</i>	<i>C</i>	<i>L</i>	<i>T</i>
NUR	500	Theoretical Foundations for Nursing Practice	4	0	4
NUR	505	Advanced Pathophysiology	4	0	4
			8	0	8

Term II					
<i>Course No.</i>		<i>Course Title</i>	<i>C</i>	<i>L</i>	<i>T</i>
NUR	515	Pharmacology for Advanced Practice Nurses	4	0	4
NUR	520	Advanced Physical Assessment	4	0	4
			8	0	8

FNP CORE

Term III					
<i>Course No.</i>		<i>Course Title</i>	<i>C</i>	<i>L</i>	<i>T</i>
PH	520	Epidemiology	4	0	4
PH	530	Research/Methods	4	0	4
NUR	555	Clinical Immersion (30 clinical hours)	2	0	2
			10	0	10

Term IV					
<i>Course No.</i>		<i>Course Title</i>	<i>C</i>	<i>L</i>	<i>T</i>
NUR	600	Women's Health	4	0	4
NUR	601	Women's Health Practicum (144 clinical hours)	4	0	4
			8	0	8

Term V					
<i>Course No.</i>		<i>Course Title</i>	<i>C</i>	<i>L</i>	<i>T</i>
NUR	605	Primary Care of the Infant, Child, and Adolescent	4	0	4
NUR	606	Primary Care of the Infant, Child, and Adolescent Practicum (144 clinical hours)	4	0	4
			8	0	8



Term VI					
Course No.		Course Title	C	L	T
NUR	610	Primary Care of the Adult I	4	0	4
NUR	611	Primary Care of the Adult I Practicum (144 clinical hours)	4	0	4
			8	0	8

Term VII					
Course No.		Course Title	C	L	T
NUR	615	Primary Care of the Adult II	4	0	4
NUR	616	Primary Care of the Adult II Practicum (144 clinical hours)	4	0	4
			8	0	8

Term VIII					
Course No.		Course Title	C	L	T
NUR	620	Primary Care of the Adult III	4	0	4
NUR	621	Primary Care of the Adult III Practicum (144 clinical hours)	4	0	4
			8	0	8

<i>Total Quarter Credit Hours = 66</i>					
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Legend

C = Number of lecture hours per week

L = Number of laboratory /clinical hours per week

T = Total Quarter Hours where each lecture hour per week is one credit, every 2-4 laboratory hours are one credit depending on the expected amount of pre- or post-lab work.

PLEASE NOTE: All liberal arts core courses are listed in italics.

Subject to change.

**Degree Progress Checklist
Family Nurse Practitioner**

T1	NUR	500	_____
	NUR	505	_____

T2	NUR	515	_____
	NUR	520	_____

T3	PH	520	_____
	PH	530	_____
	NUR	555	_____

T4	NUR	600	_____
	NUR	601	_____

T5	NUR	605	_____
	NUR	606	_____

T6	NUR	610	_____
	NUR	611	_____

T7	NUR	615	_____
	NUR	616	_____

T8	NUR	620	_____
	NUR	621	_____

**Curriculum
Educational Leadership
(Start Date Pending)**

Proposed Curriculum and Sequence

Term I					
<i>Course No.</i>		<i>Course Title</i>	<i>C</i>	<i>L</i>	<i>T</i>
NUR	500	Theoretical Foundations for Nursing Practice	4	0	4
NUR	505	Advanced Pathophysiology	4	0	4
			8	0	8

Term II					
<i>Course No.</i>		<i>Course Title</i>	<i>C</i>	<i>L</i>	<i>T</i>
NUR	515	Pharmacology for Advanced Practice Nurses	4	0	4
NUR	520	Advanced Physical Assessment	4	0	4
			8	0	8

EDUCATION CORE

Term III					
<i>Course No.</i>		<i>Course Title</i>	<i>C</i>	<i>L</i>	<i>T</i>
PH	530	Research/Methods	4	0	4
MGM	514	Leadership	4	0	4
			8	0	8

Term IV					
<i>Course No.</i>		<i>Course Title</i>	<i>C</i>	<i>L</i>	<i>T</i>
NUR	525	Teaching and Learning Strategies for the Diverse Learner	4	0	4
NUR	530	Curriculum Development	4	0	4
			8	0	8

Term V					
<i>Course No.</i>		<i>Course Title</i>	<i>C</i>	<i>L</i>	<i>T</i>
NUR	535	Assessment and Evaluation of Learning in Traditional and Online Learning	4	0	4
PH	570	Healthcare Policy	4	0	4
			8	0	8



Term VI					
Course No.		Course Title	C	L	T
NUR	545	Ethics/Organizational Dynamics in Higher Education	4	0	4
NUR	550	Capstone (Practicum)	6	0	6
			10	0	10

<i>Total Quarter Credit Hours = 50</i>
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Legend

C = Number of lecture hours per week

L = Number of laboratory /clinical hours per week

T = Total Quarter Hours where each lecture hour per week is one credit, every 2-4 laboratory hours are one credit depending on the expected amount of pre- or post-lab work.

Subject to change.

**Degree Progress Checklist
Educational Leadership
(Start Date Pending)**

T1	NUR	500	_____
	NUR	505	_____

T2	NUR	515	_____
	NUR	520	_____

T3	PH	530	_____
	MGM	514	_____

T4	NUR	525	_____
	NUR	530	_____

T5	NUR	535	_____
	PH	570	_____

T6	NUR	545	_____
	NUR	550	_____

COURSE DESCRIPTIONS – BOTH CONCENTRATIONS

NUR 500 Theoretical Foundations for Nursing Practice

4 Class Hours 4 Quarter Credit Hours

This course is one example of the graduate courses that provides the foundations for professional roles in nursing. Major emphasis will be placed on the theoretical basis of the advanced practice roles; effective communication as a member of the inter-professional team; leadership strategies to promote change in the healthcare system; theoretical basis; the history of nursing research, and the application of strategies to deliver competent care to culturally diverse communities that addresses health disparities improving patient outcomes. This course will culminate with an inter-professional education project developed throughout the course that incorporates course concepts and will be implemented by the student.

NUR 505 Advanced Pathophysiology

4 Class Hours 4 Quarter Credit Hours

This course provides students with an understanding of the disordered processes that cause disease and dysfunctions that affect individuals across the lifespan. This course evaluates frequently-encountered primary care conditions focusing on cellular biology and the inflammatory/infectious biologic response of each body system. Applications to clinical scenarios that students are likely to encounter are reviewed that will aid in the clinical decision-making of diagnosis and treatment of acute and chronic disease.

