



FAR EASTERN UNIVERSITY

**INSTITUTE OF HEALTH SCIENCES
AND NURSING**

**MASTER OF ARTS IN NURSING
SY 2023-2024**



**BULLETIN OF
INFORMATION**





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SY 2022-2023

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General Information



FAR EASTERN UNIVERSITY

VISION

Guided by the core values of Fortitude, Excellence, and Uprightness
Far Eastern University aims to be a university of choice in Asia.

MISSION

Far Eastern University provides quality higher education
through industry-responsive and outcomes-based
curricular programs.

FEU produces globally competitive graduates
who exhibit the core values of fortitude,
excellence, and uprightness.

FEU promotes sustainable and responsive research, extension,
heritage and environment stewardship
towards national and global development.





Fortitude

A tamaraw is characterized by fortitude. Moral courage and strength of character allow tamaraws to persevere and achieve more than is expected of them.

Excellence

A tamaraw is characterized by excellence. The FEU academic community is committed to perform to its fullest potential thus creating a culture of excellence.

Uprightness

A tamaraw is characterized by uprightiness. Full development of morality and integrity is among the primary purposes of FEU as an educational institution.

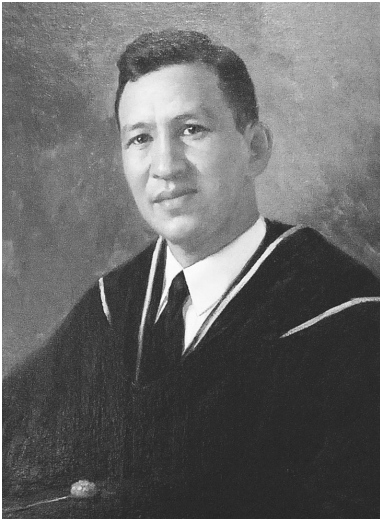
FEU Graduate Vision And Mission

The Nursing – Graduate Studies (N-GS) seeks to produce ADVANCE nurse practitioners or educators who are service-oriented, principled leaders, and researcher who can help shape the health care delivery system in various settings.

To achieve this goal, the N-GS seeks to develop research oriented nurse leaders who are committed to the development of the nursing profession and the health of the community in general.



The FEU Story



Far Eastern University started out as a dream, born virtually out of its founder's head, Dr. Nicanor Reyes, in 1928 with the help of a reputed group of educators from the Department of Economics in University of the Philippines.

The university practically began life as the Institute of Accountancy that initially offered a three-year program designed to meet the minimum requirements for the certified public accountant examination.

In order to respond to the needs of the times, the Institute soon branched out to other fields of study. A year after, it became the Institute of Accounts, Business and Finance (IABF).





In November 1933, FEU became a result of the fusion of Far Eastern College which offered courses in the liberal arts founded in 1919 and the IABF which offered courses in accountancy, economics, business administration, and banking and finance founded in 1929.

Being the first president of the university, Dr. Reyes envisioned a school that would promote the teaching of accounting to Filipinos. The 30's and 40's became the building years of FEU.

When the Pacific War broke out, the FEU campus became the headquarters of the Kempetai, right in the heart of Manila. Aside from burning and destroying the university records and facilities, the enemy forces also took the life of the great founder and some of his family members.

Though bereft of its founding president, the university reopened in 1945 and ran by eminent educators as presidents- Dr. Hermenigildo Reyes, Jaime Hernandez, Dr. Francisco Dalupan, Clemente Uson, Dr. Leoncio Monson, Belen Enrile-Guitierrez, Dr. Vidal Tan, Dr. Teodoro Evangelista and the founder's eldest son, Dr. Nicanor Reyes, Jr.

After embarking on a massive expansion program of physical plant and facilities to accommodate its growing student population and to cope with the demands of modern, relevant education for a developing country during the post-liberation

years, FEU also geared towards elevating the level of academic excellence by advanced instruction and professional training to qualified students by establishing the Institute of Graduate Studies.

Various curricula were also reviewed which paved the way for new academic programs. According to former FEU president Lydia Echauz, DBA, the university is a premiere university in the country. It is a university of choice among high school graduates because FEU has had long and rich history in education, culture, arts and sports, she enthuses.

In addition to academic excellence, the university strives to impart a well-rounded education by providing alternatives to students. And with the pronounced effort to upgrade the faculty, the research program, and the physical plant, the university climbs further towards quality education.

For the past years since its founding, FEU has produced business tycoons, ambassadors, justices of Supreme Court and other judicial bodies, technocrats in private and government sectors, finance wizards, acclaimed physicians, nurses, educators, theater and media luminaries and so many others in different fields of expertise.

(Merlina R. Herando)

FEU Emblems



THE UNIVERSITY SEAL

The FEU Coat of Arms consists principally of a eight-pointed golden star representing the nine main academic disciplines offered by the University. The heraldic supporter sarimanok motif, in full colors, projecting the nationalistic spirit upon which the University was founded. It also serves as the link between the past and present.

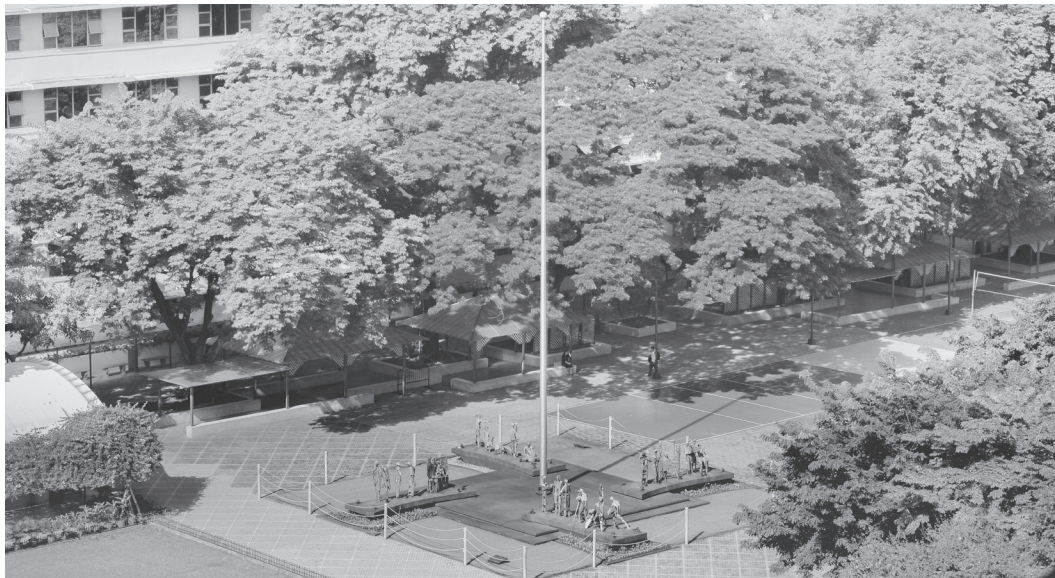
THE UNIVERSITY COLORS

The University colors are green and gold. Gold represents the golden opportunity for the university to serve the youth and her alumni to serve the country, Green is for hope, representing Rizal's "Fair hope of the Fatherland."

THE TAMARAW



The Tamaraw is the mascot of every FEU athletic team; hence the pet name of every student. Known scientifically as *Bubalus mindorensis*, it is rare animal found only in the Philippines on the island of Mindoro. Symbolically enough, the Tamaraw is one of the most intelligent, pugnacious and aggressive of our animal species just as the University is known for its advanced, progressive policy in contemporary education.



THE MEMORIAL QUADRANGLE

The Dr. Nicanor Reyes Memorial Quadrangle is a Manila landmark and a favorite backdrop for picture-taking in the campus. erected in memory of the University founder and first president, it consists of a 65-foot flagpole on a platform surrounded on all sides with brass sculpture by national Artist Vicente Manansala which interprets the late founder's philosophy of education.

THE MACE

The Mace is the symbol of the University President and is displayed in official University functions at which he presides. It consists of the University seal done in solid bronze, resting on a finely carved staff made of Philippine hardwood.

UNIVERSITY WEEK CELEBRATION

The University community commemorates annually the founding of the University in simple but fitting ceremonies within the campus every February. Once every five years, a grand, colorful celebration is held where truly festive air is created as all segments of the University community join the merriment.



FEU Hymn

Far Eastern onward, beloved alma mater
Onward oh lead us, the green and gold in view

In thy happy halls, our young hearts saw the light
Command thy sons and daughters
to battle for the right

Though far from home, our feet may roam
Our love will still be true

Our voices shall unite To praise thy name anew

We'll treasure within our hearts the FEU!
We'll treasure within our hearts the FEU!



FEU MULTI-FAITH PRAYER

Glory to you, Almighty

For gathering us today

Give us the fortitude to conquer life's challenges

So we can excel and be upright

In everything that we do

Guide us to be united in diversity

That we may continue to serve

and love one another,

Amen.







POLICIES AND STANDARDS

A. *CRITERIA FOR ADMISSION*

All applicants to graduate programs (Master's and Doctoral) will be evaluated based on their academic performance credentials, minimum of grade letter of B in any subject; potentially relevant research agenda (described in their essay), successful interview, reference letters and other specific program requirements.

B. *MINIMUM ADMISSION REQUIREMENTS*

All graduate student applicants must submit the university minimum requirements and the additional requirements of their desired programs:

1. Domestic /Local Applicants (FEU and NON-FEU alumni applicants)

- a. Completed FEU application form
- b. Official Transcript of Records
- c. Three letters of reference
- d. Diploma
- e. Certificate of Good Moral Character
- f. Completed Essay (see guidelines in admission procedures section)
- g. Interview

2. International Applicants

All requirements for local applicants (see a-f) and a PASS grade for Proficiency Test of English Language.



C. ADMISSION PROCEDURES

Evaluation Procedure:

1. Applicants will submit all the requirements and Proficiency Exam of English Language for international students to the Admission office for initial interview, and to secure endorsement letter for evaluation of the department chair.

Non-FEU Graduates

- a. Original Transcript of Records with computed General Weighted Average (GWA) of at least 2.0 or its equivalent
- b. Original Transfer Credential / Honorable Dismissal or Certificate of Non-Issuance of Transfer Credentials
- c. Photocopy of license, if applicable
- d. Photocopy of PSA Birth certificate
- e. Photocopy of PSA Marriage Certificate (for married women)
- f. Essay (please refer to the link for the guide questions)
- g. Two (2) sealed recommendation letters from current/former employers or former professors.

FEU Graduates

- a. Photocopy of Transcript of Records (TOR) with computed General Weighted Average (GWA) of at least 2.0 or its equivalent;
- b. Photocopy of diploma;
- c. Essay (please refer to the link for the guide questions)
- d. Photocopy of license, if applicable.
- e. Photocopy of PSA Birth Certificate
- f. Photocopy of PSA Marriage Certificate for (married women)
- g. Two (2) sealed recommendation letters from current/former employers or former professors.

International Students

- a. Authenticated/Apostilled - Original Transcript of Records
- b. Authenticated/Apostilled - Original Police Clearance from country of origin
- c. Authenticated/Apostilled - Photocopy of Diploma
- d. Authenticated/Apostilled - Photocopy of license, if applicable
- e. Authenticated/Apostilled - Photocopy of Birth certificate
- f. Authenticated/Apostilled - Photocopy of Marriage Certificate for married women
- g. Essay
- h. Two (2) recommendation letters from current/former employers or former professors
- i. Applicants must meet the visa eligibility requirements (c.f.)
- ii. All documents not issued in the Philippines will need to be Authenticated/Apostilled at the Local Philippine Embassy or Philippine Consulate of the country of origin; accompanied with an English Translation
- iii. Because English is the language used for graduate study in FEU, all students must have a graduate level proficiency in both oral and written English. The Language Learning Center must assess the students' competence in the use of English. Therefore, applicants must pass the English Proficiency Test or submit certification of completion of TOEFL or IELTS.
- iv. If the applicants did not meet the minimum required score for TOEFL and IELTS. They shall be required to attend and complete specific required hours* in the Intensive English Course (INTELAC), an English

course administered by the Language Learning Center (LLC) before admission to the specific program.

**Upon completion of the INTELAC, all international students upon recommendation of their professors and the LLC, if needed, will be required to attend continuous sessions for language skill development though LLC program. In addition, applicants will attend and complete the Enhancement Program provided by the Continuing Education for the international students.*

- *Enhancement program provides students the necessary assistance both for content knowledge and research skill development as they continue to pursue the program
2. Applicants will proceed to their specific program offices for interview.
 3. Applicants will be given an interview by the Department Chair and a committee interview questions will be specific to the programs.
 4. The committee with the Department Chair will review and evaluate the applicants' submitted written requirements and their interviews to make the final recommendation.
 5. The Department Chair will send the final recommendation (whether accepted or rejected) to the Director of Graduate Studies.
 6. The Director of Graduate Studies will send the acceptance or rejection letter to the applicant.
 7. Applicants will return to AFA for the enrollment date and procedure.

