The baccalaureate degree program in nursing, master’s degree program in nursing and Doctor of Nursing Practice degree program at the University of Massachusetts Amherst College of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The baccalaureate degree program is fully approved by the Massachusetts Board of Registration in Nursing

The University of Massachusetts Amherst is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). (March, 2010)

https://www.umass.edu/planning/accreditation-status
Faculty Welcome to Students

Welcome to the College of Nursing at the University of Massachusetts Amherst. It’s an exciting place to study, is part of a large university thriving on a tradition of excellence, and offers an exciting curriculum supported by an array of educational resources. This handbook is a resource for you. The curricula for our programs, as well as specific admission, retention, progression and graduation policies for each track, are contained within this handbook. Please read this handbook carefully, as it contains the most updated policies that pertain to your educational experience.

Our talented and committed faculty are innovators, striving to offer the best possible student-centered instruction. Our goal is to encourage lifelong learning in students who will soon be entry-level clinicians, returning professionals who seek to enhance their knowledge, skills and analytical abilities, and researchers developing new knowledge for the discipline. The educational experience you receive is supported by the outstanding commitment of our staff.

We are a force for innovation, learning and discovery in preparing culturally proficient nurses to meet the complex healthcare needs of a global community. We encourage and invite you to be an active participant within the college, as a member of the Student Nurses Association, a committee member, or a volunteer in many of the college’s activities.

As educational opportunities and policies are subject to periodic changes, the College of Nursing and the University of Massachusetts must reserve the right to make changes affecting any matters discussed in this publication. For current policies, please refer to the online version of the handbook on the College of Nursing website: www.umass.edu/nursing.

Thank you for choosing the University of Massachusetts Amherst College of Nursing to advance your nursing career. We look forward to an exciting year!

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- The baccalaureate degree program is fully approved by the Massachusetts Board of Registration in Nursing
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Foreword

The College of Nursing Student Undergraduate Student Handbook is designed to supplement the University and College of Nursing websites as well as the University Code of Student Conduct and Academic Regulations. Students are responsible for acting in accordance with the University and College of Nursing regulations and policies set forth in these publications. The College of Nursing Undergraduate Student Handbook also provides additional information specific to the nursing program, which will be helpful to you throughout your studies here.

The Student Handbook is reviewed annually and is as accurate and current as possible. Any changes in policies, procedures, or regulations will be communicated via email to students, who will assume responsibility for incorporating them into their Student Handbook. Please take the time to familiarize yourself with the Handbook. It provides an extremely useful continuing orientation to the programs, faculty and standards of the College of Nursing. If you have a problem or concern that is not adequately answered by the Handbook, please consult your academic advisor, faculty advisor or a staff member.
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I. College of Nursing History and Organization

History

At its founding in 1953, the College of Nursing offered the first baccalaureate nursing program in public higher education in the Commonwealth of Massachusetts. Four years later, the College launched the first Master of Science degree program, and in 1994, the Commonwealth's first publicly supported Ph.D. program in Nursing in collaboration with the University of Massachusetts Medical School Graduate School of Nursing. In 2005, the college offered its first Ph.D. program sponsored uniquely by the College of Nursing and in 2006 the first Doctorate of Nursing Practice (DNP) program in the state.

Continuous accreditation first by the National League for Nursing, and currently by the Commission on Collegiate Nursing Education (CCNE), along with the success of graduates in passing both licensing and certification exams, testify to the enduring quality of the college's programs, faculty, and curriculum.

The College of Nursing is one of eleven schools and colleges comprising the University of Massachusetts Amherst, founded in 1863. The University is a Carnegie Designated Research University Very High (RUVH) and the flagship campus of the five-campus public university system. Sponsored research now totals over $145 million a year, with increasing emphasis on the life sciences and biotechnology applications.

Embodying the university's commitment to high-quality, accessible education, the College of Nursing is committed to meeting the challenges faced by the nursing profession in the context of the changing dynamics of society and the delivery of health care.

Accreditation

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https://www.umass.edu/planning/accreditation-status.
Values, Vision, Mission and Goals
Approved by the Faculty Assembly May 21, 2008; reviewed June 2018

Vision
The College of Nursing is a force for innovation, learning and discovery in preparing culturally proficient nurses for leadership in health for a global society.

Mission
To provide an affordable and accessible education to enhance health and healing through nursing leadership in teaching, scholarship, practice, and service.

Values

Caring and Collaborative Relationships
- Caring and compassion as the heart of evidence-based nursing practice
- Collaborating with clients, nurses and interdisciplinary peers to enhance health and healing
- Attending to the needs and input of vulnerable and underserved populations

Leadership
- Reducing health disparities and promoting health in a global society
- Enhancing the social conscience and professional development of all
- Environments are systems that interact with nursing practice, culture, and public policy
- Developing student identity as agents for innovation in the world

Excellence
- The reciprocal relationships among teaching, scholarship, and engagement
- Encouraging integrity and high moral character in all members of the College of Nursing
- Becoming reflective practitioners to increase the authenticity of our work (Boyer, 1990)

Innovation
- Creative ways of acquiring, managing and sharing knowledge

Diversity
- Striving to design and provide culturally sensitive nursing care in a global society
- Promoting diversity in our College and in the profession

Lifelong Learning
- Arts, humanities, and sciences as a foundation for nursing education
- Learning as a dynamic, collaborative process that promotes mutual growth of students and teachers

Goals

Engagement Goals

Establish innovative scholarly engagement models that define and respond to the health of the public:
- Search for answers to the most pressing social, civic, economic and moral problems facing our profession and world today (Boyer, 1990)
- Facilitate an organizational culture of diversity that promotes collaborative partnerships, relationships, and affiliations within a global community
- Promote faculty practice, which reflects faculty expertise and needs of our communities of interest
Promote faculty development and systematic understanding through a variety of mechanisms
Contribute to systematic and structural improvement of the University systems
Promote service to the underserved and vulnerable populations in our region

Teaching Goals

We prepare professional nurses by creating an innovative environment for inquiry, discovery, and learning with diverse populations:

- Ensure a flexible learner centered environment that utilizes information technology to its highest potential to ensure collaboration and inclusiveness
- Foster the advancement of students through graduate education
- Ensure a comprehensive, cohesive curriculum which prepares students for leadership in a changing and diverse sociopolitical world

Scholarship Goals

Enhance the art and science of nursing by creating, translating, and disseminating knowledge:

- Facilitate the scholarship of discovery, integration, application, and teaching
- Foster a creative environment that supports scholarship activities
- Enhance mechanisms for interdisciplinary scholarship
College of Nursing Deans, Program Directors, and Faculty 2018 - 2019

Faculty clinical and research interests are indicated below in italics.
*Indicates Graduate Faculty Status

Deans

Dean: Dr. Stephen J. Cavanagh*
BA (Nursing) Newcastle-Upon-Tyne Polytechnic, England; MS (HealthCare Management) University of LaVerne, LaVerne, CA; MPA (Public Administration); University of La Verne, La Verne, CA; PhD (Nursing); University of Texas at Austin; Dean & Professor. Research interests: Innovation in nursing management and education: professional, management and methodological considerations.

Interim Associate Dean for Academic Affairs: Dr. Cynthia Jacelon*
BS, Trenton State College; MS, Boston University; PhD, New York University; Certified Rehabilitation Registered Nurse -Certified Gerontological Nurse - Fellow Gerontological Society of America - Fellow in the American Academy of Nursing – Professor. Research interests: Dignity and self-management in elders with chronic health problems, wearable and hand-held technology for self-management.

Associate Dean for Research: Dr. Annette Wysocki*
B.S.N. (Cum Laude), Nursing, East Carolina University, Greenville, North Carolina; M.S.N., Nursing, East Carolina University, Greenville, North Carolina; Ph.D., Nursing, The University of Texas at Austin, Austin, Texas. Professor and Associate Dean of Research. Clinical area: Medical/Surgical; Research interest: Clinical Nursing Practices.

Assistant Dean of Undergraduate Education: Dr. Maeve Howett*
PhD, APRN, CPNP-PC, IBCLC, CNE
BA (Liberal Studies) Emory College, Emory University, Atlanta, GA; BSN (Nursing) Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA; MSN (Pediatric Nurse Practitioner) Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA; PhD (Nursing) Laney Graduate School, Emory University, Atlanta, GA.
Assistant Dean of Undergraduate Education and Clinical Professor. Research interests: undergraduate education, lactation, disability, vulnerability, and toxicant exposure in childhood. Clinical interests: pediatrics, migrant health, rural health, and breastfeeding management.

Undergraduate Program Directors

Director of the Honors Program: Dr. Emma Dundon*
BS, Liberal Arts, University of the State of New York; BS, Nursing, University of Massachusetts Amherst; MS, Nursing, University of Massachusetts Amherst; PhD, Nursing, University of Connecticut. Clinical Assistant Professor. Research interests: Adolescent Depression, Pediatric Nursing; College-based Health Centers.

Director of the Resource and Simulation Laboratory: Dr. Heather Hamilton
BSN (Nursing) Rutgers University, Newark, New Jersey. MSN (Acute Care Clinical Nurse Specialist). Rutgers University, Newark NJ, PhD University of Connecticut, Storrs Connecticut
Director of Resource and Simulation Laboratory. Research interests: Minority Nursing workforce development and decreasing health disparities among minorities using technology

Director of International Studies: Dr. Emma Dundon*
BS, Liberal Arts, University of the State of New York; BS, Nursing, University of Massachusetts Amherst; MS,
Nursing, University of Massachusetts Amherst; PhD, Nursing, University of Connecticut - Clinical Assistant Professor. Research interests: Adolescent Depression, Pediatric Nursing; College-based Health Centers.

Graduate Program Directors

**Master of Science Program Director, Clinical Nurse Leader Program (CNL), Doctor of Nursing Practice (DNP), Graduate Certificates:** Dr. Pamela Aselton*

BSN, Southern Connecticut University; MPH, MSN & PhD, University of Massachusetts Amherst; Certified Family Nurse Practitioner - Clinical Associate Professor. Research interests: Nurse Practitioner education, community & public health, epidemiology, online qualitative research, college health.

**Doctor of Philosophy (PhD):** Dr. Cynthia Jacelon*

BS, Trenton State College; MS, Boston University; PhD, New York University; Certified Rehabilitation Registered Nurse - Certified Gerontological Nurse - Fellow Gerontological Society of America - Fellow in the American Academy of Nursing. Professor. Research interests: Dignity and self-management in elders with chronic health problems, wearable and hand-held technology for self-management.

Full Time Faculty, College of Nursing

**Abelard, Gabrielle**

BSN, MSN, University of Massachusetts Amherst, Post-Masters in Nursing, DNP in Integrative Health, Regis College, Weston, MA. Clinical Assistant Professor. Research interests: Trains in hospitals, colleges, and organizations on suicide awareness, team building, restraint reduction, mental health, telemental health, and cultural awareness.

**Aselton, Pamela**

BSN, Southern Connecticut University; MPH, MSN & PhD, University of Massachusetts Amherst; Certified Family Nurse Practitioner - Clinical Associate Professor. Research interests: Nurse Practitioner education, community & public health, epidemiology, online qualitative research, college health.

**Black, Terrie**

BSN, Pennsylvania State University; MBA, Western New England University; DNP, University of Massachusetts Amherst; Certified Rehabilitation Registered Nurse; Fellow in the American Heart Association. Clinical Assistant Professor.

**Blake, Constance**

BSN, American International College; MSN, University of Hartford; EdD Nursing Education, Southern Connecticut State University. Clinical Assistant Professor.

**Briere, Carrie-Ellen**

BS, University of Connecticut School of Nursing, Storrs, CT; MS, University of Connecticut School of Nursing, CT; PhD, University of Connecticut School of Nursing Assistant Professor.

Research Interests: Human milk and lactation, breastfeeding, preterm infants, family support.

**Burke, Mary Ellen**

BSN, Rutgers University; Frontier College of Midwifery and Family Nursing Community-Based Nurse-Midwifery Education Program, KY; MSN Case Western Reserve University Frances Payne Bolton College of Nursing, OH; Post Master’s Certificate in Nursing Education University of Massachusetts Medical College; DNP, UMass Amherst College of Nursing. Clinical Assistant Professor.
Carvalho, Lucia Giuggio
AS in Nursing, Springfield Technical Community College; BSN, University of Massachusetts Amherst; MS Community Health Nursing, Boston College; Post Masters Certificate Program, Nurse Educator, University of Massachusetts Worcester. Clinical Instructor.

Chandler, Genevieve*
BSN, D’Youville College; MSN, Boston University; PhD, University of Utah. Associate Professor. Research interests: Empowerment in patients, nurses, students, and adolescents, writing as healing.

Chiodo, Lisa*
B.A. University of Michigan; MA, Wayne State University; PhD, Wayne State University. Associate Professor. Research interests: Addiction and Treatment, Child Development, Human Behavioral Teratology (focus on effects of alcohol, cocaine, and postnatal blood lead), Identification of maternal in-pregnancy alcohol consumption.

Choi, Jeungok*
BSN, Seoul National University; MSN, Seoul National University; MPH, Tufts University; PhD, Boston College. Associate Professor—reducing health disparities and informatics.

Curnin, Margaret
RN, Saint Vincent Hospital; BS, Worcester State University; MSN, Anna Maria College; - Clinical Assistant Professor. Research interests: Acute medical-surgical nursing, patient education.

DeMartinis, Jean*
BS, MA, Ball State University; PhD, University of Texas at Austin; - Certified Family Nurse Practitioner. Associate Professor. Research interests: Adult health assessment, prevention, cardiology, gerontology, critical care.

Dion, Kimberly*
AS in Nursing, Holyoke Community College; BS, University of Massachusetts Amherst; MSN, University of Hartford, PhD, University of Massachusetts Amherst; Certified Nurse Educator, maternal newborn nursing. Research interests: substance abuse disorder, nurse-patient relationship.

Dundon, Edith (Emma)*
BS, Liberal Arts, University of the State of New York; BS, Nursing, University of Massachusetts Amherst; MS, Nursing, University of Massachusetts Amherst; PhD, Nursing, University of Connecticut. Clinical Assistant Professor. Research interests: Adolescent Depression, Pediatric Nursing; College- based Health Centers,

Gaudet, Cynthia
AS in Nursing, Holyoke Community College; BSN, University of Massachusetts Amherst; MSN, University of Hartford; PhD, University of Massachusetts Medical School Graduate School of Nursing. Certified Nurse Educator, Clinical Assistant Professor. Clinical area: Medical/Surgical Nursing, Public Health. Research interests: Electronic Documentation, Nurse-Patient Interaction, nursing theory focusing on the Theory of the Dynamic Nurse-Patient Relationship.