NUR 515 Pharmacology for Advanced Practice Nurses

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 500, NUR 505

Pre/Co-requisite: NUR 520

Pharmacology for Advanced Practice nurses focuses on developing advanced knowledge of pharmacology across the lifespan. The principles of clinical pharmacology and pharmacokinetics as they relate to advanced practice nursing will be explored to provide a deep understanding of prescriptive responsibilities, socioeconomic, ethical, and legal factors, as well as clinical decision making regarding specific patient populations. This course will build on your undergraduate education and prior graduate courses and will provide a strong foundation for the integration of pharmacologic practices throughout the curriculum.

NUR 520 Advanced Physical Assessment

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 500, NUR 505

Pre/Co-requisite: NUR 515

This course builds on the knowledge and skills of basic physical assessment and introduces students to the application of advanced physical assessment principles and skills. These skills are needed to provide primary health care to clients across the lifespan. The course provides opportunities for the student to perform comprehensive and problem-specific psychosocial, developmental, cultural, and physical assessments. Advanced nursing practice requires refined communication and assessment skills in order to adequately gather pertinent information and employ critical thinking skills in clinical decision making. The information gathered through interviewing and physical assessment allows the advanced practice nurse to effectively evaluate the client and identify the needs of culturally diverse populations.

PH 530 Research/Methods

4 Class Hours 4 Quarter Credit Hours

Students will learn about major methodologies useful in public health research. Topics include philosophy of scientific investigation, field research, survey research, experimental design, construction of questionnaires, attitudes scales and the format for writing a research prospectus.

FAMILY NURSE PRACTITIONER (FNP) CORE COURSES

NUR 555 Clinical Immersion

2 Class Hours 2 Quarter Credit Hours

Prerequisite: NUR 520

Pre/Co-requisite: PH 520, PH 530

This course provides students the opportunity to apply evidence-based guidelines and research used to support diagnostic procedures in clinical settings to include but not limited to: suturing, EKG interpretations, I&D, Radiology, GYN exams, and Typhon session. *Please note: students will obtain 30 practicum hours during this course.*

NUR 600 Women's Health

4 Class Hours 4 Quarter Credit Hours

Prerequisites: PH 520, PH 530, NUR 555

Co-requisite: NUR 601

The course will focus on gynecologic health care including health promotion, disease prevention, and management of common disorders seen in gynecologic and primary care settings. The content will also include well-woman care, family planning, primary care of pregnant and post-partum women, and contraception management. Students will learn to identify, diagnose, and manage these problems while concurrently gaining clinical experience in the Obstetric and Gynecologic healthcare setting. Students will assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses. Students will participate in a collaborative environment with peers, members of the interdisciplinary team, and the instructor through the clinical decision-making portion of the course. *Please note: The co-requisite course (NUR 601) requires a minimum of 144 practicum hours.*

NUR 601 Women's Health Practicum

4 Class Hours 4 Quarter Credit Hours

Prerequisites: PH 520, PH 530, NUR 555

Co-requisite: NUR 600

The practicum component of this course offers the nurse practitioner student an opportunity to apply theoretical content with newly developed advanced skills in the role of the advanced practice nurse. The settings for the practicum include, but are not limited to non-acute, acute, and community health care facilities, as well as virtual activities (i.e. simulations, Zoom sessions, etc.). Nurse practitioner students will work with many diverse populations across the lifespan with varied modalities to address health promotion, disease prevention, and acute and chronic conditions. More broadly, students will expand on their inter-professional roles through communication, collaboration, clinical decision-making, and critical thinking as an advanced practice provider. Students will work under the direction and supervision of the clinical preceptor while following the organizations policies and guidelines. All learning activities will contribute to the development of the advanced practice role and provide an opportunity to expand upon the student's professional portfolio. *Please note: This course requires a minimum of 144 practicum hours. Students must have prior approval all legal documentation completed per facility policy to participate in the clinical. This course is graded as pass/fail.*

NUR 605 Primary Care of the Infant, Child, and Adolescent

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 600/601

Co-requisite: NUR 606

This course will focus on the health promotion, disease prevention, and management of acute and chronic disorders affecting patients from infancy to 21 years of age. This course provides students with the opportunity to understand and apply concepts in the primary healthcare of infants, children and adolescents while focusing on common health problems. Students will learn to identify, diagnose, and manage these



problems while concurrently gaining clinical experience in the pediatric healthcare setting. Students will have the opportunity to assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses commonly found in infants, children and adolescents in a collaborative environment with fellow students and instructor through the clinical decision-making portion of the course. *Please note: The co-requisite course (NUR 606) requires a minimum of 144 practicum hours.*

NUR 606 Primary Care of the Infant, Child, and Adolescent Practicum

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 600/601

Co-requisite: NUR 605

The practicum component of this course offers the nurse practitioner student an opportunity to apply theoretical content with newly developed advanced skills in the role of the advanced practice nurse. The settings for the practicum include, but are not limited to non-acute, acute, and community health care facilities, as well as virtual activities (i.e. simulations, Zoom sessions, etc.). Nurse practitioner students will work with many diverse populations across the lifespan with varied modalities to address health promotion, disease prevention, and acute and chronic conditions. More broadly, students will expand on their inter-professional roles through communication, collaboration, clinical decision-making, and critical thinking as an advanced practice provider. Students will work under the direction and supervision of the clinical preceptor while following the organizations policies and guidelines. All learning activities will contribute to the development of the advanced practice role and provide an opportunity to expand upon the student's professional portfolio. *Please note: This course requires a minimum of 144 practicum hours. Students must have prior approval all legal documentation completed per facility policy to participate in the clinical. This course is graded as pass/fail.*

NUR 610 Primary Care of the Adult I

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 605/606

Co-requisite: NUR 611

This course is the first of three courses that will focus on the health promotion, disease prevention, and management of the adult and geriatric population. The course material is further broken down by body systems for a thorough yet concise understanding of acute and chronic illness, and management and prevention in the adult and geriatric population. Students will learn to identify, diagnose, and manage these problems while concurrently gaining clinical experience in the adult and geriatric healthcare setting. Students will have the opportunity to assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses within a collaborative environment with fellow students and instructors through the clinical decision-making portion of the course. Students will also continue to work on the scholarly inquiry project required to graduate the New England Institute of Technology Family Nurse Practitioner Program. *Please note: The co-requisite course (NUR 611) requires a minimum of 144 practicum hours.*