ESSAY & RESEARCH PLAN

In preparation for academic writing, graduate student applicants are expected to submit an essay. The essay should gauge the readiness of the applicant in scholarly writing as he embarks in a graduate school.

Guide Questions for Essay Writing for Master's Level: In 500 words, answer the following questions:

- A. What research do you want to pursue in your specific field?
- B. How do you think your research will contribute to your field? Describe its potential significance to you and to the field.

Below are the criteria for full consideration of your research plan:

Your research plan must briefly but clearly---

State your research topic:

What is the specific topic you want to pursue?
Provide at least one research question that you want to address?

Explain the purpose of your study:
What does your study offer?

Explain the significance of your study:
Why do you think your study is important?

Assert the implication of your study:
What conclusion can be drawn from your study?
or What you think is the potential contribution of your study to your field?

Describe your methodology:

Who are your target participants?

Describe the specific research design appropriate for your research question/s?



SPECIAL POLICIES ON ADMISSION

- Applicants who are not vertically aligned in their Bachelor's degree shall be required to take at least 9 undergraduate prerequisite units to be determined by the Dean or Department Chair.
- Applicants whose GWA falls below 2.0 shall be admitted under probation for one semester if they pass the GLT. They must not have any grade lower than 2.0 to continue in the program.
- For Master of Arts in Nursing, an applicant should be a registered nurse to qualify. They shall be required to submit a copy of their Nursing License as part of the requirements

E. REGISTRATION AND ENROLLMENT REGISTRATION

All formally accepted students may register in courses and pay the pre-enrollment fee. Schedule of courses are available and published in the university portal. Students are responsible to verify accuracy of course schedules posted and published in the system.

ENROLLMENT

Only students with official record of registration (approved schedule of classes) shall be considered for enrollment. Students are enrolled after paying their tuition and fees. Refer to the Registrar's Bulletin of Information for schedule of fees, mode and schedule of payments.

F. CREDITING FOR TRANSFEREES

A maximum of 25% of the total number of units of a specific degree program will be credited. Courses which are not aligned will be taken within the Bridging Program.

Procedure for application of crediting courses:

- i. Applicants will submit completed application form for course equivalency upon application for admission.
- ii. Upon approval by the department chair, students can proceed to register and enroll for their program.

**NOTE that processing time for crediting course will take 3 days.*

ACADEMIC STANDARDS

Guidelines for a Successful Degree Completion

All students must-

- a. maintain an active status by registering for the minimum required credit as determined by the specific program each year.
- b. Take an official leave of absence if needed.
- c. comply with the maximum time limits for taking and passing the comprehensive exams and proposal defense.
- d. satisfy the maximum residency years (7 years, doctoral; 5 years, master's) in active status*
 - i. *registered every year
- e. comply with all required coursework, seminars, and other professional standards set by the department/program.

A. GRADES

Students' grades manifest their academic and skill proficiency in their course work and recorded as follows:

Written Grade	Quality Point	Numerical Equivalent
A	4.0	100-98
A-	3.75	97-95
B+	3.5	94-90
B	3.0	89-85
F	0.0	Below 85

IN PROGRESS (IP)

- IP is a mark designated to students who did not finish his/her thesis/dissertation including proposal stage (i.e., Thesis 1 and 2) within the semester. This is NOT applicable for any unfinished course work such as failure to submit course requirement within the semester the student is registered.
- Students with IP mark will be given a residency status and must pay a residency fee before the start of every semester that he/she is in residency status.
- Students will be eligible to have an IP mark until he/she reaches the maximum residency allowed in his/her program.

INCOMPLETE (INC)

An INC 'incomplete' mark is given to students who are unable to complete the required course

requirements on time. An incomplete mark has to be agreed on between the student and the professor on the required activity and period allotted to finish the task. Both the student and the professor should come to an agreement on the terms of the arrangement and specific conditions including the period of time allotted and due dates. Failure to fulfill the agreed arrangement shall cause the INC mark be converted to "F" fail.

B. GRADE CHANGES

All grades are considered FINAL unless administrative error occurred.

STUDENT RETENTION POLICY

Masteral Degree

- If the student incurs a grade of B in all his/her subjects in a given semester, he/she is placed under probationary status for the next semester and he/she is expected to get grades of not lower than B+ to remove him/her from being probationary.
- If the student incurs a grade of B, the student is placed under Program Non-Readmission (PNRA) and will be given a reduced number of units to enroll, depending on the discretion of the committee.
- If the student incurs 2 Fs in a given semester, the student will be placed under University Non-Readmission (UNRA).
- If the student incurs 3 Fs in one school year, the student will be placed under University Non-Readmission (UNRA).



Readmission to the University after maximum residency years

A student is reinstated to the university upon presentation of documents with the compliance on the requirements set by the university. A student who go beyond maximum residency years and earned a weighted average of B or 3 is eligible to apply for readmission to the university.

C. RESIDENCY STATUS

The Maximum Residency (MR) for master's is 5 years and 7 years for doctoral programs. Students must pay a residency fee and additional fees plagiarism detection and ID maintenance and Library fees. Medical insurance fees will be optional.

- D. Students who have not enrolled for the past 5/7 years beyond the maximum residency years prescribed thereof shall be given a penalty course as prescribed by the institute. The readmission shall be decided by the institute through a letter of the student stating justification for such intention. The penalty course shall aim to help the student update his/her curricular requirements and provide necessary interventions for readmission to the program.
- E. Residency has two (2) options: The Residency with full academic services (RFA) access on library and medical services and the Residency with limited access (RLA) access on LMS only.

F. LEAVE OF ABSENCE (LOA)

1. Students must file for a Leave of Absence if they intend to put their graduate studies on hold at the start of the semester they intend to take a leave.
2. Students will be allowed to stay in LOA status for two years but must file a leave every semester, including the summer. Otherwise, Absence Without Leave (AWOL).
3. Students on leave will be automatically removed from the university system on its 3rd year of LOA.
4. An approved LOA will be included in the time limitation for the maximum residency years.
5. Students who do not have residency status or are not on official leave of absence will be given an absence without leave (AWOL) status. A student on AWOL status who wishes to be reinstated must pay the AWOL penalty fee.

Procedures for application of LOA

- a. Drop or withdraw from all your registered courses prior to the application of LOA.
- b. Check your Student Portal for all accounts due. If you have overdue accounts, follow university guidelines to settle them.
- c. Secure the application form from the OGS and discuss your plan for readmission (i.e., specific conditions to be readmitted) the institute/ program upon approval of the LOA with the department chair.
- d. Submit the completed and signed forms, one copy of each form to the department chair and to the OGS. Keep one copy for your record.

Selection and qualification of Advisor

It is highly recommended that at the moment the student enrolled in a specific program, the institute should delegate a dedicated advisor to guide the student in his/her academic journey in the graduate program.

However, in the current practice, as soon as the student passed the comprehensive examination, the student could choose his/her advisor and shall manifest the same to the department chair which thereafter shall be conveyed to the Institute Dean for final approval.

Only then, the advisor shall be appointed and shall be signing forms to be given by the department chair for

commitment as advisor. Thesis advisor for the MA in Nursing should be a registered nurse who have at least a Master's Degree to accept the appointment.

The advisor shall help develop the student to create a detailed study plan to be carried out from the proposal to final defense. The advisor is chosen based on the discipline and field of expertise that will guide the student in the process of the research.

FEU's Core Competencies (FCC)

In addition to the Course Learning Outcomes, students are also expected to demonstrate and develop the following skills:

The FEU Student-Centered Teaching and Learning Culture

FEU practices, advances, and advocates for a learning culture that is student-centered. FEU affirms the ability of students to produce valuable reactions to, reflections and questions on, and understandings and appreciations of topics and issues whether in virtual or physical face-to-face classrooms. As such, FEU classes is set-up in a manner that will best solicit student input and the FEU teacher's responsibility is to ensure that the students participate in the generation of ideas rather than be passive recipients of ideas. FEU and FEU teachers firmly believe that the atmosphere in which learning and development happen best is an atmosphere where students are co-authors of ideas. The FEU teachers' role, therefore in both the virtual and physical classrooms is to coach and facilitate creation.

The characteristics of a culture of student-centered learning are that it is constructive. Teachers within a culture of student-centered learning provide opportunities for students to construct knowledge and guide students in the creation of new knowledge; they see assessment as an opportunity for learning and formation.





It is also relevant and responsive in that ensures that students are provided activities drawn from authentic and real-life situations that will encourage students to connect learning with real-life situations. Its atmosphere is one that is democratic in its insistence on the recognition and respect of the diversity of opinions and ideas and on its emphasis on an understanding and appreciation of the context upon which these diverse ideas are born.

Student-centered learning values and encourages critical thinking and active learning by engaging students to ask essential questions and by

synthesizing and contextualizing viewpoints. Students, in this learning environment reflect and ask questions, seek relevance and engage in scholarly discourse that leads to inferences, insights, and sound positions.

In FEU, student-centered learning is undertaken in a technology-enabled learning environment that promotes digital literacy. It utilizes technology for more relevant and meaningful learning. The FEU student, in turn, sees technology as a tool for learning and use it responsibly.

The student-centered classroom (both physical and virtual) is interdisciplinary, integrative, and interactive. Its teachers challenge students to interconnect disciplines and relevant issues and to find interconnections and patterns. The objective of student-centered learning is the development of lifelong learners and creative thinkers and the cultivation of attitudes and habit that ensure continuous self-enhancement and knowledge generation. As products of the FEU student-centered experience, FEU students are models of competent and effective learners and of the continuous quest for knowledge making.

<p>COGNITIVE KNOWLEDGE</p> 	<p>FCC 1: Cognitive Knowledge</p> <ul style="list-style-type: none"> 1.1. Critical Thinking 1.2. Creative Thinking 1.3. Problem Solving Skills 1.4. Life-long Learning
<p>SOFT SKILLS</p> 	<p>FCC 2: Soft Skills</p> <ul style="list-style-type: none"> 2.1. Digital Literacy 2.2. Communication Skills 2.3. Inter and Intrapersonal skills 2.4. Work ethics 2.5. Values and leadership
<p>HARD SKILLS</p> 	<p>FCC 3: Hard Skills</p> <ul style="list-style-type: none"> 3.1. Office Suites Skills (Word Processing, Spreadsheets, Presentation tools) 3.2. Photoshop skills with fundamental of designs and photography
<p>DISCIPLINE SPECIFIC KNOWLEDGE</p> 	<p>FCC 4: Discipline Specific Knowledge</p> <ul style="list-style-type: none"> 4.1. Scholarship in the specific discipline 4.2. Research-based knowledge development



Delivery Methods

In reference to the FEU's Teaching and Learning Philosophy, the following are the acceptable instructional methods .

The DLECCT Framework

A conceptual understanding on how teaching, assessment, and classroom dynamics must be approached in FEU. It banks on the University's aspiration for adaptive excellence: digital literacy, effective communication, and critical thinking. These are the core competencies that every FEU student must manifest after completing their academics in the University.

Outcomes-based Learning

This allows the students to be owners and constructors of their own learning by creating artifacts that solve pressing problems in their respective communities and disciplines.

Project and Problem-based Learning

Inquiry and Collaborative Learning
To instill the value of scholastic independence, cooperative and cooperative learning must be part of the class dynamics. Tasks done inside and outside the classroom promote collaboration and collaboration.

Authentic Assessment and Learning

FEU prioritizes non-traditional assessment approaches such as alternative assessment, performance-based, and authentic assessment in observing and monitoring students' performance. With non-traditional assessment, the FEU students

also participate in monitoring their learning progress.

Blended Learning

This allows every class to utilize traditional and non-traditional learning spaces including classroom, on- line, communities, and industries.

Independent Study

This allows the students the needed time and space to read, write, and complete major tasks.

The Online Learning Environment

The FEU online environment is delivered through CANVAS® Learning Management System. This system allows an avenue for teachers and students to participate in synchronous and asynchronous lectures, access references, links, take quizzes and exams, submit projects and collaborate with classmates and teachers anytime, anywhere using the internet.

Each course has dedicated dashboard to facilitate the course activities. Students are notified of any updates on assignments, upcoming quizzes/ exams and any announcement made by their teachers.

Responsibilities in the Online Learning Environment

For teachers

- Make learning materials available in the CANVAS Course.

- Give comprehensive and clear instructions for the course activities, assignments and assessments.
- Provide reasonable and flexible deadlines for each learning tasks.
- Set simple and concrete guidelines on to how to communicate within the online classroom.
- Facilitate conferences and discussion forums.
- Constantly give immediate and individualized feedback about student's academic performances through emails and chats.