Green, Katharine*
BSN, University of Pennsylvania; MS, University of Minnesota; PhD, University of Massachusetts Amherst; Certified Nurse Midwife. Clinical Assistant Professor. Research interests: Midwifery, Women’s health, Maternal outcomes in labor, Language related to maternal health, Normal physiologic birth.
Griggs, Stephanie*
AS in Nursing, Holyoke Community College; BS, University of Massachusetts Amherst; MSN, American International College; PhD, University of Massachusetts Medical School Graduate School of Nursing. Clinical Assistant Professor. Research interests: hope theory development, emotional well-being and academic success in university students; self-management of fatigue symptoms through wearable and contactless devices in young adults with Type 1 Diabetes.

Hamilton, Heather
BSN (Nursing) Rutgers University, Newark, New Jersey. MSN Acute Care Clinical Nurse Specialist. Rutgers University, Newark New Jersey. PhD University of Connecticut, Storrs Connecticut. Director of Resource and Simulation Laboratory. Research interests: Minority Nursing workforce development and decreasing health disparities among minorities using technology.

Henneman, Elizabeth*
BSN, Boston College; MS, University of Colorado, Denver; PhD, University of California, Los Angeles; Certification as Critical Care Nurse Specialist – Fellow in the American Academy of Nursing. Associate Professor. Research interests: Respiratory management in the critical patient, interdisciplinary teams in critical care.

Hogan, MaryAnn
BS, University of Massachusetts Amherst; MS, Anna Maria College. Clinical Assistant Professor. Research interests: Baccalaureate nursing education and NCLEX passage, clinical competence, clinical simulation.

Howett, Maeve*
BA (Liberal Studies) Emory College, Emory University, Atlanta, GA; BSN (Nursing) Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA; MSN (Pediatric Nurse Practitioner) Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA; PhD (Nursing) Laney Graduate School, Emory University, Atlanta, GA. Assistant Dean of Undergraduate Education and Clinical Professor. Research interests: undergraduate education, lactation, disability, vulnerability, and toxicant exposure in childhood. Clinical interests: pediatrics, migrant health, rural health, and breastfeeding management.

Jacelon, Cynthia S.*
BS, Trenton State College; MS, Boston University; PhD, New York University; Certified Rehabilitation Registered Nurse -Certified Gerontological Nurse - Fellow Gerontological Society of America - Fellow in the American Academy of Nursing. Professor and Associate Dean of Academic Affairs. Research interests: Dignity and self-management in elders with chronic health problems, wearable and hand-held technology for self-management.

Kalmakis, Karen A.*
BSN, Elms College; MS, MPH, PhD, University of Massachusetts Amherst, Certified Family Nurse Practitioner, MPH, PhD, University of Massachusetts Amherst, Certified Family Rehabilitation Clinical area; advanced nursing practice in primary health care. Research interests: Health consequences of childhood adversity, chronic stress. Special professional interest; health care policy.

Lamoureux, Erin
BS, American International College; MS, University of Massachusetts Amherst; PhD, University of Massachusetts Amherst; AACN Certification as a Clinical Specialist in Gerontology. Clinical Assistant Professor. Research interests: Gerontology, nursing education, Activity with Older Adults, stress management.
LeBlanc, Raeann*
BA, University of Massachusetts; MSN, University of Southern Maine; APRN, Adult Nurse Practitioner, Northeastern; DNP, University of Massachusetts. Clinical Assistant Professor. Research interests: Adult Health, Gerontology, Acute and Chronic Care; Social Policy and Aging, Community Health, Adult Primary and Women’s Health.

Low, Maud
BSN, Simmons College; MSN, Boston College, Certified Legal Nurse Consultant. Clinical Assistant Professor. Research interests: Maternal Newborn, Psychiatric Nursing.

Lyne, Lori Anne
BSN, University of Massachusetts; MSN, University of Massachusetts Medical School Graduate School of Nursing; DNP, University of Massachusetts Amherst. Lecturer.

Noh, Yeon Sik*
BS (Biomedical Engineering) Yonsei University, South Korea; MS (Biomedical Engineering) Yonsei University, South Korea; PhD (Biomedical Engineering) Yonsei University, South Korea. Assistant Professor with a joint appointment in the College of Nursing and the Electrical Computer Engineering Department. Research interests: Nurse Engineering (personalized healthcare and health management strategy/system based on a nurse mind approach and wearable technology) 1) biometric devices (ECG, EMG, EDA, respiration, skin temperature, etc.), 2) Analytic biosignal processing, and 3) self/auto-management of diseases and symptoms based on personalized home/mobile/sports healthcare strategy/system.

Paterno, Mary*
BSN, Johns Hopkins University; MSN, Johns Hopkins University; Certificate of Nurse-Midwifery, Shenandoah University; PhD, Johns Hopkins University; B. Mus, Boston University. Assistant Professor. Research interests: health disparities in maternity care, vulnerable populations, substance use disorder in pregnancy, reproductive decision making, unplanned pregnancy, midwifery outcomes.

Pereira, Kristy
BSN, Our Lady of the Elms College; MSN, American International College; PhD student at University of Massachusetts Amherst. Maternal Opioid Use and its Effects on Fetal Growth and Development. Clinical Assistant Professor. Research interest: Pediatrics; Certified Pediatric Nurse (CPN); PALS Certified.

Poudel-Tandukar, Kalpana*
PhD, University of Tokyo; MPH, University of Flinders University, Australia; MPH, Tribhuvan University, Nepal; BPH, Tribhuvan University, Nepal; CGM, Certificate in General Medicine, Tribhuvan University, Nepal. Assistant Professor – Research interest: Global Health Disparity and Social Justice.

Sabella, Donna*
BA in Portuguese Indiana University, Bloomington, IN; BSN Thomas Jefferson University, Philadelphia, PA; M.Ed. in English as a Second Language Temple University, Philadelphia, PA; MSN in Psychiatric Mental Health Nursing, Widener University, Chester, PA; PhD in Educational Linguistics from the University of Pennsylvania, Philadelphia, PA; Post Master’s Certificate from the University of Pennsylvania’s Psychiatric Nurse Practitioner Program. Seedworks Professor in Nursing and Social Justice. Research interest: Human Trafficking.

Swinney, Jean Elizabeth*
BSN, MA, New York University; PhD, University of Texas at Austin. Professor. Clinical area: public health/community health; Research interests: health care issues involving African-Americans, social justice, health disparities and workforce diversity.
Walker, Rachel*
BA, University of Virginia; BSN, Johns Hopkins University; PhD in Nursing, Johns Hopkins University; Postdoc, Johns Hopkins University, Center for Innovative Care in Aging & the Institute for Clinical and Translational Research; Certificate in Health Disparities and Inequalities, John Hopkins, Bloomberg School of Public Health; Certificate in Nurse Educator, Johns Hopkins, Office of Teaching Excellence- Assistant Professor.

Wysocki, Annette*
B.S.N. (Cum Laude), Nursing, East Carolina University, Greenville, North Carolina; M.S.N., Nursing, East Carolina University, Greenville, North Carolina; Ph.D., Nursing, The University of Texas at Austin, Austin, Texas. Professor and Associate Dean of Research. **Clinical area:** Medical/Surgical, Acute and Chronic Wounds and Burn injury; **Research interests:** Wound healing, skin biology, degradation of extracellular matrix, cell adhesion and migration, burn injury, tissue engineering and biomaterials, noise, stress, sleep, bioethics, responsible conduct of research and research policy.

Zucker, Donna*
RN, Charles E. Gregory College of Nursing; BS, Loyola University Chicago; MS, University of Massachusetts Amherst; PhD, University of Rhode Island; Fellow in the American Academy of Nursing. Professor. **Clinical area:** community health, rehabilitation nursing. **Research interest:** symptom management related to chronic health problems (chronic liver disease, infectious diseases; substance abuse) incarceration and social justice.
II. Undergraduate Bachelor of Science Program

General Information

The College of Nursing offers an undergraduate program leading to the Bachelor of Science degree and is comprised of three tracks:

- the four year college major
- Accelerated BS for second-degree students
- RN to BS.

The baccalaureate degree program in nursing, master’s degree program in nursing and Doctor of Nursing Practice degree program at the University of Massachusetts Amherst College of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

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https://www.umass.edu/planning/accreditation-status

Completion of requirements is part of the qualification for the non-licensed graduate to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN®), a prerequisite to working as a registered nurse.

The Nursing major builds on general education requirements and courses that provide the foundation for an approach to nursing science that is humanistic and scientific. Lectures, case studies, group projects, seminars, clinical practice, simulation in the laboratory setting, multimodal content, self-paced modules and independent studies are used. Community agencies such as senior citizen centers, colleges, ambulatory-care centers, community hospitals, medical centers, home-care agencies, long-term care facilities, and community and public health agencies are used for clinical practice. Faculty assists students in exploring new areas and in laying the foundation for a critical thinking and problem-solving approach to nursing practice and research.

Students are expected to assume increasing responsibility for their own education by choosing the learning options that best serve their individual abilities, needs, and interests. Under faculty guidance, students provide nursing care to clients of all ages and develop skills in critical thinking, leadership, and research utilization.

The College of Nursing provides the best possible clinical experiences for students, using a wide variety of inpatient, outpatient and community sites (with day, evening, weekend, and night shifts used seven days a week). For this reason, public transportation or sharing transportation have not been workable as means to get to the clinical agencies. Instead, students must provide their own transportation to the clinical sites assigned by their course faculty.

Objectives of the Bachelor of Science Program

The undergraduate program provides the knowledge and skills fundamental to professional nursing. Students emerge from this community-based program prepared for graduate study and able to:

1. Advocate for culturally relevant care for vulnerable and underserved populations to reduce health care disparities and promote social justice.

2. Collaborate to shape environments and systems that promote health and well-being, ensure safe, quality care for all, and maximize the unique contribution of nursing.
3. Enact the nursing role in a manner that consistently reflects caring, professional values, ethical principles, accountability, integrity, a commitment to lifelong learning, self-care, and an awareness of how personal values influence one’s actions.

4. Exhibit a spirit of inquiry and creativity to identify gaps in nursing knowledge, critique new science, and use evidence as a basis of practice.

5. Provide safe, quality, patient- and family-centered holistic care across the lifespan to promote health and well-being of individuals, families, and communities.

6. Engage others to envision, influence, and implement practice and policy changes in healthcare to achieve a preferred future locally, nationally, and globally.

7. Collaborate with individuals, families, communities and interdisciplinary teams using professional communication to design, manage, and evaluate care, facilitate transitions of care and maximize outcomes.

8. Integrate emerging technologies and information management tools to enhance communication and healthcare access, support safe processes of care, and evaluate impact on health outcomes.

(Approved by Faculty Assembly December 17, 2014; updated 5/15, 5/16; reviewed 5/18)

Four Year Major

Admission Requirements

Students interested in the undergraduate major apply to the University of Massachusetts through the Common Application. Students are then notified of their acceptance to the nursing major by the University of Massachusetts Undergraduate Admissions Office (www.umass.edu/admissions) Acceptance to the university does not guarantee admission to the Nursing major. If students are accepted to an alternate major, this will be specified clearly on the acceptance letter from the University. Admissions criteria for freshmen are outlined on the Undergraduate Admissions website (https://www.umass.edu/admissions/apply/admissions-requirements/freshman-admissions-requirements).

See the University’s Undergraduate Admissions statement on diversity here: https://www.umass.edu/admissions/diversity.

Advanced Placement

UMass Amherst grants advanced standing and/or credit for the College Board AP exams, but these credits will vary depending upon scores and subject matter. For more information, see the Registrar website: https://www.umass.edu/registrar/students/transfer-information/transferring-credit.

More information about advanced placement is provided in the University Registrar’s Academic Regulations (https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations) and on the Registrar website (https://www.umass.edu/registrar/students/transfer-information/transferring-credit).

Transfer Students

The College of Nursing does not accept transfer students. There is no minor in Nursing.
Readmission

The campus readmission policy is located in the Office of the University Registrar Academic Regulations (https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations).

Program of Study For Students Graduating Prior to 2022 (sample)

First Two Years: Pre-Clinical Course of Study (63 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Fall</td>
<td>Semester Total 16</td>
<td></td>
</tr>
<tr>
<td>Chemistry 110 or 111*</td>
<td>General Chemistry (Physical Science)</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 100*</td>
<td>Introductory Psychology (Social Behavioral Science)</td>
<td>4</td>
</tr>
<tr>
<td>English Writing 112*</td>
<td>College Writing (College Writing)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 150 (RAP option)</td>
<td>Faculty Seminar for First Year Nursing Students</td>
<td>1</td>
</tr>
<tr>
<td>AL/AT</td>
<td>Literature or Arts General Education Requirement</td>
<td>4</td>
</tr>
<tr>
<td>Freshman Spring</td>
<td>Semester Total 18</td>
<td></td>
</tr>
<tr>
<td>Nutrition 130*</td>
<td>Human Nutrition (Biological Science-General Education requirement)</td>
<td>4</td>
</tr>
<tr>
<td>Kinesiology 270*</td>
<td>Anatomy &amp; Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>HS</td>
<td>Historical Science General Education Requirement</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 100</td>
<td>Perspectives in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Statistics (R1/R2) *</td>
<td>Statistics (Math requirement) - Stats 111,Stats 240, ResEcon 211 or 212, Soc 212 or Psych 240 (these 2 will only fulfill R2)</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore Fall</td>
<td>Semester Total 16</td>
<td></td>
</tr>
<tr>
<td>Kinesiology 272*</td>
<td>Anatomy &amp; Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 380*</td>
<td>Abnormal Psychology (may be in Spring)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 210</td>
<td>Human Development Throughout the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>2 Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Sophomore Spring</td>
<td>Semester Total 14</td>
<td></td>
</tr>
<tr>
<td>Microbiology 255 *+</td>
<td>Introduction to Medical Microbiology (Biological Science)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 333*+</td>
<td>Pathophysiology/Pharmacology in Nursing, Part I</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 312+</td>
<td>Cultural Diversity in Health and Illness (Science Interdisciplinary/will fulfill United States Diversity)</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Students must earn a grade of C or better in each of the asterisked (*) prerequisite courses. A minimum cumulative GPA of 2.5 is required to progress in the program.

+ Introduction to Medical Microbiology, Pathophysiology/Pharmacology I and Cultural Diversity in Health and Illness are only available to students during the semester immediately prior to entering the Upper Division Nursing clinical courses. Students must also add one global diversity component (“G” for Global) to one of their General Education Courses. Students are strongly encouraged to take a foreign language; Spanish is very helpful to healthcare providers.