NUR 611 Primary Care of the Adult I Practicum

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 605/606

Co-requisite: NUR 610

The practicum component of this course offers the nurse practitioner student an opportunity to apply theoretical content with newly developed advanced skills in the role of the advanced practice nurse. The settings for the practicum include, but are not limited to non-acute, acute, and community health care facilities, as well as virtual activities (i.e. simulations, Zoom sessions, etc.). Nurse practitioner students will work with many diverse populations across the lifespan with varied modalities to address health promotion, disease prevention, and acute and chronic conditions. More broadly, students will expand on their inter-professional roles through communication, collaboration, clinical decision-making, and critical thinking as an advanced practice provider. Students will work under the direction and supervision of the clinical preceptor

while following the organizations policies and guidelines. All learning activities will contribute to the development of the advanced practice role and provide an opportunity to expand upon the student's professional portfolio. *Please note: This course requires a minimum of 144 practicum hours. Students must have prior approval of all legal documentation completed per facility policy to participate in the clinical. This course is graded as pass/fail.*

NUR 615 Primary Care of the Adult II

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 610/611

Co-requisite: NUR 616

This course is the second of three courses that will focus on the health promotion, disease prevention, and management of the adult and geriatric population. The course material is further broken down by body systems for a thorough yet concise understanding of acute and chronic illness, and management and prevention in the adult and geriatric population. Students will learn to identify, diagnose, and manage these problems while concurrently gaining clinical experience in the adult and geriatric healthcare setting. Students will have the opportunity to assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses within a collaborative environment with fellow students and instructors through the clinical decision-making portion of the course. Students will also continue to work on the scholarly inquiry project required to graduate the New England Institute of Technology Family Nurse Practitioner Program. *Please note: The co-requisite course (NUR 616) requires a minimum of 144 practicum hours.*

NUR 616 Primary Care of the Adult II Practicum

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 610/611

Co-requisite: NUR 615

The practicum component of this course offers the nurse practitioner student an opportunity to apply theoretical content with newly developed advanced skills in the role of the advanced practice nurse. The settings for the practicum include, but are not limited to non-acute, acute, and community health care facilities, as well as virtual activities (i.e. simulations, Zoom sessions, etc.). Nurse practitioner students will work with many diverse populations across the lifespan with varied modalities to address health promotion, disease prevention, and acute and chronic conditions. More broadly, students will expand on their inter-professional roles through communication, collaboration, clinical decision-making, and critical thinking as an advanced practice provider. Students will work under the direction and supervision of the clinical preceptor while following the organizations policies and guidelines. All learning activities will contribute to the development of the advanced practice role and provide an opportunity to expand upon the student's professional portfolio. *Please note: This course requires a minimum of 144 practicum hours. Students must have prior approval all legal documentation completed per facility policy to participate in the clinical. This course is graded as pass/fail.*

NUR 620 Primary Care of the Adult III

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 615/616

Co-requisite: NUR 621

This course is the last of the three courses that focuses on the health promotion, disease prevention, and management of the adult and geriatric population. The course material is further broken down by body systems for a thorough yet concise understanding of acute and chronic illness, and management and prevention in the adult and geriatric population. Students will learn to identify, diagnose, and manage these problems while concurrently gaining clinical experience in the adult and geriatric healthcare setting. Students will have the opportunity to assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses within a collaborative environment with fellow students and instructors through the clinical decision-making portion of the course. Students will also continue to work on the scholarly inquiry



project required to graduate the New England Institute of Technology Family Nurse Practitioner Program.
Please note: The co-requisite course (NUR 621) requires a minimum of 144 practicum hours.

NUR 621 Primary Care of the Adult III Practicum

4 Class Hours 4 Quarter Credit Hours

Prerequisites: NUR 615/616

Co-requisite: NUR 620

The practicum component of this course offers the nurse practitioner student an opportunity to apply theoretical content with newly developed advanced skills in the role of the advanced practice nurse. The settings for the practicum include, but are not limited to non-acute, acute, and community health care facilities, as well as virtual activities (i.e. simulations, Zoom sessions, etc.). Nurse practitioner students will work with many diverse populations across the lifespan with varied modalities to address health promotion, disease prevention, and acute and chronic conditions. More broadly, students will expand on their inter-professional roles through communication, collaboration, clinical decision-making, and critical thinking as an advanced practice provider. Students will work under the direction and supervision of the clinical preceptor while following the organizations policies and guidelines. All learning activities will contribute to the development of the advanced practice role and provide an opportunity to expand upon the student's professional portfolio. *Please note: This course requires a minimum of 144 practicum hours. Students must have prior approval all legal documentation completed per facility policy to participate in the clinical. This course is graded as pass/fail.*

PH 520 Epidemiology

4 Class Hours 4 Quarter Credit Hours

Prerequisite: PH 510

An introduction to the epidemiological perspective on health and disease, with emphasis on the principles and methods used to describe and evaluate the patterns of illness in populations and applications to public health practice. Topics include outcome measures, surveillance and policy, adjustment methods for comparing populations, observational and experimental study designs, common sources of error and their control, reliability and privacy assurance, and evaluation.

PH 570 Healthcare Policy

4 Class Hours 4 Quarter Credit Hours

This course will introduce students to the basics of healthcare policy, including the history of health reform in the U.S. through the passage of the Affordable Care Act and the attempts to overturn it. We will explore advocacy and lobbying strategies, plus policy implementation and evaluation. Students will create a lobbying campaign plan based on best practices of community-based advocacy.

EDUCATIONAL LEADERSHIP CORE COURSES

NUR 525 Teaching and Learning Strategies for the Diverse Learner

4 Class Hours 4 Quarter Credit Hours

Co-requisite: NUR 530

This course will analyze teaching and learning strategies, styles, and techniques of learners with diverse backgrounds. A focus will be placed on creating learner-centered environments in nursing education and in clinical practice. The incorporation of educational technologies and best practices in nursing education will be explored. Topics include but are not limited to online and distance learning, simulation techniques, as well as the use of technology in clinical practice.