For Students

- Acquire course materials. Save back-up copies of the course materials. This involves downloading and storing learning materials such as the syllabus, reading list, video and audio files in their desktop computer/laptop/tablet/mobile devices.
- Organize and manage schedule. Organize deadlines for their course assignments, quizzes and projects.
- Learn the course modules. Independently cover each learning modules in the course (e.g. reading and annotating course modules).
- Troubleshoot technical issues. Learn how to solve technical issues that would arise in their learning set-up.
- Complete required assessments. Submit attached files, text entries and URL links as online assignments. Accomplish online quizzes and participate in graded discussion forums.
- Collaborate with peers. Work together with their fellow classmates by using collaborative tools such as CANVAS Collaborations/Google

Docs and Pages.

- Communicate online. Utilize all the various means of communication to keep in touch with their teacher and fellow students.
- Fulfill learning tasks with academic integrity. Observe professionalism and honesty in carrying out their academic projects and assignments

Assessment Methods

Physical and virtual classroom assessments in FEU is a joint process that involves both teachers and learners. It is an integral part of teaching and learning which holistically measures learners' current and developing abilities. FEU encourages authentic assessment which promotes real-life learning. Adhering to this paradigm, below are the guidelines in classroom assessment in the university.

1. Grading periods will be limited into two: Preliminary and Final periods. The 18 weeks will be divided equally. Each of the grading periods will be nine (9) weeks each.
2. Midterm and finals will be as scheduled which is at week 9 for midterms and week 18 for finals.

Academic Integrity

Anchored on the core values of Fortitude, Excellence and Uprightness, Far Eastern University (FEU) believes that its students, administration, faculty and staff should demonstrate academic integrity at all times. Academic integrity means that the members of the entire academic community adhere to the fundamental values of honesty, hard work, originality, respect and responsibility. FEU students are expected to always adhere to the highest standards of academic excellence. FEU students are expected to demonstrate beliefs, attitudes and behaviors associated with academic

honesty. Thus, all acts of academic dishonesty in FEU are not tolerated. Academic dishonesty comes largely in two forms: cheating and plagiarism. It is considered a major offense subject to disciplinary actions if students cheat or plagiarize their work. Cheating is broadly defined as getting unauthorized help on an assignment, quiz or examination.

The following are considered as acts of cheating:

- Copying from another student during a test or examination, with or without his/her knowledge;
- Allowing another student to copy his/her work;
- Using unpermitted notes during a test or examination; Having in one's possession written notes or electronic devices during a test or examination;
- Getting questions or answers from someone else who has already taken a test or examination;
- Turning in work done by someone else;
- Taking a test or examination for another student;
- Writing or providing an assignment for another student. Plagiarism is another form of academic dishonesty.

All FEU students are expected to turn in work that is a product of their own efforts, study and research. Thus, copying work of others (in whole or in part) and claiming it as one's own is considered an act of plagiarism. A work is also plagiarized if the student did not properly

cite or acknowledge the sources or references for his/her work. One must remember that plagiarism is identified not through intent but through the act itself. The following are considered acts of plagiarism:

- Repeating someone else's words verbatim without acknowledgement;
- Presenting someone else's ideas without acknowledgement;
- Paraphrasing, translating, or summarizing someone else's ideas without acknowledgement;
- Improperly acknowledging of sources, as with incomplete/imprecise documentation;
- Having one's work done by someone else or having one's work substantially revised by someone else.

FEU students, teachers and staff are expected to respect and acknowledge the identity and rights of each other. Tampering and forgery of documents are strictly prohibited. Should there be evidence of tampering or forgery, the Ad Hoc committee shall call upon the persons involved for necessary sanction that may include failure of subject, academic hold, suspension or dismissal.

Policy On Non-Solicitation Of Funds

All official fees of the University are collected through the Cash Department. Students should not pay any additional fees such as those for tickets, entrance fees, transportation fees, hand-outs, readings, quizzes or tests to any faculty or staff member of the University.



History of the Institute of Nursing

The Institute of Nursing started as a School of Nursing in June 1955, with an initial enrollment of 86 students in the freshman class. It was founded three years after the establishment of the FEU Institute of Medicine. It obtained its government recognition from the Department of Education on June 9, 1958 with Mrs. Teofista G. Villarica as its first principal.

The School of Nursing started a three year diploma program leading to a non-degree Graduate in Nursing (GN). By the second semester, a two year advanced Professional Program (Supplemental Program) was offered. It was a post graduate program, the primary objective of which was to provide an opportunity for graduates of the GN program to broaden their knowledge, appreciation and understanding of the profession and to provide for appreciation towards clinical teaching and public health nursing. Mrs. Lucrecia Llanera was the first directress under the new program.

The course began with 32 students, most of them now holding important positions in different health agencies and schools of nursing, both in national and international settings. The Rizal Provincial Hospital (now Rizal Medical Center) served as the first hospital affiliation where students obtained their clinical experience. It is interesting to note that the hospital is still one of the institute's base hospitals.

The first years of the school were difficult ones. Temporary measures had to be adopted particularly in the matter of accommodations for the residence of the student nurses. The first nurse's home was located in the practice house adjoining the Girl's High School and the University Hospital which was

then under construction. The Residence Counselors were Mrs. Laurentina M. Perlada, a graduate nurse working on a full time basis, assisted by three part time graduate nurses namely; Ms. Elisea Candelaria, Ms. Loreta Antonio and Purificacion Ocampo. Of the 86 students admitted during the first years of the school, only 55 graduated in 1958, and yet two of them were among the topnotchers in the year's board examination for nurses. All candidates who were certified by the school passed the board examination with highly satisfactory marks.

In 1959, Mrs. Teofista Villarica and Mrs. Lucrecia Llanera resigned as principal and directress of the Diploma and Supplemental Programs. Dr. Alejandro Roces, who was the Acting Chairman of the School of Nursing committee, appointed Mrs. Polly Ontimare as Acting Principal of the Diploma Program, while he took charge of the Advanced Professional Program until the appointment of Mrs. Felicidad D. Elegado on August 6, 1960. Mrs. Felicidad Elegado assumed office as Principal of both programs. By consistent search for new horizons, the school of nursing was elevated to the status of an Institute with Dean Felicidad D. Elegado as its Dean. In June 1961, the five year straight baccalaureate program leading to the degree Bachelor of Science in Nursing (BSN) was established. The following year (1962), supplemental BSN program for graduate nurses began. The last batch of GN program graduated in 1964 while the supplemental program was terminated in 1976.

In 1976 the BSN curriculum went back to the four year baccalaureate program. Class 1980-A was last graduates of the five year program. In 1978 Dean Elegado retired and Ms. Lydia A. Palaypay, the Institute Secretary, was appointed to replace her. In 1984, the BSN curriculum was revised

into a competency based, community-oriented curriculum. In 1989, it was mandated that only one program, the BSN program, would be the preparation of the professional nurse. This was considered as important milestone in nursing education. Dean Palaypay was appointed Vice-President for academic affairs in 1995 and was replaced by Dean Norma M. Dumadag who served the institute until her retirement in May 2006.

Under the leadership of Dean Dumadag, the Institute was granted Level II accreditation status by the Federation of Accrediting Agencies of the Philippines (FAAP) through the Philippine Accrediting Association of Schools, Colleges and Universities (P AASCU). It was also during her time that the Institute of Graduate Studies (IGS) through its Dean, Dr. Corazon V. Jose started offering the Master of Arts in Nursing (MAN) with four major fields. Then IN Associate Dean, Dr. Glenda S. Arquiza became its first program coordinator.

During the administration of Dean Dumadag, the Commission on Higher Education, issued CMO No. 27 series of 1998 wherein the BSN curriculum was reconfigured effective SY 1998-1999. This memorandum required the students to undergo two years of Associate in Health Science Education (AHSE) which is a certification program for those who would like to enter any health science program after two years. Hence, the Institute of Nursing provided two programs, the AHSE program for 1st year and 2nd year students. And to those who would like to continue their nursing profession may continue to the BSN program as 3rd year and 4th year students.

Because of the consistent and sterling performance of nursing graduates in the licensure exams over

the years and after complying with the CHED's requirements on graduate education, the Institute of Graduate studies was certified to offer a master's degree in nursing. In 2005 the MAN program was vertically articulated with the BSN program. Its administration was placed under the Institute of Nursing until present.

The Institute of Nursing had a significant increase of its enrollees from 343 in SY 2004-2005 to a total of 997 in SY 2005-2006. This same school year, Dean Norma M. Dumadag filed her retirement, hence, a new dean was appointed in July 2006 in the person of Dr. Annabelle R. Borromeo. She was joined by two Associate Deans: Dr. Glenda S. Arquiza who handled the BSN program and Dr. Ma Belinda G. Buenafe for the AHSE program.

In 2006-2007, the number of enrollees in the graduating level alone soared higher to a total of 2,726. This was also the year when the national issue of leakage in the June 2006 Nurse Licensure Examination took place and consequently, the FEU- IN issued a position paper for re-take. Due to this circumstance, and with the Institute's effort to prepare the graduating students in the licensure examination, Dr. Borromeo, together with the then Associate Dean for BSN Program, Dr. Glenda S. Arquiza, started the In-house Nursing Review Program in 2006. The In-house nursing review program continued for three years until it was integrated into the curriculum as Nursing Competency Appraisal in 2009.

Dr. Borromeo lead the Institute in the optimization and utilization of technology through e-learning where students engage in video discussions, demonstrations and examination in addition to the traditional classroom teaching. The optimal

use of the Virtual Integrated Nursing Education Simulation(VINES) Laboratory also started whereby students are able to practice their skills through human patient simulators and other state-of-the-art equipment in a realistic hospital setting. This is also the period wherein there was an increase in the linkage to hospitals and clinic affiliations in Metro Manila and extended until Bulacan, Cavite and Batangas.

Amidst all the adjustments and meeting all needs of the vast number of students, the Institute of Nursing managed to retain its Level II Re-accreditation status by PAASCU in 2008.

In the year 2007-2008, FEU-IN tied up with Guanghua Nurse Fund of China which welcomes Chinese nursing students both in the undergraduate and master programs of Nursing. A new BSN Curriculum stipulated by CHED CMO No.05 was implemented in SY 2008-2009. This memorandum abolished the AHSE program leaving Batch 2011 the last group under this curriculum. This allows the student to take the Anatomy and Physiology, Related Learning Experience and NCM 100 – Fundamentals of Nursing as early as the second semester of the first year.

During this school year, the Commission on Higher Education (CHED) proposed a new curriculum to be implemented effective SY 2009-2010. In 2009, Dr. Glenda S. Arquiza was appointed as the seventh Dean of the Institute of Nursing. During her administration, the new curriculum was implemented whereby all first year students enter the institute of Nursing, all under the BSN program.

As Dr. Arquiza retired in 2011 and appointed as member of the Philippine Board of Nursing, she was

then replaced by Dr.

Rosalinda P. Salustiano who envisioned to increase the culture of research among faculty and students. Programs were made to increase the skills on both faculty and students in research. It was also during Dr. Salustiano's administration when various linkages were made locally and internationally. Partnership with Anhui and Taishan Universities in China were made in 2012 bringing the first batch of Chinese MAN graduate students in the year 2013 to undergo a special one year full- time MAN program.

In 2013, the former IN Associate Dean, Dr. Ma Belinda G. Buenafe was appointed as the new Dean of IN becoming the first IN Alumna to hold the said position. This administration focused on six main areas: curriculum, faculty, research, community, accreditation and linkages.

Changes in the curriculum was made through a thorough review and modification of the syllabi in accordance with the CHED recommendation to have a paradigm shift from competency-based education to outcomes-based education. Although the faculty faced the tedious work of changing the curriculum, it was also during this time when the number of enrollees plummet due to two major reasons: first, the high unemployment rate of nurses in the Philippines, and; second, the implementation of K-12 which ceased the enrollment of first year during the first semester of 2016 as prospects remain to be in the 11th grade. Due to these events, challenges in keeping the employment of faculty were overcome by IN and the FEU administration by making various offers such as faculty research programs, administrative positions, early retirement, leave without pay and redundancy.



Albeit all the major changes that IN experiences, Dr. Buenafe was able to lead the IN students and its graduates in increasing the Nurse Licensure Examination pass rate by implementing programs such as the Periodic Monitoring of Student's Academic Performance (PMSAP), Student Teacher Assistance and Monitoring Program (STAMP), remedial classes and Mock Board On Line (MBOL).

In the first quarter of 2021, the Institute works towards AUN and Level 4 PAASCU accreditations and continues to provide programs to achieve its goal of creating and shaping globally competitive nurse leaders.