### Junior/Senior Course Requirements. 4-year Nursing Major (57 credits)
(for students graduating prior to 2022)
All Junior and Senior Nursing courses must be completed with a grade of C or higher.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior Year Fall</strong></td>
<td>Semester Total 16</td>
<td></td>
</tr>
<tr>
<td>Nursing 315</td>
<td>Health &amp; Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 316</td>
<td>Principles of Nursing Care II</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 317</td>
<td>Writing in Nursing: Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 334</td>
<td>Pathophysiology/Pharmacology in Nursing, Part II</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 398E</td>
<td>Principles of Nursing Care: Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year Spring or Senior Year Fall</strong></td>
<td>Semester Total 15</td>
<td></td>
</tr>
<tr>
<td>Nursing 325</td>
<td>Maternal-Newborn Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 398I</td>
<td>Maternal-Newborn Nursing: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 326</td>
<td>Nursing Care of Children</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 398F</td>
<td>Nursing Care of Children: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 327</td>
<td>Psychiatric-Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 398G</td>
<td>Psychiatric-Mental Health Nursing: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 420 *** ****</td>
<td>Introduction to Nursing Research</td>
<td>2</td>
</tr>
<tr>
<td><strong>Senior Year Fall or Junior Year Spring</strong></td>
<td>Semester Total 17</td>
<td></td>
</tr>
<tr>
<td>Nursing 432</td>
<td>Nursing Care of Adults: Acute</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 433</td>
<td>Nursing Care of Adults: Chronic</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 489</td>
<td>Clinical Practicum III-A: Community-Based Care</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498C</td>
<td>Nursing Care of Adults: Practicum</td>
<td>4</td>
</tr>
<tr>
<td><strong>Senior Year-Spring</strong></td>
<td>Semester Total 12 or 14</td>
<td></td>
</tr>
<tr>
<td>Nursing 438</td>
<td>Professional Role in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498E</td>
<td>Clinical Internship</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 439</td>
<td>Community Health Nursing IV: Community</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498D</td>
<td>Clinical Practicum IV-A: Community Intervention</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 497E</td>
<td>Decision Making Strategies for Professional Nursing</td>
<td>1</td>
</tr>
</tbody>
</table>

*** All students take Nursing 420 in the Spring semester of the Junior Year.
**** Nursing 420 will also fulfill the University's Integrative Experience Requirement.
Nursing Majors: Freshmen Entering Fall 2018 and Later:

1. Please select courses listed in bold during the semester indicated.
2. Please also refer to University of Massachusetts General Education requirements (https://www.umass.edu/gened/students/fulfilling-requirements):

GEN EDS:
Please select one or more of the following courses each semester to complete your General Education requirements and Nursing prerequisites in your first two years:
- Gen Ed (HS) 4 cr
- Gen Ed (AL/AT) 4 cr
- Gen Ed (BS) 4 cr
- Gen Ed (PS) 4 cr
- Global and US Diversity (DG/DU) 4 cr (choose courses with HS or AL/AT)
- Statistics (R1/R2)* 3 cr

* Statistics is a Nursing Prereq in your first 2 years. Stats 111, Stats 240, ResEcon 211 or 212 fulfill R1 and R2.

3. All of the following prerequisite and nursing courses and at least 63 credits must be completed by the end of the sophomore year.

Program of Study: First Two Years
(for students beginning Freshman year in Fall 2018 or later)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year Fall</strong></td>
<td>Semester Total</td>
<td></td>
</tr>
<tr>
<td>Prereq to KIN 270 (PS or BS)</td>
<td>KIN 100 or 110, BIOL 151, CHEM 110 or 111</td>
<td>4</td>
</tr>
<tr>
<td>Psych 100</td>
<td>Introductory Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 150 (RAP/non-RAP)</td>
<td>Faculty Seminar for First-Year Nursing students</td>
<td>1</td>
</tr>
<tr>
<td>Engl/WP 112 or ENGL/WP 112H (CW)</td>
<td>College Writing (Writing Program)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed or Elective or Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Freshman Year Spring</strong></td>
<td>Semester Total</td>
<td>16-19</td>
</tr>
<tr>
<td>KIN 270</td>
<td>Anatomy &amp; Physiology I w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 312 (DU)</td>
<td>Cultural Diversity in Health &amp; Illness</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition 130 (4 cr) or 230 (3 cr)</td>
<td>Human Nutrition</td>
<td>3/4</td>
</tr>
<tr>
<td>Nursing 210</td>
<td>Human Development Throughout the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed or Elective or Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Year Fall</strong></td>
<td>Semester Total</td>
<td>17-19</td>
</tr>
<tr>
<td>KIN 272</td>
<td>Anatomy &amp; Physiology II w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 100</td>
<td>Perspectives in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 202</td>
<td>Healthy Aging</td>
<td>4</td>
</tr>
<tr>
<td>2 – Gen Ed or Elective or Stats</td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td><strong>Sophomore Year Spring</strong></td>
<td>Semester Total</td>
<td>16-18</td>
</tr>
<tr>
<td>Nursing 333</td>
<td>Pathophysiology/Pharmacology in Nursing, Part I</td>
<td>3</td>
</tr>
</tbody>
</table>
# Program of Study for Last Two Years in Major
(for students beginning Freshman year in Fall 2018 or later)

Notes for junior and senior year:
- Students are assigned when they will take specialty courses (maternity, pediatrics, psychiatric/mental health, adult nursing)
- There are two required Nursing Electives that are different from an elective taken in other departments. They must be taken for a letter grade. Students will have a choice based upon availability.
- Students will have an opportunity to request preference for their senior internship placement, but the decision of where the internship is done is based upon faculty discretion regarding student’s learning needs and availability of placements.
- NCLEX RN licensure preparation assessments (ATI) must be taken throughout the junior and senior year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior Year Fall</strong></td>
<td></td>
<td>15-17</td>
</tr>
<tr>
<td>Nursing 316</td>
<td>Principles of Nursing Care II</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 334</td>
<td>Pathophysiology/Pharmacology in Nursing, Part II</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 317</td>
<td>Writing in Nursing Ethics (2\textsuperscript{nd} College Writing req.)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 398E</td>
<td>Principles of Nursing Care: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 420</td>
<td>Introduction to Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>Either Nursing 327+ N398G OR Elective OR Gen Ed</td>
<td>Psychiatric-Mental Health Nursing and Practicum</td>
<td>2+2</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior Year Spring or Senior Fall</strong></td>
<td>Semester Total</td>
<td>12-16</td>
</tr>
<tr>
<td>Nursing 325</td>
<td>Maternal-Newborn Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 398I</td>
<td>Maternal-Newborn Nursing: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 326</td>
<td>Nursing Care of Children</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 398F</td>
<td>Nursing Care of Children: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Either Nursing 327+ N398G OR Elective OR Gen Ed</td>
<td>Psychiatric-Mental Health Nursing and Practicum</td>
<td>2+2</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior Year Spring or Senior Fall</strong></td>
<td>Semester Total</td>
<td>13-15</td>
</tr>
<tr>
<td>Nursing 432</td>
<td>Nursing Care of Adults: Acute</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 433</td>
<td>Nursing Care of Adults: Chronic</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Nursing 498C</td>
<td>Nursing Care of Adults: Practicum</td>
<td></td>
</tr>
<tr>
<td>Nursing Elective</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Elective OR Gen Ed</td>
<td></td>
<td>2-4</td>
</tr>
<tr>
<td>Senior Year Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 438</td>
<td>Professional Role in Nursing (Integrative Experience – IE)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 439</td>
<td>Community Health Nursing IV-A: Community</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498T</td>
<td>Practicum: Community-Based Care</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498E</td>
<td>Clinical Internship</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 441</td>
<td>Decision Making Strategies for Professional Nursing</td>
<td>1</td>
</tr>
<tr>
<td>Nursing Elective</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS = 120**

**University Graduation Requirements Summary (effective Fall 2018):**

1. 120 credits
2. A cumulative average of at least 2.5, overall and in the major
3. General Education requirements (may not be taken pass/fail)
   a. Writing - 2 courses: College Writing and Junior Year Writing course in major department
   b. Social World - Four courses, with at least two having a Social and Cultural Diversity component: Literature or Arts, Historical Studies, Social and Behavioral Sciences, and a 4th course from any Social World except Historical Studies.
   c. Biological and Physical Sciences – 1 Biological and 1 Physical Science
   d. Basic Math Skills - 1 course, or exemption by exam
   e. Analytic Reasoning - 1 course (Statistics may cover both Math Requirements)
   f. Integrative Experience (IE) will be fulfilled upon taking Nursing 420 in the Junior Spring semester
4. College requirements
5. An approved major

Additional information about university graduation requirements is provided in the Registrar’s Academic Regulations (https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations) and on the University Registrar site (https://www.umass.edu/registrar/students/diploma-and-graduation/graduation-requirements-diplomas).

**Estimated Costs**
The University of Massachusetts at Amherst sets the tuition and fee structure for all traditional Undergraduate and Graduate programs, with the exception of University Without Walls/Online Education programs. The following websites will provide you with the most up to date tuition and fee structure and meal plan rates.

- Tuition and Fees: https://www.umass.edu/admissions/facts-and-figures/tuition-and-fees
- Bursar’s Office Explanation of Fees: http://www.umass.edu/bursar/fee-explanation
- Estimated Meal Plan Costs: http://www.umass.edu/diningservices/index.php

Other Estimated Supplies and Miscellaneous Costs for the upper division: Nursing Program as of September 2018 (costs are subject to change without notice):
NOTE: Students are required to have health insurance.

Estimated Fees and Expenses:
- Uniforms and shoes: $200
- Textbooks/EBooks (per year): $1000
- Personal and transportation expenses: $700 - $1400
- Professional liability insurance (per year): $35
- Student name badge: $20
- Stethoscope and a watch with a second hand: $100
- Commencement Fee: $110 (2)
- Nursing Program fee: $75 (4)
- Lab Kit: $100
- NCLEX (ATI) Testing Package: $690
- Computer and iPad: $1500
- Drug Screening: $140
- Fingerprinting: $35
- Simulated Electronic Health Record (EHR): $100
RN to BS (Online)

General Information

The RN to BS option is offered as an online program of study offered by the College of Nursing through the Division of Online Education (formerly Continuing and Professional Education). It is an intensive curriculum for registered nurses who are returning to college to complete their baccalaureate degree. The RN to BS combines online instruction and student-tailored practice to meet the needs of registered nurses with other life responsibilities. It calls for substantial student autonomy in meeting established objectives.

Clinical practice is arranged under faculty direction with the cooperation of community agencies and health care facilities including senior citizen centers, colleges, ambulatory care centers, community hospitals, and medical centers. The faculty assists the student in exploring new areas and laying the foundation for a problem-solving approach to nursing practice and research.

In order to receive a University of Massachusetts Amherst Bachelor of Science degree, a total of 120 credits must be successfully completed; of which 45 must be UMass credits:

- 60 non-Nursing credits must be completed before beginning the RN to BS Track
- 30 credits will be earned in the Nursing program
- 30 additional Nursing credits will be awarded for RN licensure

Admission Requirements

- A minimum grade point average of 2.5 on a 4.0 scale from courses taken for the Associates Nursing degree and all the nursing prerequisites
- Current R.N. licensure by the end of the first semester
- One professional letter of recommendation
- Completion of 52 non-nursing credits, including a grade of C or better in all nursing prerequisites
- Grades must be consistent with graduation requirements for students of Associate Degree programs or Diploma programs

Sixty credits of non-nursing coursework are distributed over the following areas:

- The University's General Education requirements, completed by all students earning a bachelor's degree from the University. This includes diversity courses as required by the University.
- Seven nursing prerequisites (all to be completed prior to beginning the nursing course sequence): 1. Nutrition; 2. Human Anatomy (Anatomy & Physiology I with lab); 3. Human Physiology (Anatomy & Physiology II with lab); 4. Microbiology with Lab; 5. Abnormal Psychology; 6. Life Span Growth and Development; and 7. Statistics. Some of these prerequisites may be fulfilled through NLN Challenge Exams, when such exams are available.
- Electives (7 to 9 credits)
- An additional 30 credits may be earned via submission of RN licensure, of which 15 credits will be considered University of Massachusetts Amherst residence credit.

A grade of C or higher is required in all coursework.
Readmission

The campus readmission policy is located in the Office of the University Registrar Academic Regulations: https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations.

Application deadlines:

February 1 for June admission, and October 1 for January admission. To apply, visit https://www.umass.edu/cpe/enroll.

RN to BS

Program of Study (Summer or Spring Start)

*Note: Students may start in Spring or Summer. Generally courses are offered only once a year. Your Academic Advisor or the Program Assistant will assist you in planning your course of study to ensure that you complete all required courses.*

One-Year Plan of Study (Example)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 212</td>
<td>Cultural Diversity in Health and Wellness</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 317</td>
<td>Writing in Nursing Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 439</td>
<td>Community Health Nursing IV-A: Community</td>
<td>3</td>
</tr>
<tr>
<td>FALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 315</td>
<td>Health and Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 398S</td>
<td>Health and Physical Assessment: Lab</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 440</td>
<td>Vulnerable &amp; Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498S</td>
<td>Vulnerable &amp; Underserved Populations: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>WINTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 225</td>
<td>Introduction to Healthcare Informatics</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 317</td>
<td>Writing in Nursing Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 439</td>
<td>Community Health Nursing: Community</td>
<td>3</td>
</tr>
</tbody>
</table>

Two-Year Plan of Study (Example)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 440</td>
<td>Vulnerable &amp; Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498S</td>
<td>Vulnerable &amp; Underserved Populations: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>WINTER I/II</td>
<td>Introduction to Healthcare Informatics</td>
<td>3</td>
</tr>
<tr>
<td>SPRING I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Technical Requirements for the Online RN to BS

The following are required to take full advantage of the University of Massachusetts Amherst's online programs. The Learning Management System used is Blackboard Learn.

Software Requirements
- Modern Browser: Firefox (latest version), Chrome (latest version)
- Microsoft Office 2016 Professional (or 2016 for Mac)
- Zoom Web Conferencing
- Adobe Reader
- McAfee VirusScan Enterprise
- NeehrPerfect (electronic charting)
- ExamSoft (electronic testing)
- Additional software may be required

Recommended and Minimum Configurations
UMass Amherst’s Information Technology department provides guidelines about configurations for Windows and Mac at this link:  [http://www.umass.edu/it/support-center](http://www.umass.edu/it/support-center)

Technical Support
For technical assistance, visit  [https://embanet.frontlinesvc.com/app/home/p/2101](https://embanet.frontlinesvc.com/app/home/p/2101) or call 1-855-757-7055 (24-hours a day, 7 days a week). A live chat option is available on the tech support site.

University of Massachusetts Amherst e-mail Account
Email options are explained at the UMass Amherst Office of Information Technology (IT) website:  [https://www.umass.edu/it/email](https://www.umass.edu/it/email).