NUR 530 Curriculum Development

4 Class Hours 4 Quarter Credit Hours

Co-requisite: NUR 525

This course applies concepts of the educational process and development of curricula for diverse learners in accordance with regional and national accreditation standards. Students will analyze historical and contemporary forces encountered in curriculum development in culturally sensitive nursing education. Topics include but are not limited to: development and evaluation of objectives and outcomes at course and program levels, measurement of educational outcomes, the implementation of theories and taxonomies into curriculum designs, and the accreditation process.

NUR 535 Assessment and Evaluation of Learning in Traditional and Online Learning

4 Class Hours 4 Quarter Credit Hours

Prerequisite: NUR 530

Co-requisite: PH 570

The Assessment and Evaluation of Learning course focuses on the role of the nurse educator or academic leader in methods of assessing learning in higher education. Students will learn to analyze and apply methods of assessment in diverse learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

NUR 545 Ethics/Organizational Dynamics in Higher Education

4 Class Hours 4 Quarter Credit Hours

Prerequisite: NUR 535

Co-requisite: PH 550

Focuses on the organization of higher education institutions and the regulations and accreditation standards that guide the work of academic leadership. Explores topics such as organizational behavior, organizational culture and organizational development.

NUR 550 Capstone (Practicum)

6 Class Hours 6 Quarter Credit Hours

Prerequisite: NUR 535

Co-requisite: PH 545

The course will include 80 hours of guided, multi-disciplinary, scholarly project beginning with a theoretical framework and comprehensive literature review, proceeding through an implementation phase, and concluding with an analytical outcome measurement. The paper/project is supported by the integration of principles from the disciplines of education and nursing practice. The final paper will be presented in a professional conference setting. Students work with a capstone facilitator and a seminar component is included.

MGM 514 Leadership

4 Class Hours 4 Quarter Credit Hours

Leadership is about developing a vision and inspiring others to achieve that vision. It is wayfinding through effective communication. Leaders seek to understand and shape organizational culture, while effecting and supporting positive change. This course provides aspiring leaders with tools to develop a confident voice for their own current and future leadership roles. The major theories of leading and managing people and organizations will be applied to real leadership situations in organizations ranging from start-ups to large enterprises, as well as real leaders in the student's chosen field. While seeking a deep understanding of their own leadership style, students will examine the interaction between leadership and organizational culture, culminating in the development of a personalized comprehensive leadership development plan.



NEW ENGLAND TECH

Nursing
Master of Science Degree
Educational Leadership
& Family Nurse Practitioner
(For students entering their program
October 2019 – 202010 or later)

PH 570 Healthcare Policy

4 Class Hours 4 Quarter Credit Hours

This course will introduce students to the basics of healthcare policy, including the history of health reform in the U.S. through the passage of the Affordable Care Act and the attempts to overturn it. We will explore advocacy and lobbying strategies, plus policy implementation and evaluation. Students will create a lobbying campaign plan based on best practices of community-based advocacy.

Questions & Answers

1. When do my classes meet?

Because the MSN/FNP program is hybrid, there are a few occasions during skills/clinical immersion days and times when students are required to meet in a traditional on-campus classroom (1-2 weekends Saturday and Sunday). Students will be notified well in advance for the skills/clinical immersion weekends. Faculty may schedule (at their discretion) online discussions or other activities through the online learning software that may require you to attend class at a specific time (example Zoom/ADOBE for class).

2. Must I take other courses in addition to the Nursing courses?

Yes. In addition to your nursing courses, to qualify for your master's degree program, you will need or have passed successfully a bachelor-level statistics and health assessment course with a grade of B or better, if transferring the course from another institution. This is an admission requirement.

3. How large will my classes be?

The average size for a class is about 18 students; however, larger and smaller classes occur from time to time.

4. How is taking an online course different from an on-campus course?

Online courses offer you flexibility in the scheduling of your class and study time. However, online courses also require self-discipline and self-motivation to do the work that is expected of the course. Despite this flexibility, you are required to login to your course regularly as described in the course syllabus. There are required weekly assignments with specific due dates (see course syllabus).

5. Do online courses take more time than on-campus courses?

Online courses require the same amount of work as an on-campus course. However, the time you spend in an online course will be different than in a traditional on-campus course. For example, less time will be spent on driving to and from campus and limited time that will be spent on campus during clinical/skills immersion.

6. What are the entry requirements for the program?

A candidate for admission to the MSN FNP or Educational Leadership program must meet the following criteria:

1. Applicants for admission to the MSN program at NEIT with a BSN must have:
 - a. BS in Nursing from an accredited baccalaureate degree nursing program with an overall minimum undergraduate GPA of 3.0
 - b. An active, unencumbered United States license to practice as a Registered Nurse (RN).
 - c. Have at least 1 year of clinical experience as an RN within the past 2 years.
 - d. BS-level Statistics ("B" or better).
2. Applicants for admission to the MSN program at NEIT with an RN license and a non-nursing bachelor's degree in science must have:
 - a. BS in Science (non-nursing) with an overall minimum undergraduate GPA of 3.0.
 - b. An active, unencumbered United States license to practice as a Registered Nurse (RN).
 - c. Have at least 1 year of clinical experience as an RN within the past 2 years.
 - d. BS-level Statistics ("B" or better)
 - e. BS level Health or Physical Assessment ("B" or better)
 - f. BS-level Pathophysiology ("B" or better)
 - g. BS-level Nursing Research ("B" or better)

3. The following steps outline the application process. Each applicant must:
 - a. Complete an information session with a university admissions officer.
 - b. Apply for enrollment including a personal statement and a current professional résumé or curriculum vitae along with the non-refundable application fee. Applications may be completed online at www.neit.edu.
 - c. Submit a copy of a current unencumbered RN license to an Admissions Officer.
 - d. Submit an official transcript showing degrees completion. Completed nursing programs must be accredited from: NLN, ACEN, CCNE or NLNCC accredited institution.
 - e. Provide a certificate, *signed by a physician/provider*, confirming immunization against measles, mumps, rubella, and varicella, receive a booster dose of tetanus and diphtheria (Tdap) within the last ten years, and 3 doses of Hepatitis B vaccine or a positive titer.* Educational Leadership track students will follow the clinical organizations requirements. (Other requirements may be determined by the clinical organizations).
 - f. The student must have an American Heart Association BLS for Healthcare Providers (BLS Provider) card.