Past Deans, Administration, Staff and Faculty Members

Past Deans

1955-1959	Mrs. Teofista Villarca, Principal - School of Nursing
	Mrs. Lucrecia Llanera, Directress-Adv. Professional Program
1959-1960	Mrs. Polly Ontimare, OIC- School of Nursing
	Dr. Alejandro Roces, OIC- Adv. Professional Program
1960-1978	Mrs. Felicidad D.Elegado
1978-1995	Dr. Lydia A. Palaypay
1996-2006	Ms. Norma M. Dumadag
2006-2009	Dr. Annabelle R. Borromeo
2009-2011	Dr. Glenda S. Arquiza
2011-2013	Dr. Rosalinda P. Salustiano
2013-2021	Dr. Ma Belinda G. Buenafe

Administration and Staff

OIC, Dean	Alma Trinidad R. Taragua, PhD, RN, RM	
Department Chair	Undergraduate program	Emy D. Delgado, PhD, RN
	Graduate program	Joyce Lisa J. Acena, MAN, RN
	Asst. Department Chair for Undergraduate Program	Francisco S. Obmerga, PhD, RN
IN Office Section Head	Philip I. Prudencio	
IN Office Aide	Jaylord S. Calumba	
IN Office Clerk		
OIC-IN Laboratory		
Laboratory Technician		

List of Faculty Members

Joyce Lisa J. Acena, MAN
Anna Lisa R. Alfonso, DNM
Francisco S. Obmerga, PhD
Joyce Lisa J. Acena, MAN
Joycelyn A. Filoteo, MPH
Moira G. Uy, MAN
Paul Froilan U. Garma, MAN
Wilfredo D. Quijencio Jr., MD

Research Adviser

Alita S. Conde, PhD,
Alma Trinidad R. Taragua, PhD,
Anna Lisa R. Alfonso, DNM,
Drexel Heinz M. Cruz, PhD,
Harold James Doroteo, MPH,
Joyce Lisa J. Acena, MAN,
Melanie B. Tan, MSN, MAEd SPED,
Moira G. Uy, MAN,
Nemencio S. Santos, EdD,
Paul Froilan U. Garma, MAN,
Rachelle S. Garcia, DNM,
Glenda Arquiza, PhD
Renante Dante Tan, EdD

Part time Faculty Graduate Studies

· Marilyn Coladilla, Ed.D,

Adjunct Professor

· Joemer C. Maravilla, PhD, FRSPH, BScN



Program Offerings

Undergraduate Program

Bachelor of Science in Nursing

Graduate Program

Master of Arts in Nursing

- Major in Nursing Systems Administration
- Major in Medical-Surgical Nursing
- Major in Maternal and Child Health Nursing

The Institute of Nursing offers two major programs, the Bachelor of Science in Nursing and Master of Arts in Nursing.

The curriculum is based on the 3 frameworks of competency, community, and evidence which is the core of IN's success in producing world class nurses.

Course offerings evolve from a philosophical belief that the goal of nursing is to assist consumers of care to reach their health goals. The nurse uses caring behaviors and the science of nursing to achieve these goals.

The product then, of the Institute of Nursing, is a nursing leader or a nurse with a potential for leadership who is value driven, a critical thinker, technologically proficient, committed to the profession and who cares very deeply about providing safe, quality, and humane care.

The Bachelor of Science in Nursing (BSN) Program

prepares graduates to provide and manage client care and to become members of the discipline of Nursing in line with Level VI of the Professional Qualifications Framework. Graduates are eligible to take the National Licensure Examination given by the Professional Regulations Commission Board of Nursing.

The BSN curriculum is organized around a clearly defined conceptual framework which combines general education and nursing education. The nursing education courses, which are held in our beautiful campus are enhanced by clinical instruction in both our state-of-the-art Virtual Integrated Nursing Education Simulation (VINES) Laboratory and selected healthcare institutions in the community. Students gain valuable experience in the care of clients of all ages in a variety of health care settings.

The Master of Arts in Nursing (MAN) Program prepares nurses for leadership positions in the areas of clinical practice, administration, education, and research following the competencies stipulated in Level 7 of the Professional Qualifications Framework.

Graduate nursing courses provide advanced theoretical knowledge, facilitates life-long learning, promotes self-directed learning and offers opportunities to advance skills in the area of specialization, discover innovations in the nursing discipline, empower leadership abilities and share knowledge through research.

PROGRAM OUTCOMES:

DEMONSTRATE COMPETENCY AS AN ADVANCED LEADER

1. Serves as leader to facilitate improvement in the health care delivery in various setting
 2. Design system changes to impact the delivery health care in advance practice
 3. builds network and effectively communicates with the interdisciplinary health care team, professional colleagues, community leaders and policy makers
 4. Innovate new learning to real work health challenges
 5. Be part of a pioneering group of change agents.
4. Supports quality, evidence-based safe and cost-effective health care
 5. Advocates for health care policy to influence the health care system and nursing practice

PERFORM ROLE AS AN ADVANCED RESEARCHER

1. Evaluate, update, use, and/or develop information, and knowledge resources for use in delivery, and/or coordination of care in diverse settings for individuals, families, communities and population aggregates.
 2. Uses advanced assessment, pharmacologic treatment, diagnostic reasoning, evidenced-based interventions, and evaluation skills for improving client health outcomes and changing health system issues.
 3. Integrates principles of ethics, interpersonal processes, genetics cultural diversity, and respect for human beings into their advanced practice.
1. Analyze the structure and interdependence of healthcare system elements and issues using critical thinking and data analytics to formulate innovative system designs that improve healthcare delivery, and identify or develop innovative, qualitative and quantitative analytical methods to measure outcomes.
 2. demonstrate the use of scholarly inquiry to evaluate current knowledge from nursing theory, nursing science and related disciplines to inform and/or initiate change in nursing practice
 3. Translates knowledge, theories, models, and research from nursing and related disciplines in the implementation of evidenced-based nursing practice
 4. Critically appraises research and synthesizes research and evidences

FEULO

1. Demonstrate advanced level of persuasive communication in presenting research papers and other interdisciplinary academic endeavors at national professional conferences following publication standards of peer reviewed journals.
2. Exhibit advanced intellectual curiosity through individual or collaborative work in an interdisciplinary research project or creative work that critiques, reproduces, and extends existing knowledge, leading to lifelong and life wide learning.
3. Demonstrate advanced critical thinking through self- directed research or creative work that comprehensively collates and analyzes relevant aspects of a specific issue or research problem and proposes a creation of new dimension to the same.
4. Propose innovative, sustainable, and equitable solutions to societal or intellectual problems based on empirical, logical, and ethical research that facilitates pragmatic and field-specific changes.
5. Display advanced level digital citizenship as a lifelong skill and social responsibility in collaborative or self-directed research, or creative work, which in turn elevates these skills and awareness.
6. Lead in promoting and sustaining ethico-moral, expertise-based, socio-cultural, economic, environmental, and collaborative research initiatives aimed at proposing programs for underprivileged and marginalized communities.
7. Adapt lifelong and life wide learning through continued development of professional and entrepreneurial skills and active participation in professional organizations to further national development.

**MASTER OF ARTS IN NURSING
 CURRICULUM**

I - A.

**Major in Nursing Systems Administration
 (OLD CURRICULUM)**

A. BASIC COURSES - 9 units		
MAN 201	Advanced Methods of Research	3 units
MAN 202	Advanced Statistics	3 units
MAN 203	Theoretical Foundation of Nursing	3 units
B. ELECTIVE COURSES - 6 units		
MAN 212	Pathophysiological Concepts	3 units
EDUC	Any subject in Education or in Basic Social Discipline	3 units
C. MAJOR COURSES - 15 units		
MAN 204A	Nursing Systems Administration	3 units
MAN 204A	Nursing Systems Administration	3 units
MAN 204A	Nursing Systems Administration Practicum	3 units
MAN 205*	Curriculum Planning and Development	3 units
MAN 206*	Nursing Care Delivery System	3 units

** MAN 205 may be taken instead of MAN 206 and vice vers*

D. THESIS WRITING - 6 units

(for all specialization)

COMPRE Comprehensive Examination

Thesis 1	Thesis Writing I	3 units
Thesis 2	Thesis Writing II	3 units

TOTAL UNITS PRIOR TO GRADUATION: 36 units

I - B

**Major in Nursing Systems Administration
 (NEW CURRICULUM)**

A. BASIC COURSES - 9 units		
HS 201	Advanced Health Research	3 units
HS 202	Advanced Health Statistics	3 units
MN 203	Innovations to Advance the Nursing Profession	3 units
B. COGNATE COURSES – 6 units (Select two among the following cognates)		
MN 217	Behavioral Perspective in Health	3 units
MN 218	Curriculum Planning and Development in Nursing Education	3 units
MN 219	Advanced Nursing Management System	3 units
MN 220	Advanced Emergency Preparedness and Disaster Nursing	3 units
C. MAJOR COURSES - 15 units		
MN 213	Healthcare Economics and Entrepreneurship	3 units
MN 214	Multiculturalism and e-Leadership	3 units
MN 215	Advanced Nursing Leadership and Governance	3 units
MN 216	Practicum in Nursing Systems Administration	6 units



THESIS WRITING - 6 units
(For all specialization)
COMPRE Comprehensive Examination

Thesis 1	Thesis Writing I	3 units
Thesis 2	Thesis Writing II	3 units

TOTAL UNITS PRIOR TO GRADUATION: 36 units

II. Major in Medical Surgical Nursing

A. BASIC COURSES - 9 units

MAN 201	Advanced Methods of Research	3 units
MAN 202	Advanced Statistics	3 units
MAN 203	Theoretical Foundation of Nursing	3 units

B. ELECTIVE COURSES - 6 units

MAN 212	Pathophysiological Concepts	3 units
EDUC	Pathophysiological Concepts Basic Social Discipline	3 units

C. MAJOR COURSES - 15 units

MAN 207	Clinical Teaching	3 units
MAN 211A	Advanced Medical Surgical Nursing I	3 units
MAN 211B	Advanced Medical Surgical Nursing II	3 units
MAN 211C	Clinical Residency	6 units

D. THESIS WRITING - 6 units (for all specialization)

COMPRE Comprehensive Examination

Thesis 1	Thesis Writing I	3 units
Thesis 2	Thesis Writing 2	3 units

TOTAL UNITS PRIOR TO GRADUATION: 36 units

III. Major in Maternal and Child Health Nursing

A. BASIC COURSES - 9 units

MAN 201	Advanced Methods of Research	3 units
MAN 202	Advanced Statistics	3 units
MAN 203	Theoretical Foundation of Nursing	3 units

B. ELECTIVE COURSES - 6 units

MAN 212	Pathophysiological Concepts	3 units
EDUC	Any subject in Education or in Basic Social Discipline	3 units

C. MAJOR COURSES - 15 units

MAN 207	Clinical Teaching	3 units
MAN 209A	Advanced Maternal Child Health I	3 units
MAN 209B	Advanced Maternal Child Health II	3 units
MAN 209	Clinical Residency	6 units

D. THESIS WRITING - 6 units (for all specialization)

COMPRE Comprehensive Examination

Thesis 1	Thesis Writing I	3 units
Thesis 2	Thesis Writing 2	3 units

TOTAL UNITS PRIOR TO GRADUATION: 36 units

COURSE DESCRIPTION

A. BASIC COURSES

MAN 201 – ADVANCED METHODS OF RESEARCH (3 UNITS)

The course deals with in-depth analysis of the framework, features, processes, and methods of conducting research. It also includes evidence-based research utilization and critical appraisal of journal articles.

MAN 202 – ADVANCED STATISTICS (3 UNITS)

The course deals with the identification, application and analysis using appropriate statistical treatment in the process of conducting research in related disciplines.

MAN 203 – THEORETICAL FOUNDATIONS OF NURSING (3 UNITS)

This course deals with the study of the different concepts, models, philosophies, and theories specific to nursing. Analysis and application of these philosophical-theoretical constructs to nursing practice, research and education are given an in- depth emphasis as it applies to any setting.

HS 201 – ADVANCED METHODS OF RESEARCH (3 UNITS)

The course provides an opportunity for graduate students to advance their level of understanding and application of research methods through critical exploration of current issues, trends and evidence that perturb the world of work. A comprehensive research proposal relevant to the area of specialization is an expected outcome towards the end of the semester.

HS 202 – ADVANCED STATISTICS (3 UNITS)

The course deals with identification, processing, analysis, and interpretation of actual quantitative data, essential to test hypotheses and make inference on the problem stated. It includes the use of software and relevant technological applications necessary for data encoding, processing, analysis, and interpretation.