RN – BS: Estimated Costs
As of July 2018 (Costs Subject to Change)

*The University of Massachusetts Amherst believes that the primary responsibility for financing your college education rests with you and your family. Financial aid is available to assist in your efforts. University tuition and fees are established each spring for the following academic year. The total of these expenses is your Cost of Education and is used to determine your eligibility for financial aid. Tuition 2018-2019: $585/credit plus $47/term registration fee. Cost per credit is the same for in-state and out-of-state students.*
Accelerated Bachelor of Science

General Information

The Accelerated BS is a 17-month College of Nursing course of study offered at the UMass Center in Springfield, Massachusetts. The program is designed for individuals with a non-nursing bachelor’s degree who are interested in pursuing professional nursing. This is a full-time, fast-paced program that requires significant dedication and commitment. Students spend 4-5 days per week in the classroom and in clinical sites. Preparation for class and clinical is critical for success in this program. Outside employment is discouraged.

The program builds on the students’ previous education, experience, and required prerequisites. Lectures, case studies, group projects, seminars, clinical practice, simulated laboratory, independent study, multimodal content and self-paced modules provide the foundation for an approach to nursing that is humanistic and scientific. Community agencies such as senior citizen centers, colleges, ambulatory-care centers, community hospitals, medical centers, home-care agencies, long-term care facilities, and community and public health agencies are used for clinical practice.

Completion of the program prepares students for the NCLEX-RN® licensure exam, and for entry-level professional practice, and provides an academic foundation for graduate study in nursing.

Students who satisfactorily complete the 58 residence credits will be awarded a Bachelor of Science Degree with a major in Nursing. This 17-month track begins in August.

Admission Requirements

- Evidence of Bachelor’s degree in a field other than Nursing, as documented by official transcripts (including translations and evaluations of non-English transcripts).
- Cumulative GPA of B (3.0) or better, with no grade below a C, in the following prerequisite courses: Human Nutrition (3 credits), General or Medical Microbiology (3 cr), Human Anatomy (or Anatomy & Physiology I with lab) (4 cr), Human Physiology (or Anatomy & Physiology II with lab) (4 cr), Statistics (3 cr), and Human Growth and Development throughout the Lifespan (3 cr).
- One letter of reference on the applicant reference form provided on the required College of Nursing website (https://www.umass.edu/nursing/sites/default/files/files/Nursing%20Applicant%20Reference%20Form.pdf).
- Completion of essay.
- Non-native speakers of English on Foreign Student Visas that apply for admission to the College must submit their TOEFL Scores. A minimum passing score is 80.

See the University’s Undergraduate Admissions statement on diversity here: https://www.umass.edu/admissions/diversity.

Admissions Procedure

Applicants are ranked according to the strength of their GPA in the six prerequisite courses, recommendations, essay, and (for foreign students) TOEFL scores.

The application deadline for classes that start in August is January 15. To apply, visit http://www.umass.edu/cpe/enroll/admissions.
Readmission
The campus readmission policy is located in the Office of the University Registrar Academic Regulations (https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations).

Accelerated BS Program of Study

The program starts with an orientation session before the first class begins in August. There are at least two days per week of clinical experience each semester that can occur on weekends and on day, evening, and night shifts. In the summer and fall semesters of the following year, there are at least four days of clinical each week. Each didactic class credit is equivalent to one hour in class per week and at least three hours of outside of class preparation and study. Each clinical credit hour equals 42 hours per semester. The total time commitment is 24-30 hours per week, plus study time. The Accelerated BS is a full time commitment with little room to accommodate personal schedules. The student may be required to rearrange other responsibilities to meet the demands of the program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER (LAST WEEK OF TERM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N304</td>
<td>Concepts of Nursing</td>
<td>2</td>
</tr>
<tr>
<td>TERM 1 (FALL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N315</td>
<td>Health and Physical Assessment</td>
<td>2</td>
</tr>
<tr>
<td>N398S</td>
<td>Health and Physical Assessment Lab</td>
<td>1</td>
</tr>
<tr>
<td>N333</td>
<td>Pathophysiology/Pharmacology for Nurses. Part I</td>
<td>3</td>
</tr>
<tr>
<td>N406</td>
<td>Nursing Process: Clients with Common Health Disruptions</td>
<td>3</td>
</tr>
<tr>
<td>N407</td>
<td>Clinical Practice I</td>
<td>4</td>
</tr>
<tr>
<td>N420</td>
<td>Introduction to Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>TERM 2 (SPRING)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N334</td>
<td>Pathophysiology/Pharmacology for Nurses II</td>
<td>3</td>
</tr>
<tr>
<td>N436</td>
<td>Comprehensive Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>N437</td>
<td>Clinical Practice III</td>
<td>3</td>
</tr>
<tr>
<td>N439</td>
<td>Community Health Nursing IV-A: Community</td>
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</tr>
<tr>
<td>N498T</td>
<td>Community Based Care: Practicum</td>
<td>3</td>
</tr>
<tr>
<td>TERM 3 (SUMMER)</td>
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<tr>
<td>N325</td>
<td>Maternal-Newborn Nursing</td>
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<tr>
<td>N398I</td>
<td>Maternal-Newborn Nursing: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>N326</td>
<td>Nursing Care of Children</td>
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</tr>
<tr>
<td>N398F</td>
<td>Nursing Care of Children: Practicum</td>
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</tr>
<tr>
<td>N327</td>
<td>Psychiatric-Mental Health Nursing</td>
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<tr>
<td>N398G</td>
<td>Psychiatric-Mental Health Nursing: Practicum</td>
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</tr>
<tr>
<td>TERM 4 (FALL 2)</td>
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<tr>
<td>N438</td>
<td>Professional Role in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N498</td>
<td>Clinical Internship*</td>
<td>4</td>
</tr>
<tr>
<td>N441</td>
<td>Decision Making Strategies for Professional Nursing</td>
<td>1</td>
</tr>
<tr>
<td>N321</td>
<td>Preventive Care and Integrative Therapies</td>
<td>2</td>
</tr>
<tr>
<td>N3XX</td>
<td>Nursing Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL CREDITS = 58
*About the Internship (N498):* The internship is an important component of the program for facilitating transition from student to professional nurse roles. This experience approximates the responsibility in a beginning level staff position offered under faculty guidance and a professional nurse preceptor mentor. The internship requires 24-32 hours a week in a clinical setting, providing the student with an opportunity to synthesize concepts and theory from previous coursework and to apply this knowledge in clinical practice.

The Accelerated BS is revised in response to rapid advances in scientific technology, new trends in health care delivery, and evidence from nursing research. Refer to the College of Nursing’s website for the most up-to-date information: [https://www.umass.edu/nursing/academic-programs/accelerated-bs-nursing](https://www.umass.edu/nursing/academic-programs/accelerated-bs-nursing).

**Accelerated BS: Estimated Fees and Expenses**  
*As of July 2018 (Fees are subject to Change; check with Bursar’s office for most up-to-date fees)*

The University of Massachusetts Amherst believes that the primary responsibility for financing your college education rests with you and your family. Financial aid is available to assist in your efforts. The total of these expenses is your Cost of Education and is used to determine your eligibility for financial aid.

**Cost per credit = $585**  
*Cost per credit is the same for in-state and out-of-state students.*  
**Registration fee:** $47 per term

**Additional fees (estimated) may include:**
- Clinical expenses such as drug testing, name badges, student liability insurance: $400
- iPad, software, books: $2000
- Uniforms, shoes, supplies: $300
- Personal expenses, transportation, parking: $2500
- NCLEX testing preparation package: $650
- Continuing & Professional Education Program Entrance fee: $135

*Students are responsible for paying for Room/Board and Health Insurance.*
Description of Nursing Courses in the Undergraduate Program

All courses are 3 credits unless otherwise noted.

100 – Perspectives in Nursing
This is a lower division course designed to introduce the student to the concepts of health and illness as they relate to the health care system and to society. This course provides an overview of health and health care services, relating historical events and social movements to developments in nursing and the health professions. Emerging roles of the professional nurse in health care are explored. Interrelationships of nurses and other members of the health team are considered.

150 – Faculty Seminar for First-Year Nursing Students 1 cr
Seminar sessions are used to explore the role of the professional nurse through discussions with nurse leaders, group discussions, critical thinking exercises, values clarifications and self-discovery.

202 - Issues of Aging in a Global Society
Examination of concepts, issues, research, and theories related to human responses to biophysical, psychosocial, and cultural phenomena that affect older adults globally.

210 – Human Development throughout the Lifespan
This course will approach the study of human growth and development from a life span perspective and will emphasize the whole individual as she/he evolves. Gross and fine motor development, cognitive growth, language development and social growth will be considered at each age level. The interaction of the variables, including culture, ethnicity, class, and gender will be addressed. Major trends and issues will be discussed, with a focus on examining individual, institutional, contextual and cultural influences and effects.

212 - Cultural Diversity in Health and Illness 4 cr
The theoretical foundations for understanding cultural diversity in health and illness beliefs and behaviors, and selected practical implications of this understanding will be explored. Cultures within the United States are emphasized.

216 - Principles of Nursing Care I
This course introduces concepts and principles essential for nursing practice including nursing process, therapeutic communication, and nursing care delivery. Concepts related to microbiology and infection control are introduced.

235 - Introduction to Healthcare Informatics (RN-BS Track)
This survey course will provide a state-of-the-art overview of the role of information technology in healthcare with emphasis on essential content and applications in healthcare informatics.

298C - Principles of Nursing Care I; Practicum 2 credits
This clinical course provides an opportunity for students to develop beginning skills in gathering patient data and providing safe basic nursing care.

315 – Health and Physical Assessment in Nursing 2 cr.
Students organize, interpret and document data using process interviewing, physical exam and clinical reasoning.

316 – Principles of Nursing Care II
Nursing process is used to plan care related to adult health promotion, risk reduction and disease prevention. Interwoven curriculum concepts include nursing practice, interdisciplinary collaboration, scholarship, values, and diversity/social justice.
317– Writing in Nursing: Ethics
This course is designed to meet the Junior Year Writing Requirement in the Major. Ethics and the role of the nurse are used as the contexts for the development of writing skills. The techniques of specific types of writing are learned through writing assignments, peer editing and instructor feedback.

312 - Cultural Diversity in Health and Illness 4 cr.
Exploration of theoretical foundations for understanding cultural diversity in health and illness beliefs and behaviors and selected practical implications of this understanding. Cultures within the United States and health problems of the global world are emphasized.

321 - Preventive Care and Integrative Therapies 2 cr
Students will incorporate evidence-based preventive care concepts into lifestyle management skills that address healthy nutrition, physical activity and integration of complementary modalities for client care.

325 – Maternal-Newborn Nursing 2cr
This course introduces the student to the theory and practice of maternal-newborn nursing care for families in the childbearing year. Both uncomplicated and high-risk pregnancy, birth, postpartum, lactation, and newborn care are discussed.

326 - Nursing Care of Children 2 cr
This course focuses on developing nursing knowledge and skills related to children and families during childrearing experiences, including communication, teaching/learning, and assessment and management of acute and chronic illness.

327 - Psychiatric-Mental Health Nursing 2 cr
This course provides the theoretical basis for community mental health nursing with individuals, families, and groups. Strategies for prevention, nursing interventions and rehabilitation are emphasized.

333 - Pathophysiology/Pharmacology in Nursing: Part I
This course explores major elements of altered disease processes at the cellular, tissue, and organ levels and the pharmacological agents used to treat, manage, prevent or cure diseases across the lifespan.

334 – Pathophysiology/Pharmacology in Nursing: Part II
This course explores major elements of specified disease processes at the cellular, tissue and organ levels and the pharmacological agents used to treat, prevent or cure diseases across the lifespan.

398E – Principles of Nursing Care II: Practicum 4 cr
This clinical course provides an opportunity to apply theory to nursing practice and to develop beginning proficiency in basic nursing and health promotion skills with the individual in the community.

398F – Nursing Care of Children: Practicum 2 cr
This course focuses on the application of principles related to care and management of children and families to positively affect the health status in well, acute and chronic health states.

398G – Psychiatric-Mental Health Nursing: Practicum 2 cr
This clinical course will focus on the development of competencies in providing care to clients in need of psychiatric mental health nursing services with the goal of promoting Optimal mental health.

398I - Maternal-Newborn Nursing: Practicum 2 cr
Students provide care that positively affects health of pregnant women, newborns, and families. Principles of health and illness, anticipatory guidance, safety, assessment and management of individuals and families are

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employed.

3985 - Health and Physical Assessment in Nursing: Lab Practicum 1 cr
Students organize and perform health and physical assessments, interpret findings and document results using psychomotor assessment techniques and communication skills.

406 – Nursing Process: Clients with Common Health Disruptions (Accelerated Track)
This course will develop a theoretical foundation for nursing, introducing nursing process and the underlying rationale for fundamentals of nursing practice. Nursing process is applied to the care of clients throughout the life span who are either at risk for or are experiencing common disruptions of health.

407 – Clinical Practice I (Accelerated Track) 4 cr
Students use the nursing process, apply nursing theory and concepts and develop nursing skills in providing care to adult patients in acute and sub-acute clinical settings.

418 – Nursing Care of Families (RN to BS Track)
Utilizing family theory and principles to guide practice, this online course explores foundations of family theory as it relates to health and illness in families across the lifespan.

420 – Introduction to Nursing Research
This course prepares consumers of nursing research by critiquing published studies, discussing research designs and methods, analysis of various models for utilization, and using examples from practicing nurse researchers.

432 – Nursing Care of Adults: Acute
This required theory course focuses on concepts of restorative nursing care of adults.

433 – Nursing Care of Adults: Chronic
This required theory course is focused on concepts of restorative nursing care for groups of individuals with complex health disruptions, which include illnesses that coexist and cause acute exacerbations of chronic illness.

436 – Comprehensive Nursing I (Accelerated Track)
This required theory course focuses on concepts of restorative nursing care of adults.

437 – Clinical Practicum II: Medical/Surgical 4 cr
This course focuses on the role and responsibilities of the nurse in assisting clients of all ages and their families in management of human responses to complex health disruptions. Selected nursing diagnoses are used to organize and delineate the content. Clinical practice will take place in hospital and community settings.

438 – Professional Role in Nursing
Theory course focusing on historical, ethical, legal, political, societal and organizational issues to analyze professional nursing roles. The process of change within organizations, communities and health systems will be explored.

439 – Community Health Nursing IV: Community
Synthesis of public health theory, epidemiology, theories of health promotion, and nursing theory enable students to identify health concerns and become involved in promoting health and wellness in selected communities, while emphasizing diversity.

440 – Vulnerable and Underserved Populations (RN to BS Track) Emphasis is placed on synthesis of new and previously acquired knowledge with community and aggregate nursing practice. Special attention will be placed on providing care to vulnerable and underserved populations in community based settings.

441 - ST-Decision Making Strategies for Professional Nursing 1 cr
This course, offered the semester before graduation, assists students to further develop and practice decision-making skills needed for entry-level clinical nursing practice using case scenarios and practice questions.

498 – Clinical Practicum  III - A: Community-Based Care
This clinical course focuses on application of the nursing process in community-based settings. Outcomes are identification of health concerns, strategies to optimize wellness and identification of community resources.