**Only when accepted to the FNP program.*

7. How long should it take me to complete my program?

Students must follow the stated program curriculum. Depending on student progression, the program can take from 15 to 24 months.

It is in the best interest of students to adhere to the prescribed curriculum without interruption. Students who are not enrolled during one or more terms or who are not successful in a course may find that the course/s they need may not be available every term and they will have to wait until the course is offered again. Students should check with their Student Success Coach for further details.

8. Is New England Tech accredited?

Yes. New England Tech is institutionally accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.). Accreditation by NECHE is recognized by the federal government and entitles New England Tech to participate in federal financial aid programs.

9. Is the NEIT Nursing Program Accredited?

This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, <http://www.acenursing.us/candidates/candidacy.asp>.

10. Is the program entirely online?

The MSN courses are offered online however some of the courses require hybrid sessions. The clinical and capstone components, and skills/clinical immersion require hands on training in the classroom with an instructor or clinical provider. Students must complete 750 clinical hours in the FNP program to complete the program and be eligible to sit for certification. The Educational Leadership program requires 80 teaching hours as part of the clinical component.

11. What does the Educational Leadership Capstone (Practicum) or FNP Practicums involve?

The objective of the Educational Leadership Capstone (Practicum) or FNP Practicums is to collaborate with and learn from the preceptors and experts while implementing evidence-based care and treatment modalities

for the patient community. The Educational Leadership student will facilitate 80 hours of classroom learning by objective, course and assessment implementation. The student and preceptors will enter into a contractual agreement that further defines the objectives of the practicum preceptorship-based on the students' learning needs and professional goals.

12. Can I complete the Educational Leadership Capstone (Practicum) or FNP Practicums at my current workplace?

Yes, the Educational Leadership Capstone (Practicum) or FNP Practicum hours may be completed in the student's own workplace; however, the student may not be working or being paid during practicum hours. The preceptor for the FNP program must have at least two years of experience as an advanced practice licensed provider, one year of which must be in the area of clinical/practicum specialty and have a minimum of a master's degree in nursing, and an advanced degree prepared as a nurse practitioner. Physician assistants and medical doctors can also serve as a preceptor for nurse practitioner students.

Additional guidelines and individualized support are provided to all matriculated students.

13. When should I begin looking for a preceptor for the Educational Leadership Capstone (Practicum) or FNP Practicums?

It is never too early to begin thinking about potential advanced practice provider preceptors. It is highly recommended that students begin identifying and speaking with potential preceptors immediately upon entering the MSN program. Practicum affiliation agreements can also take a considerable amount of time to get approved.

All graduate students are required to secure their own Practicum/Clinical placements and preceptors in quality healthcare agencies or practices.

14. When should I begin obtaining and submitting documentation for my Educational Leadership Capstone (Practicum) or FNP Practicums?

It is important that you start obtaining compliance documents at least two to three full terms before you plan to begin the Educational Leadership Capstone (Practicum) or immediately upon entering the MSN program for FNP Practicums. All compliance documents must be submitted at least one full term before you register for the Educational Leadership Capstone (Practicum) or FNP Practicums. All Educational Leadership Capstone (Practicum) or FNP Practicums documents are located in the MSN Student Nurse Guidelines on students.neit.edu.

15. What documentation is required for the Educational Leadership Capstone (Practicum) or FNP Practicums?

The following compliance documents must be on file in the Department of Nursing one full term before registering for the Educational Leadership Capstone (Practicum) or FNP Practicums (the Academic Fieldwork Coordinator is available to answer questions and assist students as needed):

- Current American Heart Association CPR certification for Healthcare providers at the infant, child, and adult levels.
- Capstone/Practicum Contract (if required)
- Preceptor's current resume or curriculum vitae, completed NEIT Nursing Preceptor Agreement form, and copy of Certificate of Malpractice Insurance.
- Certain practicum sites may have additional requirements. Students are responsible to consult with their preceptor to see if there are any other requirements.
- Advanced Nurse Practice, Physician Assistants, and Medical Doctors must have an active unencumbered license. For example, if a student in the State of CT wants to do clinicals in the State of RI, the student and preceptor must be licensed in the State of RI.

16. Can I transfer the credits that I earn at New England Tech to another college?

The transferability of course credit is always up to the institution to which the student is transferring. Students interested in the transferability of their credits should contact the Office of Teaching and Learning for further information.

17. Do I need to maintain a certain grade point average?

The graduate student must maintain a 3.0 cumulative grade point average (GPA) to remain in good standing. A minimum grade of B (83%) is required for all courses taken to complete the MSN Program. Students may repeat a course only once; If a minimum grade of B (83%) is not obtained a second time, the student will be required to withdraw from the MSN program. A student who does not earn at least a B (83%) or a Pass (P) in any two courses throughout the program will be subject to dismissal from the nursing program.

18. Can I transfer credits earned at another college to New England Tech?

Transfer credit for appropriate master's level courses taken at an accredited institution will be considered for courses in which the student has earned a "B" or above. An official transcript from the other institution must be received at a minimum of one week prior to the start of the course for which transfer credit is being requested.

19. Is there a clinical practicum/capstone requirement?

Yes. To be eligible for graduation from New England Tech with an MSN degree, students must complete the last credit hours as a matriculated student in the MSN program at New England Tech.

20. Will advisors be available to me?

Yes. Students in the MSN program will be assigned a Student Success Coordinator from the Office of Student Support Services.

The New England Tech Student Advisor provides guidance, encouragement and support to students and is the primary point of contact for all student concerns and information about New England Tech policies and procedures. From the individual student's perspective, the New England Tech Student Advisor is the student's college-wide advisor on all matters related to success at New England Tech. Student Advisors assists students who are experiencing difficulties with their course work or who encounter problems that interfere with the successful completion of their program. Student Advisors monitor students' attendance and academic progress and contact students as needed. The Student Advisor's outreach to the students includes weekly emails to students and, as needed, individual phone calls to the students. Students may meet with their Student Advisor for a degree audit and for assistance with course selection and registration. Students with disabilities who wish to request accommodations must self-identify, communicate their needs to their Student Advisor and provide current and comprehensive documentation concerning the nature and extent of their disability.

21. How many credits do I need to acquire my Financial Aid?

Students entering the program will be eligible for various forms of financial aid, including loans, if they take at least 4 credits per term.