MN 203 – INNOVATION IN ADVANCED CLINICAL PRACTICE (3 UNITS)

The course deals with the analysis and application of philosophical, theoretical and leadership constructs to make innovative clinical decisions relevant in addressing various nursing problems. This includes the development of advanced, original, technological, and creative methods to manage the diverse and changing health needs of the society.

B MAJOR COURSES

MAN 204A – NURSING SYSTEMS ADMINISTRATION I (3 UNITS)

Focuses on analyzing and critiquing the concepts and elements in nursing administration specific to organization, leadership and management theories using evidence-based method.

MAN 204B – NURSING SYSTEMS ADMINISTRATION II (3 UNITS)

Develop an integrated nursing management system in practice and education affecting critical areas of management. The course emphasizes on addressing the challenges incorporating evidence-based approaches.



**MAN 204D – NURSING SYSTEMS
ADMINISTRATION PRACTICUM**
(3 UNITS)

Application and integration of organization, leadership and management concepts, principles, theories and process in nursing education, nursing service administration and other health care system. Involves placement of students for actual middle and executive level experience.

**MAN 205 – CURRICULUM PLANNING AND
DEVELOPMENT** (3 UNITS)

This course develops skills essential for curriculum planning and development relevant to theory, research, and practice. It takes into account the concepts and principles in designing and redesigning the curriculum.

**MAN 206 – NURSING CARE DELIVERY
SYSTEMS** (3 UNITS)

This course emphasizes on the ethics, patients' bill of rights and nursing law in the context of the different modalities of care. It focuses on the application and analysis of the standards of care and how it affects the different modalities used in practice taking into consideration the local and global trends and issues.

MAN 207 – CLINICAL TEACHING (3 UNITS)

This course prepares the graduate student in nursing to assume the role of an effective clinical teacher through the expansion of knowledge, skills, and values. The philosophical and theoretical foundations of clinical teaching will be discussed in-depth. To further the graduate student competencies, facets of clinical teaching including the ethical dimensions, clinical methods and models, and assessment and evaluation of learning process will be analyzed. It is designed

to draw on cutting edge research and insights to offer the latest teaching methods and practices that has an impact on the learning outcomes.

**MAN 209 A&B – ADVANCED MATERNAL
AND CHILD HEALTH I & II** (3 UNITS EACH)

Advanced maternal and child health deals with the leadership role of the professional nurse in managing the health condition of its clientele. It gives emphasis on innovations/challenges that arises from trends and issues, laws, and policies in the health care delivery system both locally and globally.

**MAN 209C / MAN 211C – CLINICAL
RESIDENCY** (6 UNITS)

This is an intensive practicum in the field of choice with the aim of producing nurse specialist focusing on the leadership roles in proposing creative innovations that can improve the health care delivery system.

**MAN 211A – ADVANCED MEDICAL-
SURGICAL NURSING I** (3 UNITS)

Advanced medical nursing deals with the leadership role of the professional nurse in managing the health condition of its clientele. It gives emphasis on innovations/challenges that arises from trends and issues, laws, and policies in the health care delivery system both locally and globally.

**MAN 211B – ADVANCED MEDICAL-
SURGICAL NURSING II** (3 UNITS)

Advanced surgical nursing deals with the leadership role of the professional nurse in managing the health condition of its clientele. It gives emphasis on innovations/challenges that arises from trends and issues, laws, and policies in

the health care delivery system both locally and globally.

MN 213 – HEALTHCARE ECONOMICS AND ENTREPRENEURSHIP (3 UNITS)

This course deals with the economic and entrepreneurial principles applied in healthcare including factors affecting cost, expenses, budget, service needs and demands and cost efficiency of services. This includes the use of evidence-based data to analyze the acceptability, affordability, and accessibility of health service cost vis-à-vis quality of services offered by public and private institutions.

MN 214 – MULTICULTURALISM AND E-LEADERSHIP (3 UNITS)

This course deals with gaining a global perspective on the impact of cultural diversity including its challenges and benefits to leadership dynamics. This course will enable graduates to lead and communicate electronically with a diverse and inclusive team through local and international links with other nursing schools, community, and nursing clinical areas.

MN 215 – ADVANCED NURSING LEADERSHIP AND GOVERNANCE (3 UNITS)

This is an integrative course that enables graduate students to collaborate with nurse leaders to analyze and implement cross-functional, evidence-based, and innovative decisions towards the attainment of the health organizations' vision, mission, and objectives. It provides an opportunity to use learned principles of strategic leadership, management, and governance to ensure decent and healthy workplace for better delivery of health care services.

MN 216 – PRACTICUM IN NURSING SYSTEMS ADMINISTRATION (6 UNITS)

This is an intensive clinical practicum which deals with the integration of knowledge and skills in leading, managing and governing a health institution. It entails demonstration of advanced skills in leadership, research, value-based competencies, and professional collaborations as the students take on apprenticeship tasks from nurse leaders in clinical and/or nursing education institution.

C. ELECTIVE COURSES

MAN 212 – PATHOPHYSIOLOGICAL CONCEPTS (3 UNITS)

This course deals with various pathophysiological conditions with emphasis on the leading causes of morbidity and mortality in all ages both locally and globally. It analyzes risk factors, pathophysiological changes, and associated signs and symptoms using evidence-based research.

EDUC 201 B – PHILOSOPHICAL FOUNDATION OF EDUCATION (3 UNITS)

This course deals with the analysis of the different philosophies of education from the classical to the post- modern periods that influenced the educational system. It includes a discussion of the contributions of various educational philosophers to the development of educational principles of teaching and learning and how they influenced educational practice.

MN 217 – BEHAVIORAL PERSPECTIVES IN HEALTH (3 UNITS)

This course deals with the theories and models of behavior that influences the health beliefs and actions of individuals, families and societies. It



includes the integration of these theories and models to the determinants of health of various conditions to provide patient-centered nursing care.

MN 218 – CURRICULUM PLANNING AND DEVELOPMENT IN NURSING EDUCATION (3 UNITS)

This course develops skills essential for curriculum planning and development relevant to nursing education. It takes into account the standards, laws, principles, and strategies essential in designing and redesigning the nursing curriculum.

MN 219 – ADVANCED NURSING MANAGEMENT SYSTEM (3 UNITS)

This course deals with the development of an integrated nursing management system in practice and education affecting critical areas of management. The course gives emphasis on identifying and addressing the challenges in nursing management while incorporating innovative and evidence-based approaches to create a safe and healthy clinical/academic workplace essential to provide quality nursing service/education.

MN 220 – ADVANCED EMERGENCY PREPAREDNESS AND DISASTER NURSING

This course deals with the evaluation of existing emergency and disaster strategies of various institutions and identify needs for improvement on the role of the nurse. It includes active participation in emergency preparedness and disaster nursing activities in various settings and a certification in advanced cardiac life support.

D. THESIS WRITING

THESIS I (3 UNITS)

This course is intended to enhance research capabilities of professional nurses through application of the research process from formulation to research design. This course will require nursing professionals.

THESIS II (3 UNITS)

This course is a continuation of Thesis I which includes collection of data, analysis, interpretation, summary and conclusion and recommendation. The course provides for the professional nurses to undergo the final research defense process and opportunity to share research findings through presentation in a colloquium.

OFF-CAMPUS AFFILIATIONS FOR RESIDENCY

Far Eastern University – Nicanor Reyes Memorial Foundation (FEU-NRMF), *Regalado Ave., Novaliches Quezon City*

Asian Hospital and Medical Center ,
Muntinlupa City

INSTITUTIONAL POLICIES FOR MASTER OF ARTS IN NURSING

1. Classroom Management

- a. Faculty and students are encouraged to come to class at least ten (10) minutes before time.
- b. The student's Code of Ethics indicated in the student manual should be followed at all times.
- c. Faculty should be mindful of the Faculty Code of Ethics.
- d. Emphasis on academic integrity should be made clear as early as the start of the semester. Student's should avoid all forms of academic dishonesty such as cheating in quizzes, major tests and academic papers, plagiarism and others. A failing grade is given to a student who is caught in the act of cheating
- e. Eating inside the classroom is prohibited.
- f. The whiteboard / glass board should be clean and ready for the next class before leaving the room.
- g. Maintain cleanliness of the room by putting all trash in the bin and arrange chairs ready for the next class.
- h. Acts of vandalism or destruction of any FEU property is prohibited. (chairs, desk, air conditioning, windows, doors, etc.)

2. Personal Conduct

- a. Be punctual in coming to class
- b. Be courteous, respectful and polite to all faculty members, IN office personnel and classmates.
- c. Untoward or unusual observation in and out of the classroom should be reported to the Dean's office or the Coordinator's office
- d. Requirements should be submitted on the

exact time, place, and date scheduled.

- e. Communication in English is encouraged especially inside the class with foreign students.
- f. Observe faculty and staff lunch break.

3. Grooming and Cleanliness

- a. Maintain and promote cleanliness of surroundings.
- b. Always be neat and clean. Maintain good health, good posture and good grooming.

4. Attendance

- a. Graduate students are required to attend the lectures and duties punctually and regularly.
 - Cumulative late of 3 times is considered 1 absence
 - Following the university policy, there is no excused absence
 - The faculty shall record the graduate student's absences and must report it to the department chair for MAN.
- b. A student who has incurred 20% absence of the total number of hours in that lecture and class, is dropped from the course and will automatically earn a grade of F (new grading system) which is equivalent to failure.
- c. Absence due to illness, the student shall present his medical certificate duly stamped by the University Health Service (UHS) for documentation.

5. Missed Examination /s

- a. If the graduate student is absent on the day of a major examination, he is considered zero. In certain instance such as sickness, duly acknowledged by the UHS, the faculty with the department chair can decide whether to allow the student to take a special examination.

- b. Quizzes missed due to absence or tardiness is considered zero.

6. Photocopying service for faculty

- a. Photocopying service is available for all faculty to be used for exams, quizzes and/or hand-outs
- b. Preloaded amount of 30 pesos per student per class is stored in the faculty FEU-ID
- c. The load for photocopy is non-transferable and non-convertible to cash
- d. Photocopying services from Mon-Sat 7:00am-7:30pm at the AB Building
- e. No graduate student is allowed to do the photocopying for the faculty

7. Consultation Time

- a. Faculty should post time of availability for student consultation
- b. At least 3 hours per week for each faculty is expected for consultation hours

8. Off-campus Residency / Practicum

- a. Communication letters should be given to the affiliating hospital no less than three days before the clinical exposure.
- b. Graduate Clinical Residency/ Practicum is handled by both FEU faculty and the supervisor/head of the institution (hospital, school, community and other health care facility).
- c. Come to the Clinical Area at least 30 minutes before time. This will provide time:
 - for courtesy call to the supervisor, head nurse and staff nurses / barangay officials
 - to check patient roster and identify appropriate patient assignments based on previous student exposure, clinical focus and complexity of case

- to ensure that the graduate students have signed in the attendance logbook at the Nursing Training office/ Barangay Health Center.
- For graduate students to participate in the endorsement of staff nurses (Clinical Area)
- d. Attendance to the orientation of the subject, the affiliating institution is a MUST prior to clinical residency / practicum. No orientation, no clinical residency.
- e. Rules for break time:
 - Allowable minutes for break are as follows:
Snacks – 15 minutes ; Lunch – 30 minutes
- f. The graduate student is expected to watch out for infection control practices, needle prick injuries, provision of privacy, lack of compassionate care, poor communication with patients and other health care professionals and other violations in the standards of care.
- g. Payment of fees for clinical residency:
 - For Asian Hospital, FEU-NRMF and community exposures, affiliation fee is paid thru FEU Manila who will then pay the fees to the affiliating institution thru check.

9. Behavior of students in the clinical area

- a. Show courtesy to superiors, co-student, nurses, patients & relatives.
- b. Eating, giggling, chatting in the clinical area and hospital corridors is strictly prohibited
- c. Students are not allowed to hang around the nurses' station.
- d. Do not overstay at the patient's bedside.

Bulletin of Information

- e. Students are not allowed to entertain visitors in the clinical area during their tour of duty.
- f. Early dismissal is not allowed. Any change in schedule should be properly communicated to the Training officer and MAN department chair.