498 – Clinical Internship  4 cr
This practicum prepares students for beginning professional nursing practice. Students are expected to synthesize knowledge and skills to manage and advocate for groups of clients in various settings.

498C – Nursing Care of Adults: Practicum 4 cr
In this clinical practicum, students provide and manage nursing care for select clients with restorative health care needs. Emphasis is on providing care to sick clients in inpatient settings.

498D – Clinical Practicum IVA: Community Intervention 2 cr
Clinical course focusing on application of the nursing process, public health theory, epidemiology, nursing theory, and selected social cultural, political, economic and environmental theories in selected communities for health promotion.

498E – Nursing Internship 4 cr
This practicum prepares students for beginning professional nursing practice. Students are expected to synthesize knowledge and skills to manage and advocate for groups of clients in various settings.

498S – Vulnerable and Underserved Populations: Practicum (RN to BS Track) 2 cr
Emphasis is placed upon refinement of nursing skills, including methods of health promotion across the life span with vulnerable and underserved populations. Includes individual and group decision-making, leadership, and professional role transition.

498T – Community-Based Care: Practicum 3 cr
The purpose of this clinical practicum is to provide the student with the opportunity to plan and provide community based nursing care and a population based intervention.

Special Academic Programs

Departmental Honors in Nursing: Commonwealth College (4-year Nursing Majors only)
Departmental Honors (DH) is an Advanced Scholarship track of Commonwealth Honors College (CHC). Students may complete DH as part of the full CHC curriculum, which includes Honors General Studies, or they may complete DH alone. All DH students are members of CHC.

Successful completion of the DH requirements with minimum grades of B (or as specified below) and the submission of a properly formatted Honors Thesis or Project manuscript will result in the award of "Departmental Honors" on the student’s academic transcript. For information about DH, speak with the Honors Program Director, Emma Dunson (edunson@nursing.umass.edu). For information about the full CHC Curriculum see http://www.honors.umass.edu/curriculum.

General Honors Admission Criteria

Minimally, to be eligible to apply for DH, students must have:
- An overall GPA of 3.400 or higher earned after one full-time semester of UMass Amherst coursework.
- The ability to complete the DH-Track requirements.
- The ability to complete the CHC residency requirement, i.e., 45-graded (not pass/fail) credits earned at UMass Amherst (not transferred).

**CHC Admission Process**

- UMass Amherst students who are not already members of Commonwealth Honors College (CHC) must apply to Departmental Honors (DH), an Advanced Scholarship track of CHC, via the CHC online application using the following link: [http://www.honors.umass.edu/admissions/apply-current-students](http://www.honors.umass.edu/admissions/apply-current-students)

- Commonwealth Honors College members meet with the department’s Honors Program Director (HPD) regarding their interest in joining Departmental Honors (DH), an Advanced Scholarship track of CHC. The HPD will determine a student’s eligibility and preparedness for DH. Admission to DH will be at the discretion of the HPD based on the criteria as established by the department and CHC (see Admission Criteria above). The HPD will notify the CHC office of newly accepted DH students so appropriate steps can be taken for SPIRE designation.

**CHC Program Requirements**

2 NURS honors courses 300-level or higher Honors Thesis or Project. Options Below:
- Individually contracted: NURS 499Y Honors Research and NURS 499T or 499P Honors Thesis or Project

**Nursing Residential Academic Program (RAP) (4-year Nursing Majors only)**

The Nursing Residential Academic Program (RAP) is designed exclusively for first-year nursing majors and highly encouraged. This positive living and learning environment helps first-year students excel academically and adjust to the University. All students accepted to the nursing major are required to join a Faculty First Year Seminar, whether they choose to do it in a RAP or not. Nurse RAP provides an opportunity for first-year students to live in the same residence hall, have access to a peer mentor, form friendships with other Nursing students, and share common classes in the fall semester, including College Writing (ENGLWP 112) and Faculty Seminar for 1st Year Nursing Students (150).

**International Programs**

Nursing students may study abroad during the sophomore year and/or summer and spring breaks. Study abroad options are currently available in Spain, Ireland, Australia and more locations.

Contact Emma Dundon, International Programs Director (edundon@nursing.umass.edu), for more information.
III. **College of Nursing Requirements, Policies, and Procedures**

**Academic Policies**

*Students are responsible for acting in accordance with the University and College of Nursing regulations and policies.*

**General Academic Policies**

1. Students are advised to follow the recommended sequence of courses. The student carries the responsibility for ensuring that the prerequisites for coursework are met and that coursework is taken in the proper sequence.
2. The academic standard for students in the College of Nursing is a cumulative grade point average (CGPA) of 2.5 or above, with no grade in a required prerequisite course below a C (2.0). Those courses include: CHEM 110, KIN 270 and, KIN 272, MICRO 255, any Human Nutrition course, PSYCH 100, NURS/PYSCH 380, and STATISTICS.
3. Successful completion of the physical and biological science prerequisites, college writing, and the R1 and R2 Math Tier requirements are required before progression into the Junior year of the nursing major.
4. If the Cumulative GPA falls below a 2.5 or the student has a grade below C in a required course, the student will not be allowed to progress to the next semester of required courses. Such students are encouraged to meet with the academic advisor.
5. Each semester of required courses must be successfully completed before progression to the next semester, as outlined in the plan of study.
6. Students who do not progress satisfactorily through the nursing curriculum in its regular sequence or who take a leave of absence that are not guaranteed that the curriculum and courses from which they departed will be in place upon their return. They will be expected to complete the curriculum of their new graduation date. Continuation in the program is based on space availability.
7. Nursing courses may be repeated once with no prior approval and twice with permission of Assistant Dean. Failure to pass an undergraduate nursing course with a grade of C or better on the second attempt will lead to dismissal from the program. If an unacceptable grade is received in a required course, the student is on probation from the College of Nursing. The student must petition in writing to the Undergraduate Standards Committee to be allowed to repeat the nursing course. If the student is denied a repeat of the clinical course, the student is considered dismissed from the College of Nursing. Repeating a nursing course is on a space-available basis and requires payment of course tuition and fees.
8. Standardized NCLEX style examinations are scheduled during the Junior and Senior Years and taking these examinations is required for progression in the program.
9. Students attending class or clinical under the influence of alcohol and other intoxicating substances will be asked to leave. If this behavior occurs in a clinical setting, it will be grounds for disciplinary action and dismissal.
10. Students must abide by all university policies in addition to those of the College of Nursing.
11. Students will be cleared for graduation and application for the RN licensure examination (NCLEX-RN®) when all graduation requirements of the university have been met.

Additional information may be found in the Registrar’s Academic Regulations document: [https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations](https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations).

**Notes about 4th semester Internships:**

1. Placement in an internship site is determined by the clinical facility and the College. The College of Nursing will request the student’s identified preferences however; the College of Nursing cannot guarantee a placement in a requested facility or in a requested nursing field.
2. Medical/Surgical nursing is the default for all student requests. Example: if you request ICU, ER, Maternity; the College will add Med/Surg as a 4th option. Placements in Maternity, Pediatrics, ICU, ER, and PACU are very limited.
3. Requests will be sent to the first facility on the student’s request list. If there are no available placements at that facility a request will be sent to the student’s 2nd facility of choice, etc.
4. Students are not to approach or contact nurses or Nurse Managers or other faculty regarding internship opportunities. All communication regarding internship placements will be handled by the Course Coordinator. Any contact information you have needs to be given to the Course Coordinator.
5. Once a student’s request is accepted by the faculty regarding internship opportunities, the student is responsible for checking for voice mails and emails.
6. Students are required to be available for internship hours (class, lab, site hours) during all active University days in the semester.
7. Students must be available for other class days on the Amherst/Springfield campus as assigned. These include start of semester lab days, N438 Leadership course, N441 Decision Making Strategies course, ATI testing days, and Simulation days. These days are mandatory and require on campus presence of the student for all courses.
8. Students may receive communication over the summer months from the Course Coordinator regarding courses that may be due earlier than the start of term and students are responsible for checking for voice mails and emails daily. Failure to submit required materials will delay your start of internship hours.
9. Credentialing materials must be completed in Castle Branch. Failure to submit the required materials will delay your start of internship hours and be reflected in your Clinical Evaluation Tool (CET) scoring.

Course Exemptions
We do not allow exemptions without approval from the Assistant Dean. Please see the campus Exemption policy in the Academic Regulations https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations.

The College of Nursing will consider Advanced Placement or exemptions for non-nursing courses based on military transcripts.

Grading
1. The standardized grading system used in all courses offered by the College of Nursing is as follows:

<table>
<thead>
<tr>
<th>Theory Grading Scale</th>
<th>Clinical Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 93 -- 100</td>
<td>A = 4.0 (3.86 -- 4.0)</td>
</tr>
<tr>
<td>A = 90 -- 92</td>
<td>A- = 3.7 (3.7 -- 3.85)</td>
</tr>
<tr>
<td>B+ = 87 -- 89</td>
<td>B+ = 3.3 (3.3 -- 3.69)</td>
</tr>
<tr>
<td>B = 83 -- 86</td>
<td>B = 3.0 (3.0 -- 3.29)</td>
</tr>
<tr>
<td>B- = 80 -- 82</td>
<td>B- = 2.7 (2.7 -- 2.99)</td>
</tr>
<tr>
<td>C+ = 77 -- 79</td>
<td>C+ = 2.3 (2.3 -- 2.69)</td>
</tr>
<tr>
<td>C = 73 -- 76</td>
<td>C = 2.0 (2.0 -- 2.29)</td>
</tr>
<tr>
<td>C- = 70 -- 72</td>
<td>C- = 1.7 (1.7 -- 1.99)</td>
</tr>
<tr>
<td>D+ = 67 -- 69</td>
<td>D+ = 1.3 (1.3 -- 1.69)</td>
</tr>
<tr>
<td>D = 63 -- 66</td>
<td>D = 1.0 (1.0 -- 1.29)</td>
</tr>
<tr>
<td>F or IF = &lt; 62</td>
<td>F or IF = 0 (0 -- 0.99)</td>
</tr>
</tbody>
</table>

2. No course required for the Nursing major may be taken on a Pass/Fail basis except as designated by the College of Nursing.
3. The University Policy for Incomplete grades will be followed:

Students who are unable to complete course requirements within the allotted time because of severe medical or personal problems may request a grade of Incomplete from the instructor of the course. Normally, Incompletes are warranted only if a student is passing the course at the time of the request and if the course requirements can be completed by the end of the following semester. Instructors who turn in a grade of "INC" are required to leave a written record of the following information with the departmental office of the academic department under which the course is offered: (1) the percentage of
work completed, (2) the grade earned by the student on the completed work, (3) a description of the work that remains to be completed, (4) a description of the method by which the student is to complete the unfinished work, and (5) the date by which the work is to be completed. In the case of an independent study where the entire grade is determined by one paper or project, the instructor should leave with the department information pertaining to the paper or project that will complete the course. To avoid subsequent misunderstanding it is recommended that the student also be provided with a copy of this information.

Grades of Incomplete will be counted as F’s until resolved and will, if not resolved by the end of the following semester, automatically be converted to an F. Faculty wishing to extend this deadline must write to the Registrar’s Office stipulating a specific date by which the Incomplete will be completed.

Students are not permitted to re-register for a course in order to clear an Incomplete.

Requests for grade changes from INC to Y, from INC to a grade, from NR to a grade, or from a blank to a grade require the signature of the instructor only. In situations where an instructor has permanently left the employ of the University, the department chair or head (or designee) may change an INC to a final course grade after reviewing the information on student performance originally provided by the instructor at the time the INC was submitted and completing an evaluation of the makeup work of the student. Changes of an INC grade by the chair or head (or designee) require the signature of the Associate Dean for Academic Affairs in the College of Nursing. This procedure would be normally used only in cases where the original course instructor cannot be contacted or the instructor refuses to evaluate the makeup work of the student or to provide an opportunity for the student to make up the missing work.

The College of Nursing states that if the course for which a student has received an Incomplete is prerequisite to another course, a grade of C or higher must be recorded before the student proceeds. In any event, contracts for completion are required when an INCOMPLETE is registered for the course. When the GPA is considered for honors or acceptance into the nursing major INC grades are detrimental to the CGPA.

4. Repeated Courses: Students may repeat a course for which they have received grades of C-, CD, D+, D or F. The grades received in both the original course and the repeated enrollment will remain on the student’s record. Students may not enroll in a course more than twice without the approval of their Undergraduate Dean. Any repeats taken before the Fall of 1993 are not subject to the repeat policy.

**Note on grading policy:** Retroactive to Fall 2004, the Faculty Senate has approved grade forgiveness for repeating C grades. All students who have repeated C grades will have their records updated.

5. American Psychological Association 6th edition -- APA style is the official style in citations for College of Nursing papers. For more information please see the APA website at: http://www.apastyle.org.

**Guidelines for Independent Study Contract**

The Independent Study Contract is a statement of bilateral obligations wherein the instructor agrees to provide direction and assistance, and the student agrees to complete stated learning activities in order to achieve objectives, which have been mutually agreed upon.

These guidelines are for use with departmental Independent Studies that permit variable allocation of 1 to 6 credits and may include a practicum, if desired. The LC provides maximum feasibility and at the same time assures accountability for all concerned. University guidelines are followed for time expectations. For
example, a 3-credit LC would be the equivalent of 3 class hours per week (or 42 hours per semester) plus approximately 9 hours of preparation per week (or 126 hours per semester).

Assumptions
- The student has had sufficient background in the subject to be able to establish objectives that are pertinent and relevant to the chosen area.
- Both student and instructor are willing and able to accept the necessary responsibility and commitment, which can be considerable.
- There is coherence in the LC in that it is related not only to prior learning but also to future possibilities for study.
- It is possible to pursue the subject under study to the degree of complexity and level of intensity warranted.
- The terms of the LC are clearly understood by all parties concerned, are reasonable in scope and have a realistic timetable.
- Any LC that proposes research involving the participation of human subjects must be approved by the College of Nursing Committee on Scholarship and Human Subjects Review.
- The LC can be renegotiated, if the situation warrants.

Process
- The student brings to the instructor a written statement of the objectives to be attained and a brief description of the learning activities believed to assure the attainment of the objectives.
- The instructor aids in the refinement of the statement of objectives to assure that they will meet individual learning needs and involve adequate study of the subject.
- Both student and instructor identify appropriate and available learning resources.
- If a practicum is involved, the instructor is responsible for the Letter of Agreement with the cooperating agency in accordance with policy and procedure.
- The learning activities and the use of selected learning resources are spelled out and their relationship to the objectives are made explicit.
- The criteria for evaluation and the evidence upon which evaluation is to be based are established. It should be clear how, by whom, when and on the basis of what evidence evaluation will be carried out.
- A written agreement is completed and signed by the student and the instructor with copies retained by each and a copy filed in the student’s academic folder.