22. What does my program cost?

The cost of your program will be as outlined in your enrollment agreement, along with your cost for books and other course materials. (See current Tuition and Fees for the MSN program)

23. What kind of employment assistance does New England Tech offer?

The Office of Career Services assists New England Tech students and graduates at the East Greenwich, RI campus and online in resume writing, interviewing skills, and the development of a job search strategy. Upon completion of their program, students may submit a resume to be circulated to employers for employment opportunities that, for the most part, may exist in Rhode Island, Massachusetts and Connecticut. Employers regularly contact the Office of Career Services about our graduates. In addition, our Office of Career Services contacts employers to develop job leads. A strong relationship with employers exists as a result of New England Tech’s training students to meet the needs of industry for over fifty years. No school can, and New England Tech does not, guarantee to its graduates employment or a specific starting salary.

24. Where will job opportunities exist?

Employment opportunities are available nationally. Our AS and RN to BSN graduates have obtained employment in many different healthcare and educational settings.

25. What are the hardware and software requirements for the program?

	Recommended Minimum
Operating System:	Windows 10 or Macintosh OS X (10.14)
Processor:	2+ GHz
Memory:	4GB
Plug-ins:	Adobe PDF Reader, Flash Adobe PDF Reader, Flash and others as required by specific courses
Players:	QuickTime, Java Player, Java
Browser:	Chrome, IE, Safari, Edge, Firefox (all latest versions)
Display:	1024x768
Software:	Office 365 (2016)
Internet Connection:	FiOS/DSL/CABLE DSL/CABLE
Email Account:	New England Tech student email account
Sound Card:	Required
Other (some programs):	<ul style="list-style-type: none"> • A webcam (the one built into your laptop or iPad should be fine) • A microphone (built into the computer or headset is handy). • A digital camera (the one on a smart phone is fine).

Online students must be capable of installing and maintaining their own computer's hardware and software. New England Tech does not assist students with the setup of their computers.

Information about obtaining the software (if any) will be made available to you at the start of each course.

Note: Tablets and smartphones can be convenient for reading course materials and email but will not be sufficient for doing all of your course work.

26. Do I need special computer skills in order to take an online course?

You will need basic familiarity with your computer, for example: emailing, using the Web, and downloading and attaching documents. No special equipment is required – just a modern Windows or Mac computer (see specifications above), an office suite such as Microsoft Office, and a broadband internet connection.

New England Tech online courses are designed to help acclimate you to the technology and build your skills and your confidence as you go. We provide 24x7 support via phone, email or chat to help you with computer or online system issues. Tablet computers can be useful for doing course readings, watching course videos,

and catching up on course discussions. But a tablet will not be sufficient for doing all your course work – be sure you have regular access to a laptop or desktop computer.

27. How can I get help for my coursework when I need it?

There are several ways that you can get the help you need with your coursework. First, your instructor will be available to you through email, chat and the phone; second, your Student Advisor is also available through email, chat and the phone; and finally, the Academic Skills Center will be available via email and the phone. PLEASE NOTE: It is important for both your personal and professional growth that you do all the work yourself. New England Tech has a strict Academic Honesty Policy that is part of every course syllabus.

28. How do I get help from other university departments?

At the beginning of each term, you will receive a list of contact information for every university service. The list includes where you can find each service such as the university catalog and URL, the name and contact information for the individual responsible for each service such as the telephone number and email address and the hours when each service is available. Examples of services include the Academic Skills Center, the Bookstore, the Career Services Office, the Financial Aid, Registrar's Office, Student Advisors from the Office of Student Support Services, Library, Student Accounts, Office of Teaching and Learning and the Response Desk.

29. How much time should I expect to dedicate to an online course?

New England Tech's policy regarding the amount of work expected of a student is similar to all other colleges and universities. The number of credit hours assigned to coursework is related to the academic time a student is expected to spend in direct faculty instruction and out-of-class work, and reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately ten weeks for one hour of credit; or at least an equivalent amount of work for other academic activities as established by New England Tech including laboratory work, internships, practica, studio work, and other academic work, such as study and exam preparation time, leading to the award of credit hours.

30. Where do I go for help with technical issues?

The Response Desk is available through email and the phone. Please realize the Response Desk can only help you with access to your online account. The Response Desk cannot help you with any software or hardware issues with your personal computer. Refer to the Office Hours document that is available in each of your Canvas courses for specific contact information as well as hours of operation.

31. How do I buy textbooks?

Students may purchase their textbooks either through the Bookstore or through online merchants. Your instructor will provide the course syllabus to you prior to the start of class to allow you time to purchase the textbooks. Textbook information for all courses is available through the Bookstore prior to the start of the course. Please review the contact information for the Bookstore in the Office Hours document.

32. Are there attendance and participation requirements?

Yes. Each week you will be required to participate in required activities such as discussion boards or other assignments for each course. All course activities will be counted towards your attendance and participation grade.

33. How will I submit my course assignments and take exams?

You will receive information from your instructor about how to submit your assignments through the Canvas learning management system. You may be asked to take online or web-based quizzes and exams, submit papers online, engage in group work, or prepare a portfolio of your work online. Your instructor will notify you in advance of his or her testing requirements. In some cases, your instructor may require that you take a

proctored exam. If a proctored exam is required, you will be required to submit a proctor form to your instructor prior to gaining access to the exam. Proctortrack may also be utilized for course exams or quizzes.

34. Will I have an instructor?

Yes. Instructors are essential to online learning at New England Institute of Technology. All instructors are trained to teach online or have experience teaching online. They lead the courses and function as facilitators, coaches and tutors. In the online setting, instructors devote as much time to communicating with the class as they do in the traditional classroom. They log in regularly to respond to questions, direct discussion and evaluate assignments. Instructors for all NUR courses have doctoral degrees.

35. Will I interact with other students?

Yes. You will interact with other students in all your online courses. Through online discussions, email and other group activities, you can develop an electronic peer network and participate in discussion forums and online study groups. Although you may never see each other face-to-face, you will establish a group of colleagues.