10. Students' Attire

- a. Graduate students should wear a modest and smart casual attire while on campus.
- b. Identification Card should be worn properly with official school identification lace.
- c. For clinical residency:
 - Any clean, well-pressed and WHITE nurses' uniform may be worn
 - Clean and white shoes
 - FEU-ID should be worn at all times
 - No jewelries, no hair color, no nail polish
- d. For community health:
 - Graduate student may wear any modest shirt, preferably FEU t-shirt
 - Long pants, either jeans or slacks
 - Any closed shoes
 - FEU-ID should be worn at all times
 - No jewelries, no hair color, no nail polish

COMPREHENSIVE EXAMINATION GUIDELINES

A comprehensive examination is a qualifying exam for a graduate degree given to both master's and doctoral students to provide a meaningful venue of synthesizing their learning from their specific field of study. This examination aims to assess students' proficiency, both on the acquired skills and knowledge and the potential to conduct relevant

study in their field through a written examination. Hereunder are the requisites in applying for this examination:

Requirements:

1. A student should have completed the required course work as stipulated in the curriculum and must submit a copy of their Academic Program Curriculum Evaluation (APCE) obtained from the office of the Registrar as a proof of completion of academic requirements.
2. A student who intends to take the comprehensive examination must submit a letter of intent addressed to their respective institute deans through the Graduate Studies Department Chair. After assessment, notification of eligibility to take the comprehensive examination will be given to the student which will be presented to the cashier for payment of the comprehensive examination fee.
3. The comprehensive examination will be administered three (3) times in an academic year: First Term, Second Term, Summer Term.
4. The submitted comprehensive examination will be forwarded by the Department to the examination committee for checking. The examination will not bear the students' name, but a code designated by the Department.
5. If the student receives a rating of "Conditional Pass," the student will be asked to orally defend the submitted examination to the examination committee on a place, date, and time determined



by the Department and approved by the Institute. The oral examination will be presided by the examination committee and the Department Chair.

6. If the student fails the examination, the examination committee may recommend a second examination which must be administered two weeks after the receipt of notification. The masters and the doctorate comprehensive examinations may only be taken twice. A second failure will result in the students' termination from the program.
7. The policy on Academic Integrity, specifically on cheating and plagiarism, will be applied in the comprehensive examination. Hence, any form of cheating or plagiarism will automatically merit a rating of "Fail" and the student will be required to retake the examination.

Purpose of the Comprehensive Exam

To test students' competency in the chosen area of specialization, students will be examined on 3 out of 5 of their core subjects which make up their Program of Study. Students can choose three focus courses on which they will be tested.

Format Overview

1. Exam format: The exam is a two-day written test based on the focus courses. This includes minor and specialization subjects as follows:

- a. Theoretical Foundations in Nursing
- b. Methods of Research
- c. Statistics
- d. Clinical Teaching
- e. Field of Specialization

2. Examining Committee: All lecturers who handle the student in the above examination subjects are required to submit test questions.

3. When to take the exam: Students typically take the comprehensive exam during their last semester of their graduate studies. A student may petition the graduate committee to take the exam earlier in their program of study. The student must be enrolled during this semester in which they are appearing for the comprehensive exam.

4. Retake: Students will have one chance to retake the exam the next semester. Student must register for the retake during the first week of the next semester. If a student does not pass the exam at the second attempt, then that student will ask to undergo a refresher course.

5. Prior to the Exam: Detailed Procedures

5.1. Program of Study Requirement: Students must obtain a B+ grade or greater in all focus courses. The student should be able to finish the academic subject of 30 units.

5.2. Exam Date: The exam will typically take place from 8 am – 5 in the afternoon on the Saturday as deemed necessary. The exact date, time and location will be announced by the department chair.

During the Written Exam:

General Rules and Procedures

1. The written exam will take 16 hours to complete.
2. It is expected that the exam will test the comprehensive as well as integrative knowledge of the student.

3. In case a student needs access to data on Canvas, they will have to arrange to take the exam based on the arrangement with the department chair.

After the Exam: Scoring

1. Each subject area of the exam will be graded on a 100 point scale.
2. A score of 85 or higher in each subject area indicates a passing grade in the exam.
3. Students will have to pass all three subject area portions in order to pass the comprehensive exam. In case the student does not pass a subject area, they will be deemed a partial pass and will still have to pass any failed subject areas during their one retake opportunity.
4. The supervisory committee may require a follow-up oral exam (the following week) in case they need additional clarification on the performance in the written exam.
5. Scores will be made available by the end of Week 16.
6. Due to graduation deadline requirements, examiners are requested to grade and score the exam within 5 days from the exam date

COMPREHENSIVE EXAMINATION GRADES

- **PASS**
Master's or doctoral student who successfully completed the comprehensive examination obtains a PASS grade. A PASS grade for the comprehensive exam is a prerequisite to enrolment in Thesis 1 and Dissertation 1.
- **FAIL**
A master's student who did not successfully complete the comprehensive examination obtains a grade of FAIL.

THESIS GUIDELINES

Upon completion of all academic courses and prior to graduation, a graduate student in the Master of Arts in Nursing must:

- a. Successfully pass the comprehensive examination
- b. Undertake Thesis I and present to a panel of experts his or her thesis proposal and consequently receive a passing mark for Thesis I and approval to implement such study.
- c. Once accepted by the panel of experts, the proposal undergoes an ethics review and do necessary modifications guided by the assigned adviser.
- d. Approved proposal is then implemented, analyzed and presented as the final thesis paper.
- e. Necessary modifications as recommended by the panel should be made prior to the submission of the final thesis manuscript. The manuscript should be duly signed by the adviser, the panel chairman, panel members and the Dean of the institute.
- f. Once completed, the grade for Thesis II will be encoded and recommendation for graduation posted.

THESIS I AND II PROTOCOL

FOR RESEARCH/PROJECT STUDY PROPOSAL DEFENSE

The student hands in the required number of copies of the research/project proposal to the panelists at least seven working days before the defense.

The student defends the proposal before a panel duly constituted for the purpose.



FOR FINAL RESEARCH/PROJECT STUDY DEFENSE

A student who is scheduled for his/her final research/project study defense must secure and fill-up application for final defense. Before

the adviser and the department chair sign the Application for Final Defense, the student must present a full draft of his/her research/project study.

The student must submit the required number of copies to the department chair ONE week before the date of oral defense. The panel shall deliberate on the grade that students deserve on the basis of the quality of the paper and performance in the final oral defense and on whether the research/project study can be nominated for the Outstanding Research/Project Study Award.

USE OF LANGUAGE

English is the mode of language used in oral examination of the thesis. With “oral examination” as the nature of this defense, the graduate student must exhibit their own scholastic ability to express and explain their thesis. No interpreter is allowed.

REVISION GUIDELINES

Minor Revisions

Minor revisions are corrections that can be made immediately to the satisfaction of the Supervisor. Minor revisions may include:

- Typographical or grammatical errors
- Missing footnotes
- Formatting issues

- Need for further discussion or elaboration in a few areas
- Incorporating a glossary of acronyms or terms
- Changes to the Appendices
- Incomplete references
- Need for minor clarification of content

Procedure regarding minor revisions:

1. The Adviser will communicate all recommended revisions to the candidate and inform the Program Coordinator when all corrections have been completed.
2. The department chair will complete the Graduation Approval form.

Major Revisions

Major revisions are corrections requiring further research, structural changes, or other substantive revisions. These revisions will require more time to complete and may require re-reading by the external examiner.

Major revisions may include:

- Significant technical errors or inaccuracies (inaccurate statistical test used)
- Misinterpretation and/or misuse of material
- Omission of relevant materials
- Unsubstantiated findings or conclusions
- Improper/Inaccurate data analysis (for both qualitative and quantitative)
- Major flaws in grammar and presentation
- Faulty research methodology
- Lack of scholarly context
- Need to rewrite substantial portions to strengthen the thesis

Procedure regarding major revisions:

1. The panel chair will prepare a written summary of the recommended revisions for distribution to the Adviser and the candidate.
2. The candidate will make the revisions and prepare a written synopsis indicating how the concerns were addressed.
3. The adviser will forward the revisions and synopsis to the panel chair and panel member, and inform the department chair when all corrections have been completed.
4. The department chair will complete the Graduation Approval form.

Unacceptable Thesis Procedure regarding unacceptable thesis:

1. Written comments must be provided to explain this decision. A unanimous vote is required.
2. The Supervisor, Supervisory Committee, and the candidate will develop a plan for resubmission and defense of the thesis.
3. A thesis may be re-examined only once.

Procedures for Making Recommendations

When the defense is completed, the chair will request that the candidate and all other persons not on the defense committee leave the room and will call for a motion to pass or fail the candidate.

A recommendation to pass can have no more than one negative vote from members of the committee. If the motion is a recommendation to pass, the committee must then agree on the conditions of the recommendation as follows:

Pass with no revisions means that only grammatical, labeling or numbering changes are required. Only a limited number of sentence

additions or deletions should be necessary.

Pass with minor revisions indicates that the candidate will be required to reorganize portions of the manuscript and change some of the content.

Pass with major revisions means that a complete chapter or chapters must be rewritten, additional tables are required and interpreted, or the general format must be changed. Responsibility for seeing that needed revisions are made rests with the thesis/ dissertation director, but committee members also may require their approval before final submission.

Reconvene means that thesis presented by the graduating student is not of acceptable quality but can defend the research. In such case, the student will be given a chance to revise for one week as recommended by the panelist. A date will be set for the student to present the final revision. As part of the remuneration of the panelist, the student will pay each panelist including the adviser the sum of P1,000.00.

Fail indicates that the thesis content is not of acceptable quality or that the candidate cannot defend the research. In most cases, failing the defense results in the rejection of the student's thesis and a new or related study usually will need to be undertaken.

POST-DEFENSE REQUIREMENTS

The revised version of a research/project study must be submitted to the final defense panel members, through the adviser, not later than TWO WEEKS from the time of defense. Students unable to submit the revised research/project study within

the prescribed period shall be deemed to have failed the final defense. As such, the student needs to repeat the entire research/project study cycle.

The revised version of a research/project study must first be approved by the adviser. Once approved by the adviser, it then is submitted to the panel chair who must decide on the acceptability of the revision within THREE DAYS after submission of the revised paper.

On the basis of the panel chair's approval, the panel members shall sign the requisite approval sheets to show their concurrence that the revised research/project study fulfills substantially the stipulations made during the oral defense.

Upon successful completion of the final defense and upon revision of the thesis/dissertation, the student must submit the following to the department:

1. Four (4) compact discs (CDs) (of reputable brand) containing the version consistent with the approved research/project study by the final defense panel (including annexes, tables, and the like) in non-editable Portable Document File (PDF) format, readable in a standard computer, with CD and transparent case labeled as follows:

- Title of research/project study
- College and program
- Names of student (last name, first name, middle name)
- Month and year of completion
- Name of faculty adviser

2. Signed Approval Sheet
3. Secure format at the FEU Publication agency
4. Two (2) hardbound copies
5. E-mail copy of the completed thesis in PDF file sent to the department chair and the advisor for FEU-IN archiving

ACADEMIC DISHONESTY

FEU-IHSN strongly prohibits plagiarism and other acts of academic dishonesty. Any form of plagiarism will be dealt with accordingly as stipulated in Student Handbook.

Student will be asked to sign a FORM OF ORIGINALITY to disclose that such paper is not plagiarized nor written by anyone else except for the student themselves.

CERTIFICATE OF ORIGINALITY FORM

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no materials previously published or written by another person nor material to which to a substantial extent has been accepted for award of any other degree or diploma of a university or other institute of higher learning, except where due acknowledgement is made in the text.

I also declare that the intellectual content of this thesis is the product of my work, even though I may have received assistance from others on style, presentation and language expression.

Signature of advisee over printed name / Date

Signature of advisor over printed name/ Date



AUTHORSHIP

Student becomes the author of the paper with the adviser as being the co-author once permitted by the author.

EDITORS AND STATISTICIAN

All manuscripts should undergo editing by accredited editor before submission of final copies. Data management, if required by the research/ project study is done recognized statistician.

Editing And Lay-Out Services Program (ELSP) Guidelines/ Procedures

The program aims to provide undergraduate and graduate students with thesis editing and lay-out assistance through professional services from the College accredited group of editors.

SERVICES PROVIDED BY AN EDITOR

- a. Indicating spelling and grammatical errors.
- b. Reviewing lay-out and format of the written material based on prescribed standard.
- c. Correcting labeling and page referencing of tables and figures.
- d. Ensuring correct page sequencing.

QUALIFICATIONS OF ACCREDITED EDITOR

- a. Preferably has a Bachelor or MA degree in English or in Language Teaching, or has excellent training/experience in editing
- b. Has excellent knowledge in English grammar and rudiments of technical writing
- c. Strong recommendation from the Department Chair and the Dean where editor teaches

- d. Must provide a certificate that the paper has already been edited.

PROCEDURES IN SEEKING PROFESSIONAL EDITING SERVICES

Notes:

- * ELSP form is available at the ORP.
- ** Student should settle services fee two (2) days before the final defense. Photocopy of official receipt should be submitted by the student to the Office of Research and Publications.
- * Students fill-up ELSP request form ORP presents request to editor Editor accepts requests ORP notifies students of acceptance of request Editor works on the request
- ** Students pay prescribed services fee to the Accounting Office
- *** ORP processes services fee check requisition
- *** Services fee will be issued after full paper has been accepted and approved by the panelists.