NCLEX Preparation

Students are required to purchase an assigned NCLEX preparation software (ATI) and are expected to use this concurrent with the curriculum to ensure success with RN licensure. See Appendix H for the policy related to NCLEX preparation.

Professional Conduct

1. It is expected that each student shall understand and act in accordance with the values, vision and mission of the College of Nursing, the Code of Ethics as promulgated by the American Nurses Association and the Academic Honesty policy of the University. Failure to do so will constitute cause for dismissal regardless of academic standing.
2. Confidentiality of information related to clinical experiences and anonymity of patients and families are to be preserved.

3. Professional accountability and responsibility includes attendance at all scheduled clinical and classroom course experiences and being on time and well prepared for the respective experiences.

**Undergraduate Baystate Badge Policy**

All UMass undergraduate students are likely to eventually do a clinical rotation at Baystate Medical Center or Baystate Franklin Medical Center. You will be given the responsibility of a Baystate badge that needs to be worn when at the facility. You must take care of this badge and ensure that it is kept safe. It is not easy to replace and must be kept secure for patient safety. Treat it as you would your driver’s license. You will keep this badge until you graduate. Failure to keep your badge secure will result in penalties on your Clinical Evaluation Too.

In your last semester at Baystate, the badge must be returned to AJ Juno in office 311, Skinner Hall, Amherst or to Jackie Montgomery in the Springfield Center. Baystate is very strict in accounting for all of the badges they have issued. Your final grade will be held until the badge is returned to AJ Juno in Amherst or to Jackie Montgomery in Springfield.

**Withdrawal**

The University policy about withdrawal from a course or program is described on the Registrar website: 
https://www.umass.edu/registrar/students/withdrawal and in the Registrar’s Academic Regulations (https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations).

**Educational Mobility**

The University of Massachusetts supports the MA Board of Registration in Nursing Educational Mobility Position Statement and the roadmap set up by the 2010 IOM/RWJ Future of Nursing Report. The RN-BS and graduate nursing programs are designed to promote education mobility and continue the development and education of the nursing workforce.
Academic Policy and Procedure for Professional Conduct Standards

(Approved by Faculty Assembly 2011)

Policy:

While enrolled in the University of Massachusetts Amherst College of Nursing, all pre-licensure students are expected to abide by the Professional Conduct Standards at all times. This policy is applicable only to pre-licensure students; all other students are held accountable to the Board of Nursing for adhering to these standards. Failure to abide by these standards will result in disciplinary action that may include dismissal from the nursing program.

Procedure:

1. All students will receive a copy of the Professional Conduct Standards at the start of the first designated nursing course for their program. The standards will be reviewed and the student will sign an acknowledgement form that will be placed in the student’s academic file.

2. At the beginning of each subsequent academic year, the Professional Conduct Standards will be reviewed with students by the appropriate course coordinators.

3. Violation of these standards will result in the following disciplinary action:

First Violation:

1. The faculty member will give student an immediate oral warning. The incident will be documented by the faculty member on the Violation of Professional Conduct Standards form. One copy will be given to the student and one signed copy will be placed in the student’s academic file.

2. If this violation is of a serious nature, it may be referred to the Assistant Dean of Undergraduate Education and the Associate Dean for Academic Affairs for further disciplinary action, which might include dismissal from the program.

Second Violation:

1. The faculty member will document the incident on the violation of Professional Conduct Standards form. Following discussion of the incident with the student, the faculty member will forward a copy of the signed form to the coordinator and Assistant Dean of Undergraduate Education for review and recommendation regarding further action.

2. The recommendation of the coordinator and Assistant Dean of Undergraduate Education will be forwarded to the Associate Dean for Academic Affairs for review and recommendations regarding reprimand or dismissal. If necessary, the Associate Dean for Academic Affairs recommendation will be forwarded to the Dean of the College of Nursing for final decision. This disciplinary action process will be documented and placed in the student’s academic record.

3. If the student has not been dismissed and remains in the program, any additional violation will be documented and forwarded as indicated in steps 1 and 2 above. Disciplinary action may include dismissal from the nursing program.
University of Massachusetts Amherst College of Nursing
Undergraduate Program Violation Report for Standard of Safe Nursing Practice of Professional Conduct Policy

Student: ____________________________________________

Faculty: ____________________________________________

Date: ____________ Time: _______ Place: _______________________

Violation # (circle one) 1 2 3 Description of incident:

Action Taken:
Student Comments:

StudentSignature:________________________Date: _____________

FacultySignature:________________________Date: _____________

Course Coordinator Signature:________________________Date: _____________

Assistant Dean of Undergraduate Education

Signature:________________________Date: _____________

Associate Dean Signature:________________________Date: _____________

Dean Signature:________________________Date: _____________
University of Massachusetts Amherst College of Nursing Undergraduate Program
Professional Conduct Policy for the College of Nursing Signature Sheet

Professional Conduct Standards

In addition to the University’s Code of Student Conduct Policy, the following behaviors are expected for all clinical nursing students. These include, but are not limited to:

- Student will adhere to HIPAA privacy requirements at all times, which include, but are not limited to: not removing, photocopying, or scanning documents that have personal identifiers from the clinical area, not leaving workstation computers open, and not engaging in discussion of clients outside accepted work area.
- Student will notify appropriate personnel (e.g., client, faculty, client’s primary RN, preceptor) before leaving a clinical learning assignment.
- Student will practice within educational level, experience, and responsibilities while in the role of the nursing student.
- Student will not engage in unauthorized photography in the laboratory or clinical unit.

Acknowledgement

I have read the University of Massachusetts Amherst College of Nursing Undergraduate Handbook. I understand that my behavior as a professional nursing student is expected to be consistent with the Professional Conduct Standards in all classroom and clinical activities. Violations of these Standards of Practice will result in immediate removal from the clinical area.

Name: (print) ___________________________ Date: ______________
Signature: ________________________________

University of Massachusetts Amherst
College of Nursing
Undergraduate Program
Registration

Before registering for courses, students are required to review course selections with the Academic Advisor and Faculty Advisor during the scheduled Academic Counseling period each fall and spring.

Changes in course schedules should be accomplished with Academic Advisor consultation. Authorization for credits in excess of eighteen requires approval of the Faculty Advisor.

Policy for Undergraduate Electronic Testing - Students

1. Testing in the College of Nursing prepares students in a similar testing environment to current licensure testing (NCLEX), which is a strategy for your success.

2. Testing accommodations should be presented to the instructor at the beginning of the semester.

3. Seating will be at the faculty’s discretion and may be assigned. It is in your best interest to arrive at the testing room 15 minutes early to ensure an on-time start. Students may not be allowed to enter the room after an exam begins.

4. Testing device should be fully charged and have the test downloaded before arriving. Students should restart their computers and be connected to Eduroam before beginning their test. Students are not permitted to have any programs open on their testing device besides Examplify.

5. All bags and belongings are to be placed either at the front of the room or away from the testing environment. No other items may be present on the desk, including water bottles, mugs, or blank paper. No hats, headphones, or ear buds are allowed. Items such as phones or other electronic devices should be turned off and stored.

6. Keyboards, cases, and covers are permitted if they are attached to the device. These must be free of any writing or notes and available to the proctor to check.

7. Backward navigation (the ability to return to a previous question once it has been submitted) is disabled on all exams.

8. Once complete, exams must be uploaded BEFORE leaving the testing room. Students must show the instructor the green checkmark success screen before closing Examplify or leaving the testing area.

9. Students will be provided the exam password at the beginning of the exam period. Once the password is entered, the exam must be started within 3 minutes. The following are prohibited;
   a. Attempting to take the exam before the exam period,
   b. Attempting to take the exam outside of the testing area,
   c. Continuing to take the exam after the exam period has concluded,
   d. During exam review, note taking, for example on paper or recording of any kind, including photography.

10. Students must follow University Policy regarding Academic Honesty (http://www.umass.edu/honesty/).

11. Passwords may not be shared with other students.

12. Excused or make-up exam arrangements must be made with the instructor before the scheduled exam time.
13. In the event of an issue with the student’s device, the student should immediately bring their testing device to the proctor for assistance.

14. Additional testing time will not be granted for a bathroom or other break.

(Approved, Faculty Assembly 4/19/17, revised to reflect Examplify 7-10-17)

Clinical Setting Policies and Procedures

Health Requirements

Students in the College of Nursing are required to adhere to certain health maintenance procedures in compliance with standards prescribed by affiliating clinical agencies and The Commonwealth of Massachusetts General Laws, Chapter 76, Section 15C, entitled Immunization of college health science students. Students may use the services of their own family health care providers or the University Health Services. The policies are intended to protect the health and well-being of the client as well as the nursing student engaged in clinical practice. The health maintenance plan is as follows:

HEALTH REQUIREMENTS 2018

All students need to set up an account with CastleBranch after admission to the College of Nursing. You will be responsible for uploading evidence of your immunizations and required documents into the self-service system before your first clinical. Certified Background Check will also perform a national background check on all students, which is necessary before entering clinical placements.

All students must carry health insurance at all times while registered as a student.

CPR REQUIREMENT 2018

American Heart Association Course: BLS for the Healthcare Provider. This is the only course accepted by our affiliating agencies. Online courses are not acceptable.

PROFESSIONAL LIABILITY INSURANCE 2018

Professional Liability Insurance: Contact: www.nso.com (Upload the one-page “Certificate of Insurance” for your file.)

Students are required to acquire and submit proof of medical malpractice insurance before entering courses with a clinical component. Students are also responsible for ensuring that a copy of the one-page certificate of insurance is on file at least three weeks prior to the start of the semester. Students are not allowed to participate in clinical experiences until this documentation is on file. Students will upload this insurance certification to their CastleBranch.com account.

Annual Update

CastleBranch will send an email reminder for annual updates at least two weeks prior to their due date.
Healthcare agencies will not allow students to begin clinical experiences until this information has been received. Timely submission will prevent student’s clinical status from being in jeopardy.

Students are required to notify the College of Nursing of any significant change in their health status that may affect clinical experiences. Examples include serious illness, accidents, injuries, or surgery which would require health care provider clearance prior to returning to the clinical setting.

NOTE: It is the student’s responsibility to make arrangements with the University Health Services (UHS) or her/his private family health care provider in a timely fashion in order to comply with the above policies. When applicable, the College of Nursing will publicize the availability of special clinics set up by UHS to assist with required immunizations or updates.

STUDENTS MUST PROVIDE THE COLLEGE OF NURSING WITH THE REQUIRED APPROPRIATE DOCUMENTATION OF HEALTH STATUS TO PARTICIPATE IN CLINICAL PRACTICUM.

A delay in returning the necessary documentation will prevent a student from attending clinical experiences.

Criminal Offender Record Information (CORI/SORI) Checks and Fingerprinting

CORI ([Massachusetts] Criminal Offender Records Index) and SORI ([National] Sex Offender Records Index) checks are required by most clinical agencies and will be completed on all students and faculty once they are admitted to the program and yearly thereafter. Progression and clinical placements in the nursing program may be contingent upon a satisfactory CORI/SORI investigation. Please review the website at http://www.mass.gov/eohhs/gov/laws-regs/hhs/criminal-offender-record-checks-cori.html for more details on CORI checks.

Note: Some clinical agencies may require a National Background Check and Fingerprinting; this process will be explained as necessary.

Undergraduate College of Nursing Credentialing Policy

As part of your professional role, nursing students are required to have very specific credentials in order to be present in hospitals, clinics, and community settings where we interact with the public. These are very similar, if not identical, to the requirements that you will have soon with an employer in the health care industry. Part of your education in nursing is learning to be prompt and meticulous about ensuring that all your documentation is on time and kept current to attend clinical. Please read this policy carefully to the end.

It is the student’s responsibility to maintain their current credentials that may include CPR, a criminal background check, fingerprinting, immunizations, special training, etc. It is recommended that you begin a file with copies of all your documents so you always have them at the ready for clinical agencies and employers.

1. At the College of Nursing, we use an external company that assists us in assuring clinical agencies that our students are credentialed for clinical. CastleBranch (CB) is the name of the company that securely maintains documents for the College and this is where you must submit your materials for credentialing.
2. Before you come to nursing school, you may begin the credentialing process by taking an American Heart Association BLS for Healthcare Providers CPR class, seeing your healthcare provider, receiving a 2-step TB test, and getting immunized.
3. When you enroll, you will be directed by email to register with CastleBranch.
4. As soon as you register with CastleBranch, you will get an email to begin uploading your documents into their secure site. You must have everything uploaded into CastleBranch by:
Accelerated students - July 1st for fall clinicals, November 1st for spring clinicals and March 1st for summer clinicals.
Nursing majors - May 1st for fall clinicals and November 1st for spring clinicals.
All students - Between August 1-15th each year, you must upload modules to Centralized Clinical Placements at www.mcncplacement.org/orientation.
All students – October 1st for flu immunization verification.

5. You may from time to time receive an email from Castle Branch informing you that something has expired and these must be attended to immediately. Never ignore reminders from CastleBranch, as it is likely you have a new requirement that has triggered a reminder email.
6. Anything marked INCOMPLETE in your CastleBranch account must be completed before you go to clinical. Anything marked REJECTED is incorrect documentation and the CastleBranch site will direct you how to correct the error. Anything marked OVERDUE must be completed immediately.
7. Students must attend to this in the term prior to a clinical course to have everything completed in a timely way and should not leave for vacation without ensuring that everything is complete. Some components must be completed in Massachusetts.
8. Each term, on the first day of class in any clinical course and before you go to the clinical site, we will check to make sure you have completed all the requirements for students on the CastleBranch site.
9. You may not attend clinical and will be sent home if you are not properly credentialed.
10. At that point, a better use of your time will be going to complete whatever you failed to complete, but you will be missing precious learning time in clinical and it will be recorded as a .5 deduction in your clinical evaluation in the area of unprofessional behavior. This will also be an unexcused clinical absence and cannot be made up, potentially impacting your ability to be successful in the course.

If you have questions or trouble uploading documents, please contact the Database Administrator, Jennifer Heim at the College of Nursing jheim@umass.edu phone #413-545-5049 or the 1st floor business office of Skinner Hall.

University Health Services (UHS) collects state required immunization data through their New Student Immunization Office which is required for all UMASS students and a separate process. Please also follow any instructions you receive from UHS.

Adopted by Faculty Assembly December, 2016, edits approved 5/17, 5/18

Good Moral Character Policy

The Massachusetts Board of Registration in Nursing [BORN] establishes policies (based on MGL c. 112, ss. 74, 74A and 76 and Board regulations at 244 CMR 8.00) for initial licensure as a registered nurse or licensure by reciprocity in the Commonwealth of Massachusetts. One of the criteria for application for licensure involves the determination of “good moral character.” Failure to meet this criterion could delay or prevent licensure. Please refer to the Mass.gov website: www.mass.gov/dph/boards/rn for complete information. It is the student’s responsibility to seek legal guidance with any concerns about meeting these criteria.