36. Are there any additional costs/activities associated with this program?

All students must have a complete physical examination and required immunizations completed prior to clinical practicum/capstone. Mumps, Measles, Rubella, Hepatitis B, Varicella immunization or titers, and tetanus immunizations are required. TB testing is required each year. Personal negligence and malpractice insurance is also required by affiliating facilities where internships are scheduled. MSN FNP students will be required to obtain malpractice insurance via www.nso.com. Students will apply as a Student: Nurse Practitioner: Family Practice. Uniforms (lab coat and student ID), equipment, laboratory fees and textbooks will also need to be purchased. See question # 37 below for additional fees/costs.

Students are required to purchase or have access to an otoscope/ophthalmoscope set, reflex hammer, and a pocket Snellen chart (differs from a regular Snellen chart). Students are also required to have a stethoscope with a diaphragm and bell.

All these items will be used to practice components of the head-to-toe physical exam during the NUR 520 course as well as during the Clinical Immersion weekend and for your Practicum courses. All items should also be clearly labeled with the student's name.

The cost of these items varies widely, and no particular brand or quality is required. (A Welch-Allyn set is not required – a student set will suffice). These items can be obtained via online vendors or you may be able to borrow them from a friend or colleague, however, you will need them for your Practicum/Clinical courses.

37. Where can I purchase a uniform and what kind of uniform do I need?

Students may purchase items for their uniforms online at Alexander's Uniforms at <https://alexandersuniforms.com>. All items are priced to include a 20% discount on lab coats only. To obtain the discount or if you have any questions, contact Wendy Magnette via email at wmagnette@alexandersuniforms.com or at 401-654-6500.

The required uniforms for male students include:	
Lab Coat; White Meta 739 with patch	XS-5X (call or email for current pricing)
1 Magnetic ID/Name Pin D23	\$15 ea. (or regular pin for \$11)

The required uniforms for female students include:	
Lab Coat; White Meta 738 with patch	XS-5X (call or email for current pricing)
1 Magnetic ID/Name Pin D23	\$15 ea. (or regular pin for \$11)

You may also purchase your uniform items at <https://alexandersuniforms.com> or at Alexander's Uniforms at one of their three locations (recommended if you are unsure of the size): 1) Rhode Island: Marshall's Plaza, 1 Lambert Lind Highway, Warwick RI 02886, 860-889-7744, 401-654-6500; 2) Connecticut: 77 Salem Turnpike, Norwich, CT 06360, 781-762-1449; 3) Massachusetts: 500 Providence Highway, Norwood MA 02062.

38. Do I need to have a Criminal Background check or other specific compliance training?

All MSN students are required to have a state/federal criminal background check performed by CastleBranch prior to the Educational Leadership Capstone (Practicum) or FNP Practicums. Students will also need to complete the *e-Learning HIPAA & OSHA Blood Borne Pathogen (BBP) Training* via CastleBranch.

39. Is licensure required to practice as a Nurse Practitioner?

All states require licensure in order to practice. Note that a felony conviction may affect a graduate's ability to sit for board certification or attain state licensure.

The New England Institute of Technology (NEIT) Master of Science in Nursing (MSN) family nurse practitioner (FNP) specialization is designed to prepare graduates with an active, unencumbered registered nurse (RN) license to sit for the FNP board certification exam (AANP/ANCC). Each state has its own requirements for practicing as a nurse practitioner, that are overseen by a state Board of Nursing or agency. Because individual state requirements are subject to change, NEIT provides all of the web links to each state board of nursing to evaluate the requirements for nurse practitioners. Please use the link provided to evaluate your specific state requirements (<https://technet.neit.edu/Academic-Information/Course-Catalog/Graduate-Degree-Programs/Nursing-MSN>). It is strongly recommended that students planning to enter the NEIT FNP program consult the appropriate Board of Nursing or state agency in the state in which he or she wishes to practice, thus determining specific requirements for state licensure. It is each individual's responsibility to understand, evaluate, and comply with all requirements relating to the practice as a nurse practitioner. NEIT makes no representations or guarantees that completion of NEIT coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential.

- Important note for prospective students: If you are considering an academic program that leads to professional licensure in your state, it is highly recommended that you first seek guidance from the appropriate licensing agency in your home state BEFORE beginning the academic program located outside your state. Website links provided to state boards of nursing are reviewed twice yearly and those links are updated as needed.

40. Will I need to arrange travel/lodging for NUR 555 Clinical Immersion?

Yes, students travelling to East Greenwich, Rhode Island for NUR 555 Clinical Immersion will need to make travel and lodging arrangements.

41. If I live out-of-state, do I need to be licensed in the State of Rhode Island?

In order to obtain APRN licensure, most states require the following:

You must provide proof of:

- Current registered nurse (RN) licensure
- Official final transcript from your education program
- The official transcript must state that the education program prepared you for practice as an APRN in the specific clinical category you are applying for (CNP, CNM, CRNA, PCNS, CNS)

Proof of graduate level coursework, including:

- Pathophysiology



NEW ENGLAND TECH

Nursing
Master of Science Degree
Educational Leadership
& Family Nurse Practitioner
(For students entering their program
October 2019 – 202010 or later)

- Advanced physical assessment
- Pharmacotherapeutics

Additionally, **the student and preceptor must be licensed in the state in which the clinicals will be completed.** If the student will be completing any clinical rotations in the State of Rhode Island, the student must be eligible for RN licensure in Rhode Island.

Professional Standards for the Student Nursing Program

Students enrolled in the NEIT's Nursing program will be held to the American Nurses' Association's "Standards of Professional Performance" and "Code for Nurses," and the Nursing Program's Essential Abilities (outlined below). Failure to uphold these standards may result in dismissal from any nursing program.

ANA Standards of Professional Performance

- A nurse must be able to communicate clearly and effectively in English with clients, teachers and all members of the health care team.
- The nurse systematically evaluates the quality and effectiveness of nursing practice.
- The nurse evaluates his or her own nursing practice in relation to professional practice standards and relevant statutes and regulations.
- The nurse acquires and maintains current knowledge in nursing practice.
- The nurse contributes to the professional development of peers, colleagues, and others.
- The nurse's decisions and actions on behalf of clients are determined in an ethical manner.
- The nurse collaborates with the clients, significant others, and health care providers.
- The nurse uses research findings in practice.
- The nurse considers factors related to safety, effectiveness, and cost in planning and delivering client care.