PROFESSIONAL SERVICES FEE

- a. Details of prescribed services fee are available at the Office of Research and Publications.
- b. Preliminary and back-end pages are not included in the counting of number of pages.
- c. Additional payment is recommended based on the quality of English grammar used in the paper. It the editor who determines the category of the paper.

CATEGORY A –The paper is generally free from grammatical corrections with minor errors in punctuation, spelling, capitalization and sentence structure. (No additional charge.)

CATEGORY B –The paper has frequent errors in grammar, spelling, capitalization, punctuation and sentence structure. (with additional charge)

CATEGORY C –The paper has pervasive error in grammar, spelling, capitalization, punctuation and sentence structure. The editor finds many of the entries difficult to understand. (with additional charge)

IMPORTANT REMINDERS

- a. Student should provide hard and soft copies of the paper.
- b. Paper should be printed on one side of the paper only. Papers printed back-to- back will not be edited. All pages should be numbered.
- c. Paper must be put in a folder with a clasp or secure the pages with a large binder clip.
- d. Student should indicate name and contact details on the lower right hand corner of the folder.
- e. After editing the paper, editor provides a list of corrections. All revisions on the lists of corrections must be done by the student before rechecking of the editor.
- f. Editor ensures that corrections are incorporated in the revised draft.
- g. Editor is expected to fully read and review the paper before oral presentation.
- h. The Office of Research and Publications (ORP) is in-charge of assigning the editors. In

case there is a legitimate need for a change of editor, both requesting student and previously assigned editor should get approval from the ORP.

- i. The Editor will not be responsible for any corrections pertaining to conceptual material covered within the paper and is not required to advise on any aspects of the paper: e.g., data analysis, literature review, or methodology.
- j. All substantive and conceptual guidance will be and should be given by the thesis adviser.
- k. The extent and the nature of the professional editorial assistance that may be given in the preparation of the paper do not cover the publishing process, conventions and industry practice.

Data Management Assistance Program (DMAP) Guidelines/ Procedures

The program aims to provide undergraduate and graduate students with data management assistance through professional statistical services from the College accredited group of statisticians.

SERVICES PROVIDED BY A STATISTICIAN

1. Choosing the appropriate statistical analysis for the study design and data.
2. Providing written interpretation of statistical analysis (interpretation should be integrated to the statistical output..)
3. Assistance in writing statistical methods and results sections of the paper.
4. Involvement in questionnaire development and data collection from the beginning to ensure validity and usefulness of the data.
5. Determining the type and size of the sample group.

QUALIFICATIONS OF A COLLEGE ACCREDITED STATISTICIAN

1. Preferably has a Bachelor or MA degree in Mathematics or Statistics, or has excellent training in Mathematics or Statistics
2. Has a strong mathematical aptitude
3. Possesses a strong grasp of mathematical and statistical knowledge
4. Strong recommendation from the Department Chair and the Dean

PROCEDURES IN SEEKING PROFESSIONAL STATISTICAL SERVICES

Notes:

- a. DMAP form is available at the Office of Research and Publications ORP
- b. Students fill-up DMAP request form and ORP presents request to statistician
- c. Statistician accepts requests
- d. ORP notifies students of acceptance of request
- e. Statistician works on the request

Fees related to professional statistical service :

1. Students pay prescribed services fee to the Accounting Office
2. ORP processes services fee check requisition
3. Student should settle services fee payment (2) two days before the final defense. Photocopy of official receipt should be submitted by the student to the Office of Research and Publications.
4. Services fee will be issued after full paper has been accepted and approved by the panelists.

REMINDERS ABOUT PROFESSIONAL SERVICES FEE

- a. All data should have been tabulated by the student
- b. based on prescribed coding by the statistician.
- c. Tabulated data should be submitted to the statistician in soft copy.
- d. Indicate in the soft copy student's name, address and contact numbers.
- e. Other pertinent document/information that statistician may require should be provided by the student.
- f. The Office of Research and Publications (ORP) is in-charge of assigning the statistician. In case, there is a legitimate need for a change of statistician, both requesting student and previously assigned statistician should get approval from the ORP.
- g. It is assumed that appropriate statistical tool will be used to effectively run the data needed in the study. However, in cases of erroneous statistical tool, the following provisions apply:

If students provided incorrect data and assigned statistician needs to re-run the data analysis, additional services fee is required. Statistician determines the additional fee but should not exceed the existing prescribed services fee. Fee should be proportionate to the revisions done by the statistician.

If statistician, after thorough verification, used incorrect statistical tool, statistician needs to re-run the data. No additional services fee is required.

FORMAT OF THE THESIS MANUSCRIPT

Chapter I - INTRODUCTION

1. *Background of the Study*

The introduction serves as a road map of the whole research study. It gives the reader an idea of what the study is all about.

- 1.1 Start with the general problem area to be investigated. What is wrong with the current situation?
- 1.2 What evidences have been gathered in relation to the phenomenon you want to investigate?
- 1.3 What information about the problem is lacking?
- 1.4 What is the basis for believing that the proposed study would contribute to the solution to the problem? What motivated/ inspired you to undertake the study? Will the study help to formulate or alter nursing practices?

2. *Statement of the Problem*

2.1 Problem statement criteria

- 2.1.1 Written in Interrogative Sentence Form
- 2.1.2 Be empirically testable

2.2 *Components of research question*

- 2.1.1 Includes the population
- 2.1.2 Includes the variable(s)
Which is the independent variable? The dependent variable?

2.3 Start by stating the main purpose of the study

- 2.3.1 The problem should answer the following questions:

- 2.3.1.a What is the phenomenon you want to investigate? This is the specific problem area that led you to conduct the study
- 2.3.1.b How will you measure the variables under study?
- 2.3.1.c Who are the participants/ respondents of the study?

3. *Significance of the Study*

- 3.1 Provide information that establishes the rationale for selecting the particular problem as important for society in general and for nursing in particular.
- 3.2 Discuss the new information/ evidence that the study is expected to contribute to the following beneficiaries:
 - 3.2.1 Nursing Service (Practice and Administration)
 - 3.2.2 Nursing Education
 - 3.2.3 Nursing Research

4. *Scope and Limitations of the Study*

- 4.1 What is the focus of the study?
The specifications or aspects that the study aims to investigate? Why?
- 4.2 Where will the study be conducted?
- 4.3 Who are the participants/ respondents of the study?
- 4.4 How are the participants/ respondents selected?
- 4.5 What will be the timeframe of the study?
- 4.6 Discuss the limitations of the study. What are the variables or factors that may affect the study but beyond the researcher's control? What are excluded from the investigation?

Chapter 2 – REVIEW OF THE RELATED LITERATURE

1. *Review of Related Literature and Studies*

- 1.1. Have a brief general discussion on the summary of research findings related to the phenomenon under study.
- 1.2. Concepts, principles, theories, ideas, etc. related to the phenomenon under study are presented thematically or in topical form.
- 1.3 Conceptual literatures and research literatures are integrated and presented/discussed.
- 1.4 When citing studies:
 - 1.4.1 Include the researchers name and the title purpose of the study
 - 1.4.2 The respondents and how they were selected
 - 1.4.3 The methodology used
 - 1.4.4 Brief findings
 - 1.4.5 Conclusions

Synthesis of the materials reviewed is done. Discuss similarities and differences of the materials cited vis-à-vis your study. In what way is your study unique? In what way has the review process influence the development and identification of the research problems?

2. **Research Paradigm**

- 2.1 Discuss the theories/conceptual models from which your study is anchored on or based.
- 2.2 How are these theories/conceptual models applied to your study?

- 2.3 Show the research paradigm in a schematic diagram.
- 2.4 Discuss briefly the research paradigm, showing the interrelationship between the variables of the study.

3. **Research Hypothesis/es**

- 3.1 State the hypothesis/es being offered either as a research hypothesis or a null hypothesis.

4. **The Main Variables of the Study**

- 4.1 What are the major variables under investigation?
What is the independent variable? The dependent variable?
- 4.2 How are these variables to be measured?

5. **Definition of Terms**

- 5.1 Define operationally the main variables only as stated in the statement of the problem, meaning how you are using the term within the context of the research study
- 5.2 Present in alphabetical order.
- 5.3 Define first what the variable means in relation to the purpose of the study.
 - 5.3.1 This is the conceptual definition of the term which is broad, more abstract definition drawn from literature.
 - 5.3.2 Similar to dictionary definition
- 5.4 Define how you intend to use the term in the study and how you intend to measure the variables.

- 5.4.1 This is the operational part of the definition of the term which is more concrete.
 - 5.4.2 Allows for precise measurement of the variable of interest.
 - 5.4.3 Stipulates how the variable will be measured including what tools will be used.
 - 5.5 Combine both parts of the definition to form the operational definition of the term or variable.
-

Chapter 3 - RESEARCH METHODOLOGY

Have a beginning statement on what the chapter is all about.

1. *Research Design*

- 1.1 Identify the research design to be used whether experimental or descriptive. Discuss the specific research design. For example if it is quasi-experimental identify whether the specific design is nonequivalent control group design or time-series design.
- 1.2 Justify the selection of the research design.

2. *Population and Sample*

- 2.1 Describe the population. Include the source where data related to population will be obtained.
- 2.2 Describe how samples are to be selected (the sampling technique).
 - 2.2.1 Who are they?
 - 2.2.2 Where will you find them?
- 2.3 Present a table showing the

distribution and the percentage of the participants.

- 2.4 For the final research report, include the retrieval rate.

3. *Research Locale* – this is the setting of the study

- 3.1 Where will the study be conducted?
- 3.2 What is the rationale for the choice of the research locale?
- 3.3 Have a brief description of the setting.

4. *Research Instrument /s*

- 4.1 Discuss the main data-gathering instrument
 - 4.1.1 What will the instrument measure?
 - 4.1.2 How will it be constructed/ developed?
 - 4.1.3 The basis/es of its construction/ development.
 - 4.1.4 How many items are included?
 - 4.1.5 How will it be answered?
 - 4.1.6 How will it be validated? (If it is a standard instrument it need not be validated)
 - 4.1.7 Have a pilot study of the instrument for comprehensibility and readability.
- 4.2 For the final paper the reliability of the instrument will be included.

5. *ata Collection Procedure* - This is a step by step guide to what will occur during the study

- 5.1 The five important questions to ask are as follows:
 - 5.1.1 What type of data are needed to answer

the research questions or to test the research hypothesis/es?

- 5.1.2 How will the data be collected?
- 5.1.3 Who will collect the data?
- 5.1.4 Where will the data be collected?
- 5.1.5. When will the data be collected?
- 5.2 Explain the other steps done in gathering data, e.g. writing a letter of request seeking permission to undertake the study.

6. Statistical Treatment of Data

- 6.1 For each specific problem, explain the appropriate statistical procedure/test for analysis of gathered data.

7. Ethical consideration

- 7.1 Identify/Apply ethical principles related to your study.
Explain thoroughly how this principles should be applied in your study.

CHAPTER 4 - RESULTS AND DISCUSSION

The focus of this study is to convince the reader that everything has been done to seek answers to the problems set forth in the study.

1. Have a beginning statement on what the chapter is all about.
2. Present the findings according to problem statement. Findings are written briefly in the past tense.
 - 2.1 Describe how the data were analyzed
 - 2.2 Present the results in a tabular form.
 - 2.2.1 Present only the important items for the

table, e.g. the highest mean score, the lowest, then the average

3. Discussion of findings
 - 3.1 This section of the research report allows the researcher to make interpretation of the findings
 - 3.1.1 Findings are analyzed and interpreted in light of the theoretical framework prior evidence, own clinical experience and observation.
 - 3.1.2 Analyze findings within the context of the literature and studies reviewed. Are the findings similar/consistent with the findings of studies previously done or are they different? What new insights have the research unearthed? What literature theories support the findings.
 - 3.1.3 Interpret results based on clinical experiences and observations.
 - 3.1.4 What are the implications of the findings for nursing practice and future researches?
4. Discussion of research hypothesis/es
 - 4.1 Discuss the statistical test used for testing the hypothesis.
 - 4.2 Establish at what level of significance the hypothesis was tested.
 - 4.3 State whether the hypothesis is rejected or accepted. Explain why the decision is such.
 - 4.4 Does the finding address the issue of generalizability and transferability of findings?

CHAPTER 5 - SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

1. Have a brief introduction on what the study was all about.

- 1.1 Include the purpose of the research study.
- 1.2 The specific problems the study looked into.
- 1.3 The research design used.
- 1.4 The participants/respondents of the study and how they were selected.
- 1.5 The research instrument used.