Guidelines for Conduct in Clinical Settings

Conduct

It is expected that every student in the College of Nursing will adhere not only to the University of Massachusetts at Amherst Code of Student Conduct, but also to the American Nurses Association Code of Ethics for Nurses. The statement of the Code, included in the next section, provides guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.
Clinical Evaluation Tool

All students who are completing clinical courses will be evaluated using a course-specific Clinical Evaluation Tool. Please see Appendix B for a sample copy of the tool.

Clinical Practice

The College of Nursing maintains contractual agreements for student experience with a variety of agencies. Students must meet the expectations of both the college and the agency for appropriate professional conduct and attire. In the event that a cooperating clinical agency asks a student to withdraw because the student’s conduct or clinical performance is unacceptable to the agency, the University will attempt to arrange for the student to obtain the clinical experience at another agency where the objectives of the course can be met. However, the effort of the University to place the student in another agency will depend upon the circumstances under which the student was dismissed from the first agency. If a student cannot demonstrate ability to deliver safe care at the level required in a course, the instructor has a responsibility to remove the student, so that the safety and welfare of clients are not compromised. (For example, inadequate knowledge of care or medications needed by clients, inappropriate or disruptive behavior or communications with clients, faculty or agency staff.) The student will receive a grade of “F” in the clinical course.

Attendance at all scheduled clinical practice experiences is mandatory. Absence for any reason must be explained and will be evaluated by the instructor, who will decide whether an alternative experience must be arranged. Should the university be officially closed, e.g. during a snowstorm, clinical practice will be cancelled.

The clinical instructor will use feedback from a variety of sources in determining your clinical grade. These sources may include both written and verbal communication from all members of the healthcare team, including patients and family members. However, the final determination of your grade is the responsibility of the clinical instructor.

Clinical experiences are based on students’ learning needs and course objectives. Many of these experiences are found outside the university’s immediate environment.

Medication Administration Policy

Students must adhere to the College of Nursing policy, Clinical Facility policy, and/or the State Regulations in the administration of medications.

Students may be limited in the medications that they can administer according to the course specific administration guidelines or Clinical Facility policy.

All medication administration must be approved and directly observed by the Faculty, Registered Nurse, or Preceptor.

Students must follow any course specific guidelines regarding medication administration.
Professional Conduct and the American Nurses’ Association Code of Ethics

The College of Nursing abides by and adheres to the Code of Ethics for Nursing, which is set forth by the American Nurses’ Association as it relates to the professional conduct of nurses. See https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/.

AMERICAN NURSES ASSOCIATION CODE OF ETHICS (revised January, 2015)

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.

Transportation

Students are required to provide their own transportation to clinical and community sites that are contracted with the program. To provide maximum clinical experience for students, multiple sites are used seven days a week with the potential of evening, weekend, and night hours.

Unsafe Nursing Practice Policy (Policy adopted 2011)

The faculty of the College of Nursing has an academic, legal, and ethical responsibility to prepare graduates who are competent in safe nursing practice to protect health of individuals and communities. It is within this context that students are disciplined or dismissed from the College of Nursing for unsafe practice or unsafe behavior that threatens or has the potential to threaten the safety of a client, a family member or substitute familial person, another student, a faculty member, or other health care provider.
Practices or behaviors that warrant disciplinary action include, but are not limited to:

- Excessive use of faculty time to ensure safe practice by one student to the detriment of other students in the clinical rotation.

- Inadequate or poor preparation for or understanding of nursing care, patient’s medications, or patient’s nursing needs.

- Acts of omission or commission in the care of clients including, but not limited to:
  - Physical abuse
  - Placing clients in hazardous positions, conditions, or circumstances
  - Mental or emotional abuse of others
  - Failure to rescue
  - Failure to use appropriate judgment in administering safe nursing care consistent with the level of nursing preparation
  - Violating or threatening the microbiological safety of the client, such as by breaking aseptic technique
  - Failure to use standard and transmission-based precautions in clinical procedures
  - Inability to apply previously learned skills and principles in providing nursing care
  - Failure to observe or report critical assessment results regarding patients in a timely fashion
  - Failure to assume responsibility for completing nursing actions

Unsafe nursing practice is defined as any behavior determined to be actually or potentially detrimental to the client and/or to the health care agency.

- A student may be removed from a clinical area immediately if, in the professional judgment of a faculty member, the student has demonstrated unsafe practice in a clinical area.

- A faculty member who removes a student from the clinical area due to unsafe clinical practice during his or her clinical assignment is required to notify the course coordinator within 24 hours, and to consult with the Assistant Dean of Undergraduate Education or Associate Dean for Academic Affairs.

- The faculty member will identify and document in writing the student’s unsafe clinical practice, advise the student regarding the unsafe clinical performance and the requirements for addressing the deficiencies, and if appropriate, refer the student for remediation or assistance using the CON clinical learning contract. Students are expected to respond to the remediation plan within 48 hours by contacting the designated person who will assist them with remediation. Students need to be self-directed for remediation because unsafe practice involves skills that have been previously taught. This means that the independent use of class material, practice in lab, and use of recommended resources is expected.

- The faculty member’s documentation of the student’s unsafe clinical practice and recommended remedial action plan will be provided to the course coordinator, Assistant Dean of Undergraduate Education, Associate Dean, and the student’s file.

- A student may be reinstated to the assigned clinical area only after the recommended action plan has been followed, successfully completed, and appropriately documented.
• If, following the remediation plan completion, the student’s clinical performance continues to remain unsafe; the Assistant Dean of Undergraduate Education or Associate Dean for Academic Affairs, in collaboration with the faculty member, may require additional remediation or may remove the student from clinical activities.

• If the same student needs to be removed from the clinical area more than one time, the student may be dismissed from the program due to unsafe behavior.

Uniform Policy

As nurses and nursing students it is our role to care for the public in many settings. The rationale for a consistent uniform policy is to present a professional image as well as to be mindful of disease transmission. The College of Nursing uniform policy is intended to maintain a consistent professional image, consider medical asepsis, and to be congruent with dress code policies of agencies used for clinical experience. The uniform for clinical experiences (with the exception of clinical settings that have different uniform requirements) will include:

1. Plain navy blue uniform quality bottoms and a white scrub/uniform top are required. A white scrub/uniform jacket is optional. No shirts beneath scrub top are allowed. No shorts are allowed. If females choose to wear a full dress, an all-white or all navy scrub dress/uniform must be worn. The College of Nursing emblem (patch) is required and is to be worn on the left shoulder of the scrub/uniform top and the scrub/uniform jacket. The University of Massachusetts name badge must be worn on the front of the scrub/uniform top or jacket. Clean, all white or all black, leather or vinyl, (no canvas) nursing shoes are required. Nursing clogs, if permitted by the clinical agency, must be closed toe and heel. White nylon stockings or socks must be worn. The College of Nursing emblem (patch) may be purchased online (see website).
2. Hair must be restrained and off the collar.
3. Make-up must be kept to a minimum.
4. No artificial nails or nail polish shall be worn. Fingernails must be neat and clean and length should not exceed ¼”. There is strong evidence that artificial nails harbor bacteria and can cause infection.
5. Facial piercings (nose, tongue, eyebrows, etc.) must be removed in the clinical area.
6. Jewelry must be limited to watches, small inconspicuous rings such as a wedding band and neck chains. No bracelets are allowed. Earrings must be stud type, no dangling earrings.
7. Use of colognes and perfumes, or odor of smoking, is not permitted in the clinical setting, as they may have an adverse effect on individuals.
8. Clinical agency dress code policies, if stricter than College of Nursing policy, must be adhered to while in that setting.

*Students who do not comply with the uniform policy will not be allowed in the clinical setting.*
Health/Illness/Injury Incident Policy
(Refer to university policy)

PURPOSE:

The University of Massachusetts (UMass) Amherst College of Nursing is committed to maintaining a safe, healthy and productive environment. This policy informs faculty, staff and students of the steps to follow to insure the immediate care of the student in the event of a health incident.

I. POLICY STATEMENT:

Any health/illness/injury incident, that occurs to a student in any teaching environment within the college or its affiliated clinical agencies must be documented and reported by the faculty member and student. All students must provide the college with emergency contact numbers during orientation, including a local number in case they require transportation from the college or clinical facility. It is the student’s responsibility to ensure a safe transportation alternative. The UHS website http://www.umass.edu/uhs/ mentions two transportation options that may be helpful. The UHS Shuttle offers free rides from residence halls to UHS (call 413- 577-7425). If the student is referred by the healthcare provider to off-campus services, then HealthRide is an option (call Aaron’s Transportation: (413) 727- 3115, (413) 387-0300 or (413) 585-8294).

II. PROCEDURE:

A. On Campus

1. If the incident is an emergency, call 911. This will trigger EMS. If the incident is not an emergency, call the UMass Police Department at 413-545-2121. If the individual is in need of mental health services, call the Center for Counseling and Psychological Health at 413-545-2337.
2. Notify the Dean’s office at 413-545-5093 or the Associate Dean for Academic Affairs office at 413-545-1343 and report the location and nature of the incident as well as the faculty, staff or student’s name.
3. If necessary, the student’s emergency contact will be notified by the Office of the Dean or Associate Dean for Academic Affairs.
4. The student may be referred to University Health Services or the student’s healthcare provider of choice. The student is responsible for all healthcare costs for her/himself incurred in treatment of said injury, both immediate care and any necessary follow-up care. The College is not financially responsible for any costs incurred by the student.
5. The faculty or staff member and student will complete the College of Nursing Health Incident Report Form within one business day (see Appendix F). This form includes a clear statement of the incident that occurred, who was involved, action that was taken, and any plan for follow-up. The description should be factual in nature and free of interpretation and impressions. If a student is unavailable to sign the College of Nursing Health Incident Report Form within one business day, the Nursing faculty member should indicate this on the form and obtain the student’s signature as soon as possible. The form must be submitted to the office of the Associate Dean for Academic Affairs who will oversee any investigation or remediation necessary.
6. If warranted, the student must provide documentation from a healthcare provider stating that she/he can return to clinical without restrictions.

B. Off Campus

1. If the incident is in a clinical facility, the policies and procedures set forth by that site must be followed. Neither the faculty nor the CON is responsible for the cost of any treatment involved in
2. The faculty member will notify the Undergraduate Dean, Graduate Program Director, or the Associate Dean for Academic Affairs office at 413-545-9576 as appropriate and report the location and nature of the incident as well as the student’s name and contact information.

3. If necessary, the student’s emergency contact will be notified by the Office of the Dean or Associate Dean for Academic Affairs.

4. The student may receive appropriate and necessary care at an acute facility emergency department, employee health office or be referred to University Health Services or the student’s healthcare provider of choice. The student is responsible for all healthcare costs for her/himself incurred in treatment of said injury, both immediate care and any necessary follow-up care. The College and clinical facility are not financially responsible for any costs incurred by the student.

5. The faculty member and student will complete the College of Nursing Health Incident Report Form within one business day, which includes a clear statement of the incident that occurred, who was involved, action that was taken, and any plan for follow-up. The description should be factual in nature and free of interpretation and impressions. If a student is unavailable to sign the College of Nursing Health Incident Report Form within one business day, the College of Nursing faculty should indicate this on the form and obtain the student’s signature as soon as possible. The form must be submitted to the office of the Associate Dean for Academic Affairs who will oversee any investigation or remediation necessary.

6. If warranted, the student must provide documentation from a healthcare provider stating that she/he can return to clinical without restrictions.

**Code of Student Conduct**

All undergraduate students are responsible for complying with the rules, regulations, policies, and procedures contained in this publication as well as those in other official University publications and announcements that may be issued from time to time. Please refer to the Dean of Students home page at [http://www.umass.edu/dean_students/codeofconduct](http://www.umass.edu/dean_students/codeofconduct). Here you will be able to access the Code of Student Conduct and the Academic Regulations documents online.

**Academic Honesty Policy**

Please refer to the policy concerning Academic Honesty at the Dean of Students home page located at [http://www.umass.edu/dean_students/academic_policy](http://www.umass.edu/dean_students/academic_policy). All members of the University community must participate in the development of a climate conducive to academic honesty. While the faculty, because of their unique role in the educational process, have the responsibility for defining, encouraging, fostering, and upholding the ethic of academic honesty, students have the responsibility of conforming in all respects to that ethic.

Intellectual honesty requires that students demonstrate their own learning during examinations and other academic exercises and that other sources of information or knowledge be appropriately credited. Scholarship depends upon the reliability of information and reference in the work of others. No form of cheating, plagiarism, fabrication, or facilitating of dishonesty will be condoned in the University community.

Formal definitions of academic dishonesty, examples of various forms of dishonesty, and the procedures that faculty must follow to penalize dishonesty are contained in the ACADEMIC HONESTY POLICY, which follows ACADEMIC REGULATIONS herein. A student identified by an instructor or another student of having committed a breach of the academic honesty regulations has the right to appeal before any penalty can be imposed. Appeals must be filed within ten days of notification by the instructor that s/he suspects dishonesty. Information on the appeals process is also contained in ACADEMIC HONESTY POLICY, or can be obtained from the Ombuds Office, where appeals are filed.
In addition, the Academic Standards Committee adopted the Policy Concerning Academic Honesty in June of 2004, which states the following:

**POLICY CONCERNING ACADEMIC HONESTY**

The integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is therefore required of all students at the University of Massachusetts Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to:

*Cheating* - intentional use, and/or attempted use of trickery, artifice, deception, breach of confidence, fraud and/or misrepresentation of one's academic work.

*Fabrication* - intentional and unauthorized falsification and/or invention of any information or citation in any academic exercise.

*Plagiarism* - knowingly representing the words or ideas of another as one’s own work in any academic exercise. This includes submitting without citation, in whole or in part, prewritten term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such materials.

*Facilitating dishonesty* - knowingly helping or attempting to help another commit an act of academic dishonesty, including substituting for another in an examination, or allowing others to represent as their own one’s papers, reports, or academic works.

Sanctions may be imposed on any student who has committed an act of academic dishonesty.

Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. The procedures are intended to provide an efficient and orderly process by which action may be taken if it appears that academic dishonesty has occurred, and by which students may appeal such actions.

**Social Media and E-Mail Policy**

A. Policies
   1. Know your college and university’s E-mail policies:
      - https://www.umass.edu/it/policies/it-policy-email-communications
   2. Use professionalism, efficiency and protect yourself from liability.