ANA Code for Nurses

- Each person, upon entering the nursing profession, inherits a measure of the responsibility and trust associated with the profession, along with the corresponding obligation to adhere to the standards of ethical practice and conduct it has set. Nursing students are expected to show responsibility in their behavior, to deal with faculty, peers, patients, and clinical staff in a direct and honest manner, and to be professional in their conduct. Students who violate accepted standards for professional nursing may be discharged from the program.
- The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
- The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.



Essential Abilities

NEIT Nursing faculty has specified essential abilities (professional standards) critical to the success of students enrolled in any NEIT nursing program. Qualified applicants are expected to meet all admission criteria, and matriculating students are expected to meet all progression criteria, as well as these essential abilities (professional standards) with or without reasonable accommodations.

- **Essential judgment skills to include** ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving and coming to appropriate conclusions and/or courses of action.
- **Essential neurological functions to include** ability to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological functions include, but are not limited to, observing, listening, understanding relationships, writing, and employing psychomotor abilities.
- **Essential communication skills to include** ability to communicate effectively with fellow students, faculty, patients, and all members of the health care team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.
- **Essential emotional coping skills to include** ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.
- **Essential intellectual and conceptual skills to include** ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing.
- **Other essential behavioral attributes to include** ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair behavior or judgment. The student must demonstrate responsibility and accountability for actions as a student in the Nursing program and as a developing professional nurse.

Technical Standards

The field of Nursing is both intellectually and physically challenging.

The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 ensure that qualified applicants have the ability to pursue program admission. However, all students must meet the essential skills and technical standards to perform functions required of the nursing program and profession. Every student will be held to the same standards with or without reasonable accommodations.

General Physical Requirements (for the FNP track)

Students must:

- Possess the physical ability to tolerate walking and standing for at least ten minutes at a time, multiple times per hour.
- Lift and/or carry up to 50 pounds from floor to waist level or higher at least several times per day.
- Lift objects weighing up to 50 pounds to a height of one meter or higher and carry the object or animal for a distance of two meters without assistance.
- Use hands and arms to handle, install, position and move materials, equipment, and supplies without assistance.
- Handle, position, and ambulate patient/clients as directed by the provider.
- Be able to have sustained contact with multiple species of service animals and be amenable to learning the safe handling, restraining, and working with these animals. An individual should not be allergic to any species of animals to the extent that would prohibit working in a facility that has them. Must inform assistant director or director of allergies.

Cognitive Ability

Students must:

- Be able to function in a structured environment within significant time constraints and capable of making rapid decisions in urgent situations and meeting deadlines.
- Possess a willingness to assist with and perform a wide variety of routine medical, surgical, and diagnostic procedures common to the acute and long-term setting; including acute and activities of daily living, handling of sick and injured, without fear.
- Be able to complete required tasks/functions under stressful and/or unpredictable conditions, including emergency situations.
- Be able to access information from books, reference manuals, computers, and paper and electronic medical documents to perform duties and safely use equipment without assistance.
- Be able to prioritize, organize, and utilize time-management skills to perform tasks.
- Evaluate, synthesize and communicate diagnostic information to the attending provider(s) and/or staff.
- Be able to progress toward minimal supervision as they advance through the program.

Communication Skills

Students must:

- Read, write, speak and report accurately and effectively in English.
- Comprehend and carry out complex written, and oral instructions given in English.
- Be able, when communicating with other individuals by speech, either in person or by telephone, to make legible and coherent written notes in English within the margins and space provided on the appropriate forms.

Professionalism and Interpersonal Skills

Students must:

- Demonstrate professional and socially appropriate behavior; maintain cleanliness and personal grooming consistent with medical professional standards.
- Be able to interact appropriately with clients and all members of the inter-professional team.

- Possess the ability to exercise good judgment and make appropriate professional and procedural judgment decisions under stressful and/or emergency conditions (i.e. unstable patient/client condition), emergent demands (i.e. stat test orders), and a distracting environment (i.e., high noise levels, complex visual stimuli, or behavioral events).

Manual Dexterity and Mobility (for the FNP track)

Students must:

- Be able to move his/her entire body, bend, kneel, assist in lifting and turning patients/clients, pushing and working with stretchers, IV equipment, computers both mobile and stationary equipment.
- Possess fine motor movements to perform the essential functions of the profession. This includes the dexterity to manipulate equipment, manage syringes and catheters, in the care of patient/clients.
- Possess tactile ability necessary for physical assessment and to perform nursing duties in a timely manner. This includes performing palpation during physical exams, administering oral, intramuscular, subcutaneous, and intravenous medication, insert and remove tubes, collect samples from patient/clients, and perform wound care.
- Possess the ability to lightly palpate and interpret findings, i.e. palpation of pulses, lymph nodes, limb or organs to determine proper endotracheal tube size.

Auditory, Olfactory, and Visual Skills (for the FNP track)

Students must:

- Nurses must have functional use of senses to safely and correctly assess patient/clients, interpret, and record data.
- Possess adequate visual ability, with or without correction, that allows the determination of minute areas of detail, very small variations in color and adequate depth perception (size, shape and texture), including differentiation of details as viewed through a microscope. This includes ability to characterize and interpret the color, odor, clarity, and viscosity of body structures and fluids, observe variations in skin and mucus membrane color, integrity, pulsations, tissue swelling, etc.
- Possess visual ability to allow for observation and assessment as necessary in nursing care both from a distance and close by to recognize physical status and non-verbal responses including behaviors.
- Possess auditory ability necessary to monitor and assess health status, including auscultation of heart and lungs, and hear equipment alarms and warning sounds from animals, humans, and/or equipment of impending danger or injury.
- Recognize and respond appropriately to distress sounds from a patient/client/ alarms/warning signals on monitoring equipment directly and through intercommunication systems to ensure patient/client safety.
- Be able to discriminate shades of black and white patterns in which the band is not more than 0.5 mm in width. This includes ability to see ECG tracing.
- Be able to perceive the natural or amplified human voice without lip reading to permit oral communication on the clinical unit with any occupants wearing facial/surgical masks.

Adaptive Ability

- Ability to remain calm in the face of computer lab equipment and/or software failure.
- Ability to maintain emotional stability and the maturity necessary to interact with members of the faculty, students, clinical staff, and clients in a responsible manner.
- Ability to tolerate the differences in all people.
- Ability to follow instructions and complete tasks under stressful and demanding conditions.
- Ability to adapt in a positive manner to new and changing situations with an open mind and flexibility.
- Ability to think clearly and act quickly and appropriately in stressful situations.