2. Findings

- 2.1 Present according to problem statement.

3. Conclusions should be built upon short, concise statements that encapsulate the research findings.

- 3.1 The conclusions should be based from the findings.
- 3.2 Discuss what knowledge has been gained by the study.
 - 3.2.1 Was the study problem answered?
 - 3.2.2. Was the research hypothesis/es supported?
 - 3.2.3 The sample size and the population from which the sample was drawn should be taken into consideration when formulating conclusions. Avoid sweeping statements or generalizing beyond the findings of the study.

4. Recommendations

- Based from the findings and conclusions
- Always include recommendations for further research and replication of the study

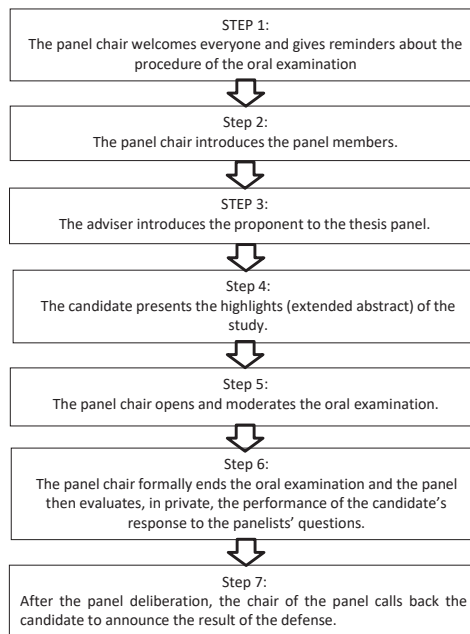
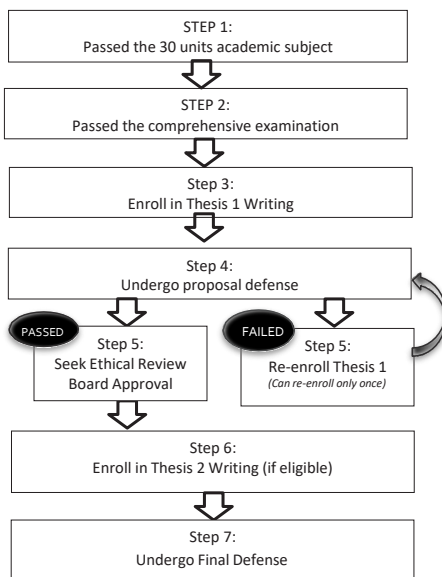
REFERENCES (in alphabetical order and APA style)

1. Note: Please follow the latest APA style in documentation.

APPENDIX

- Append the communications sent in relation to the study such as cover letters, permission letters, etc.
- Include the data collection instruments, codebooks, approval, computations for the statistical tests used

PROCESS FLOWCHART IN UNDERTAKING THESIS



PANEL COMPOSITION

1. The panel of examiners for the thesis defense is composed of either of the following:
 - a. Dean of the College or Department Chair
 - c. Faculty members of the Institute of Nursing
 - d. Invited outside panelists
2. The panelists will be chosen by the department chair base on the expertise of the panel related to the presenter's research study.

3. There should four (4) panelists in the composition of the panel of examiners which include (1) Panel Chair and Three (3) Members. One of the members should be a statistician as much as possible (for quantitative studies).
4. At least TWO weeks before the scheduled oral defense/examination, the Department Chair submits the prospective list of panel member/s to the Office of the Dean for approval.
- e. In the event that the thesis is judged unacceptable, the committee will be asked to prepare a written report.

GRADING SYSTEM FOR THESIS

Private Deliberations of the Examining Committee (closed to the public)

- a. Directions are indicated in the Thesis Defense Report form.
- b. In the case of minor revisions or major revisions, a majority decision of the committee is binding.
- c. For the thesis to be judged unacceptable, a unanimous vote is required.
- d. In the case of minor or major revisions, the committee must take the time to communicate all suggested revisions to the Adviser, who should also take detailed notes. The committee should be clear about which recommendations are mandatory, and which are not.



ORAL DEFENSE GRADING RUBRIC

Author of the Thesis:

Title of the Thesis:

WRITTEN CONTENT AND ORGANIZATION – (50%)				
CRITERIA	4.0	3.5	3.0	0
1. Contribution to Research	<input type="checkbox"/> Thesis/Dissertation is an original contribution to the body of knowledge.	<input type="checkbox"/> Manuscript has minor corrections. An extract maybe submitted to a peer reviewed journal.	<input type="checkbox"/> Manuscript is flawed. An extract maybe submitted to a non-peer reviewed journal.	<input type="checkbox"/> Manuscript is highly flawed. Any resulting written extract is not publishable at all.
2. Introduction / Thesis Statement	<input type="checkbox"/> Exceptional introduction that grabs interest of reader and states background information, provocative question, topic, thesis, and all subtopics in proper order; thesis exceptionally clear, arguable, well developed, and a definitive statement	<input type="checkbox"/> Proficient introduction that states background information, provocative question, topic, thesis, and all subtopics in proper order; thesis is a clear and arguable statement of position.	<input type="checkbox"/> Adequate introduction that states topic, thesis and some of the subtopics; thesis is somewhat clear and arguable.	<input type="checkbox"/> Weak introduction of topic, thesis & subtopics thesis is weak and lacks an arguable position.
3. Quality of Information / Evidence	<input type="checkbox"/> Exceptionally researched with extreme detail, historically accurate with critical evidence from a wide variety of sources.	<input type="checkbox"/> Well researched in detail with accurate & critical evidence from a variety of sources.	<input type="checkbox"/> Some aspects of paper is researched with some accurate evidence from limited sources.	<input type="checkbox"/> Limited information on topic with lack of research, details or historically accurate evidence.

<p>4. Support of Ideas / Analysis</p>	<p><input type="checkbox"/> Exceptionally critical, relevant, consistent connections among arguments, analysis, subtopics, & thesis / topic; excellent, appropriate conclusions.</p>	<p><input type="checkbox"/> Consistent connections made among analysis of evidence, subtopics, arguments & thesis / topic; good and generally appropriate conclusions.</p>	<p><input type="checkbox"/> Some connections made among analysis of evidence, subtopics, arguments & thesis / topic; limited or somewhat inappropriate conclusions.</p>	<p><input type="checkbox"/> Limited connections made among analysis of evidence, subtopics, counterarguments & thesis / topic; complete lack of or inappropriate conclusions.</p>
<p>5. Organization / Development of Ideas</p>	<p><input type="checkbox"/> Exceptionally clear, logical, mature thorough presentation and development of ideas that support thesis; excellent transition between paragraphs.</p>	<p><input type="checkbox"/> Clear and logical presentation and development of ideas that support thesis; good transitions b/w paragraphs.</p>	<p><input type="checkbox"/> Somewhat clear and logical presentation and development of ideas; adequate transitions b/w paragraphs.</p>	<p><input type="checkbox"/> Lacks clear and logical presentation and development of ideas; weak transition b/w ideas and paragraphs.</p>
<p>6. Correlation of the problem, analysis and interpretation of data findings, conclusion and recommendation</p>	<p><input type="checkbox"/> Correlation of the problem is distinctly and well explained, analysis and interpretation of data were excellently defined, conclusion and recommendation were exceptionally explicated.</p>	<p><input type="checkbox"/> Correlation of the problem is clearly explained, analysis and interpretation of data were plainly defined, conclusion and recommendation were evidently explicated.</p>	<p><input type="checkbox"/> Correlation of the problem is satisfactorily explained, analysis and interpretation of data were adequately defined, conclusion and recommendation were passably explicated.</p>	<p><input type="checkbox"/> Correlation of the problem is poorly explained, analysis and interpretation of data were inadequately defined, conclusion and recommendation were scantily explicated.</p>

7. Overall quality of the study	<input type="checkbox"/> Arguments are superior; objectives are well defined; exhibits mature, critical thinking skills; exhibits mastery of subject matter and associated literature; demonstrates mastery of theoretical concepts; demonstrates exceptional originality; displays exceptional creativity and insight	<input type="checkbox"/> Arguments are coherent and clear; objectives are clear; demonstrates average critical thinking skills; reflects understanding of subject matter and associated literature; demonstrates understanding of theoretical concepts; demonstrates originality; displays creativity and insight	<input type="checkbox"/> Arguments are objectives are clear; demonstrates below average critical thinking skills; reflects some understanding of subject matter and associated literature; demonstrates some understanding of theoretical concepts; demonstrates originality; displays creativity and insight	<input type="checkbox"/> Arguments are incorrect, incoherent, or flawed; objectives are poorly defined; demonstrates rudimentary critical thinking skills; reflects limited understanding of subject matter and associated literature; demonstrates poor understanding of theoretical concepts; demonstrates limited originality; displays limited creativity and insight
AVERAGE				

FORM / MECHANICS OF STYLE – (15%)				
CRITERIA	4.0	3.5	3.0	0
1. Language Conventions	<input type="checkbox"/> Very concise, clear, with consistently proper grammar, spelling and paragraphing.	<input type="checkbox"/> Clear, with minimal errors in grammar, spelling and paragraphing.	<input type="checkbox"/> Periodic errors in grammar, spelling and paragraphing.	<input type="checkbox"/> Inconsistent grammar, spelling and paragraphing throughout paper.
2.	<input type="checkbox"/> Proper detailed format always used consistently and correctly in both text and Works Cited.			
AVERAGE				
ORAL DEFENSE – (35%)				
CRITERIA	4.0	3.5	3.0	0
1. Organization and presentation of slides	<input type="checkbox"/> Well organized, very professional; all questions addressed in a knowledgeable and respectable manner; slides and/or handouts outstanding.	<input type="checkbox"/> Well thought out slides and/or handouts; professional presentation; almost all questions addressed in a professional manner.	<input type="checkbox"/> Acceptable – slides and/or handouts clear; good presentation skills; able to answer most questions.	<input type="checkbox"/> Poorly organized; rambled; dwelt too long on less important aspects; unable to answer all questions; some slides difficult to read; typos/errors in slides.
2. Command of subject matter	<input type="checkbox"/> Presents exceptional depth of the subject knowledge; able to answer all questions about every aspect of the study.	<input type="checkbox"/> Presents some depth of the subject knowledge;	<input type="checkbox"/> Presents critical weakness in depth of knowledge in subject matter.	<input type="checkbox"/> Does not present depth of knowledge in subject matter.

3. Command of related literature	<input type="checkbox"/> Presentati on is narrow in scope Presentati on is narrow in scope Able to be interconnected and extend knowledge from multiple disciplines.	<input type="checkbox"/> Presentation reveals the ability to draw from knowledge in several disciplines.	<input type="checkbox"/> Presentation reveals the ability to draw from knowledge in some disciplines.	<input type="checkbox"/> Presentati on is narrow in scope.
4. Evidence of original thinking and logical order	<input type="checkbox"/> Highly organized and systematic presentation	<input type="checkbox"/> Clearly organized	<input type="checkbox"/> Satisfact orly organized	<input type="checkbox"/> Poorly organized
5. Research design / Methodology	<input type="checkbox"/> Superior knowledge in subject area	<input type="checkbox"/> Adequate knowledge in subject area.	<input type="checkbox"/> Some knowledge in subject area.	<input type="checkbox"/> Lack of knowledge in subject area.
6. Command of English (oral)	<input type="checkbox"/> Excellent communicati on skills.	<input type="checkbox"/> Good Communica tion Skills.	<input type="checkbox"/> Satisfact ory Communic ation Skills	<input type="checkbox"/> Poor Communica tion Skills.
7. Attitude and receptiveness to suggestions	<input type="checkbox"/> Exhibits a grateful attitude open for corrective criticism and accepts suggestions for improvement	<input type="checkbox"/> Accepts corrective criticism and accepts suggestions	<input type="checkbox"/> Accepts corrective criticism and accepts suggestions but with a defensive attitude	<input type="checkbox"/> Does not accept corrective criticism and suggestions
AVERAGE				

(Please use separate sheet for any remarks)

CRITERIA				
		WRITTEN		ORAL
		Content (50%)	Form & Style (15%)	Presentation and Defense (35%)
4.00	A			
3.75	A-			
3.50	B+			
3.00	B			
Below 3.00	F			
FINAL GRADE				

Signature of Panel Members:

	Printed Name	Signature
Panel Chair		
Panel Member		
Panel Member		
Panel Member		

Noted:

Moira Uy, MAN
 Dean, Nursing

Date







Nursing Graduate Studies

John Anthony Yason, PhD
Dean, IHSN

Alma Trinidad Taragua, PhD
Associate Dean, IHSN

Moira G. Uy, MAN
Dean, Nursing Program

Francis Obmerga, PhD
**Department Chair,
Nursing Graduate Studies**

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ONWARD