B. Addresses and Subject Lines
   1. Check with the List Administrator of your college for faculty/student assignments to groups and e-mail distribution lists. Know who can use what lists and for what use.
   2. Always use a brief but relevant subject heading (avoid using this space for your message).
   3. Always use a salutation, “Hello Sue,” and end with your name, “Jane Doe”.
   4. Your address should ideally be a personal name and not a string of letters and numbers that cannot identify you.
C. Content, Message, Length
   1. Keep to the subject.
   2. Use proper grammar and spelling.
   3. Do not e-mail credit card numbers or social security numbers.
   4. Do not send person’s names or any information that could breach confidentiality.
   5. Do not send angry messages. If there is a conflict, it is best to meet in person to discuss.
   6. Do not type messages in all lower case or all upper case – they are hard to read and hard to interpret.
   7. Do not SPAM. Use your list administrator to send broadcast e-mails of importance to students or the College. If you have important class related information, include it in your website or use the class home page announcements feature.
   8. Proof read and make sure the appropriate people are on the e-mail.

D. Replies and Reply-All’s
   1. Only include enough of the original e-mail to continue the thought. Avoid sending a string of previous e-mails. This may not be appropriate.
   2. If you have been sent a question on an e-mail list, send your personal reply to the original mailer only, not the entire list, unless indicated otherwise.
   3. If you are copied on an e-mail, no reply is required.

E. Signatures
   1. Always use a signature when you can. Keep it to 4 or 5 lines (mailing, phone, and fax info).
   2. Use your mail service to automatically insert this signature.
   3. Avoid appending long and inappropriate text to your signature.

F. Courtesy and Timing
   1. Remember to use “please” and “thank you.” Use formal address when indicated such as “Dr., Dean, Professor.”
   2. Don’t expect an e-mail reply any faster than a phone reply would take.
   3. If you need an immediate answer from someone, use the telephone.
   4. If you schedule meetings, please allow for one week advance warning via e-mail.
   5. Use emoticons (smiley faces, etc.) sparingly.

Technology Policy

PURPOSE: To provide students with information regarding the acceptable use of technology to in the classroom and clinical setting.

I. POLICY STATEMENT: The use of technology is an integral part of today’s classroom and clinical environment. However, when technology is used inappropriately it can also hinder the teaching, learning, and patient care process. Therefore, each professor will establish times when the use of technology in the classroom and in clinical is appropriate. During those times, the technology must be used for purposes that are relevant to the specific course and not distracting to fellow students. Using technology at times other than those permitted by your course professor will be considered disruptive behavior and will result in disciplinary action as outlined in the Student Code of Conduct.

II. CLASSROOM
   A. The Acceptable Use Policy for Computing and Information Technology Resources outline the
responsibilities of each member of the community when using computing and information technology resources. This is put forth as a minimum set of standards for all areas of the University. [http://www.it.umass.edu/security/acceptable-use-policy](http://www.it.umass.edu/security/acceptable-use-policy).

### III. CLINICAL


1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to be attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

#### B. 6 Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse patient relationship.
3. Maintain professional boundaries in the use of electronic media.
4. Do not make disparaging remarks about patients, staff, fellow students or faculty, even if they are not identified.
5. Do not take photos, videos or audio recording of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.


### University Policy on Student Absence for Religious Observance

(Sen. Doc. NO. 89-037)

Head/Chairpersons of Departments/Programs should draw the attention of their faculty to the obligations under the Law. Any student who is unable to attend classes or to participate in any examination, study or work requirement because of religious observance is to be provided with an opportunity to make up the said examination, study or work requirement.

Students have the right to make up examinations, study or work requirements that they miss because of absence from class for religious observance, but they also have an obligation to inform the course instructor as to the days on which they may be absent for religious reasons at the beginning of each semester.
If they feel that it is important for course planning, instructors have the right to require students to provide a written list of days they will be absent for religious observance within one full calendar week after the student’s enrollment in the course, provided the course instructor lists this requirement and corresponding deadline on the course outline or other handouts.

In the event of a dispute between a faculty member and a student in the course, the Head (Chairperson/Designee) of the Department in which the course is taught shall be responsible for its amicable resolution. If the dispute cannot be resolved at this level, the issue should be referred to the Ombudsperson. Current procedures of resolving grievances of students (Sen. Doc. No. 86-020) apply.

**Excused Absences and Attendance**

Excused absences for Nursing students include only: student illness (with a letter from your provider), bereavement for an immediate family member, or religious observances. See also the campus Attendance Policy on the Registrar website: https://www.umass.edu/registrar/students/policies-and-practices/class-absence-policy and the Attendance policy described on pp. 31-32 of the campus Academic Regulations (https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations).

**Alcoholic Beverage Policy, Smoke-Free Policy and the Drug Free College and Communities Act**

The University of Massachusetts has developed policies on the use of alcohol, tobacco and other drugs on and off campus. See the campus’s Code of Student Conduct: https://www.umass.edu/dean_students/codeofconduct.

**Responding to a Critical Incident**

If it is possible to do so safely, exit the building immediately when you become aware of an incident, moving away from the immediate path of danger, and take the following steps:

Notify anyone you may encounter to exit the building immediately. Evacuate to a safe area away from the danger, and take protective cover. Stay there until assistance arrives. Call 911 and the U-Mass Police department at 545-2121 providing each dispatcher with the following:

1. Your name
2. Location of the incident (be as specific as possible)
3. Number of shooters (if known)
4. Identification or description of shooter(s)
5. Number of persons who may be involved
6. Your exact location
7. Injuries to anyone, if known.
Individuals not immediately impacted by the situation are to take protective cover, staying away from windows and doors until notified otherwise. If you are directly involved in an incident and exiting the building is not possible, the following actions are recommended:

1. Go to the nearest room or office
2. Close and lock the door
3. Turn off the lights
4. Seek protective cover
5. Keep quiet and act as if no one is in the room
6. Do not answer the door
7. Notify 911 and UMass Police 545-2121 if it is safe to do so, providing each dispatcher with the following information:
   a.) Your name
   b.) Your location (be as specific as possible)
   c.) Number of shooters (if known)
   d.) Identification or description of shooter
   e.) Number of persons who may be involved
   f.) Injuries if known
8. Wait for local police or security to assist you out of the building

IV. General Information for Nursing Students

Academic Advising

Academic advising services for nursing majors are provided by the College of Nursing. Academic advising services include but are not limited to: course selection, program planning, summer course work, change of courses, withdrawal from the program, and referrals for academic support. Your faculty academic advisor might also be sought for discussions of your personal and/or professional concerns. This discussion occurs on an individual basis and may be augmented as needed by referrals to appropriate student services on campus.

Academic Advising Process

At the beginning of the program, you will be assigned a faculty advisor in addition to our Academic Advisor, Reggie Lamothe. All questions about program, schedule, courses, retention and graduation are to be directed to the Academic Advisor, and your faculty advisor is also available to answer questions about jobs, career path, and graduate school plans.

Advising notes will be recorded in Spire or EAB/SSC with the capacity for emailing a copy of the advising note to the student.

Advisors are available for student consultation either during their posted office hours or by appointment. Advisors can best be reached by e-mail.

The university designates one week each fall and spring for students to pre-register for courses the following semester.

Although each student has an academic advisor, the student carries the responsibility for insuring that s/he meets all the requirements for progression in the major and for graduation.
The following information should be brought to each appointment with your academic advisor:

1. Selection of courses for next semester
2. Printed copy of SPIRE academic requirements report (ARR)
3. Copy of current scores on the ATI standardized exam(s)
4. Current resume or summary of work experience (past and present), honors received, activities on campus, and summary of activities in the College of Nursing.

Course Evaluations

During the last weeks of each course, students are asked to evaluate 1) the course and 2) the clinical and/or classroom instruction by the faculty. The End of Course Evaluation and the Student Response to Instruction (SRTI) are offered online two weeks before exam week.

The End-of-Course Evaluations ask students to respond to questions regarding the course objectives, teaching/learning environment, clinical experience (if appropriate), and the clinical preceptor (if appropriate). The course objectives are taken directly from the course syllabi, which are distributed at the beginning of each semester for each course. Course evaluation data is confidential and assists the College of Nursing in enhancing the quality and continued improvement of the curriculum and the Nursing programs.

The Student Response to Instruction (SRTI) presents general questions about the course and instruction. All responses are anonymous. Instructors receive feedback via a computer-generated report with a statistical summary of multiple-choice responses and open-ended responses and comments. This is your opportunity to offer constructive suggestions and recommendations for the continued growth and development of the nursing program. Thoughtful participation in the evaluation process is appreciated.

Program Evaluation

At the conclusion of a students’ program, an End of Program or Exit Interview Evaluation is conducted with all students by the Dean or a designee, which provides valuable information for College of Nursing program review.

Grievance Procedure

Formal academic grievance procedures are processed by the University Ombuds Office. Please visit their website at https://www.umass.edu/ombuds/ to learn more about their services.

Additional information about grievance procedures are provided in the Registrar’s Academic Regulations (https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations).
Support Services on Campus

The Library System

The UMass Amherst Library System has several sites, with holdings that include more than 6 million books, periodical volumes and government documents. The W.E.B. Du Bois Library is the largest site, and is the location for most reference materials, many collections and reserve materials. Videos covering many nursing categories, including communication, community, culture, family, fundamentals of nursing care, gerontology, health assessment, home care, holistic care, leadership, maternity, medications, pediatrics, psychiatric, research and restorative nursing are now housed on the third floor in W.E.B. DuBois Library. Please visit their website at http://www.library.umass.edu

Online library databases and other resources may be accessed via: http://www.library.umass.edu/site-search/?q=distance+learning+index Please Note: Firewalls may preclude your ability to access e-journals! Please take the necessary steps to ensure that you can access e-journals and other materials.

Resource and Simulation Laboratories

The College of Nursing has two state-of-the-art Nursing Clinical Simulation Laboratories (NCSL) in Skinner Hall and at our Springfield campus. These labs have clinical simulation rooms, a community apartment with recording and two-way mirrors for instruction, hospital bed areas, and health assessment rooms. It includes high fidelity Sim Man© mannequins, Sim Baby©, Sim Junior Kid©, Noelle Maternity©, Adult Vital Sim©, Vital Sim Babies®, Vital Sim Kid©, and other types of equipment for student and faculty learning and teaching.

The NCSLs offer the latest in simulation technology to develop a student’s clinical and decision-making skills in a safe and controlled environment. The UMass Amherst College of Nursing is a leader in this innovative teaching methodology. Faculty develop realistic clinical case scenarios and advanced simulation mannequins serve as simulated patients. Clinical scenarios related to all clinical areas such as maternal child health, pediatric, medical surgical and critical care nursing are implemented with students. Students are able to practice critical thinking skills related to the nursing process (assessment, diagnosis, intervention, and evaluation), safety issues including medical error detection, communication and/or team building. The NCSLs simulate a realistic patient environment where students and faculty engage in enjoyable learning experiences with the potential to improve the effectiveness, efficiency and safety of patient care. The simulations challenge and test student’s clinical and decision-making skills, helping them to develop as a baccalaureate nurse. Students also practice nursing skills on more basic mannequins. These skills might include: injections, wound care, intravenous therapy, catheterization, oxygen therapy, central venous care, tube feedings, ostomy care and health assessment skills. The NCSLs is dedicated to supporting the College of Nursing’s vision, mission, values and goals. For more information, please contact con-simlab@nursing.umass.edu.

Information Technology

All students are required to have a NET ID, which is generated by IT once the students pay their deposit and are matriculated into the program. The NET ID will be sent via their non-UMass email address or to their home if there is no non-UMass email address on file. Consultants are available in each area to check out materials and to assist users with machine malfunctions and basic software problems. Additional software help is available from the IT HELP Desk in A109 LGRC (545-9400). Walk-in consulting for academic computing data analysis is available Monday-Friday, 9am-5pm, in LGRC room A121. For more extensive consulting, phone (413) 545-2836. A complete list of services can be viewed on their website at https://www.umass.edu/it/support.
Campus Organizations and Resources

Center for Multicultural Advancement and Student Success (CMASS)
www.umass.edu/cmass
101 Wilder Hall, 221 Stockbridge Road
413-545-2517
The Center for Multicultural Advancement and Student Success (CMASS) opened doors in 2011 to support the student success and sense of belonging of first generation, students of color, multiracial students, and low income students. Check out Your CMASS and the Cultural Centers to learn how you can benefit from our programs and services, or the Calendar to find out what is happening in our locations. Our programs and services are open to anyone. If you are not receiving our weekly bulletin yet we encourage you to join CMASS.

Disability Services
www.umass.edu/disability
161 Whitmore Administration Building 413-545-0892
Disability Services at UMass Amherst is committed to full access for all persons at the University of Massachusetts Amherst and embraces the philosophies of diversity and multiculturalism. Direct services are provided for all types of disability. Disability Services also provides information and referral on issues of accessibility, as well as training and staff development to the University community.

Equal Opportunity and Diversity
http://www.umass.edu/eod/about.html

Undergraduate Admissions
https://www.umass.edu/admissions/diversity

United Asia Learning Resource Center (UALRC)
www.umass.edu/ualrc
Knowlton Building
413-545-1844
Founded in 1990 by Dr. Lucy Nguyen, the UALRC provides a variety of culturally sensitive support services to Asian and Asian American students at the University of Massachusetts Amherst. Asian and Asian American students constitute the largest minority group on campus. The UALRC provides leadership training through peer mentoring programs, information about resources on and off campus, tutoring services, academic support and advocacy, and a space for students to get advice on all aspects of university life.

Women of Color Leadership Network (WOCLN) (Center for Women and Community)
https://www.umass.edu/cwc/wocln
As a program of the Center for Women & Community at UMass Amherst, WOCLN celebrates and supports the accomplishments and endeavors of all self-identified women and nonbinary persons of color in the Five College Consortium of Western Massachusetts. Conceptually, the term “women of color” refers to underrepresented identities, including Black/African American, African, Latina, Caribbean, Latin-American, Chicana, Asian-Pacific Islander, South Asian, Native American/Indigenous, Middle Eastern, Arab/Arab American, Biracial and Multiracial.

Writing Center
www.umass.edu/writingcenter
W.E.B DuBois Library Learning Commons 413-577-1293
Writing Center tutors work with undergrad, graduate & postdoc, staff, and faculty writers on any academic genre at any point in the writing process. Tutors meet individually with writers in 45-minute consultations both face-to-face and online. After an initial conversation about the writing project, the tutor and writer read the text and discuss options for its revision. Writers often bring just an idea or an assignment to the Center and work with a tutor on how to begin writing.
Financial Aid for Undergraduates

Financial Aid Services is committed to working with students and families to provide the best possible financial resources available. We want to ensure that a University of Massachusetts Amherst education is affordable.

Financial Aid Services can assist you with any questions you may have regarding your financial aid award, student employment, debt management, scholarship searches and financing options that may be available for your college education. Financial Aid Services can be reached at 413-545-0801; by visiting our website at http://www.umass.edu/umfa/ or in person at 255 Whitmore Administration Building, M-F from 8-4pm. We also receive faxed information at 413-545-1700.

In addition, certain nursing organizations such as the Nurses Educational Funds, Inc. (http://n-e-f.org/) and Sigma Theta Tau International (www.nursingsociety.org) offer scholarships. Scholarships for baccalaureate students in good academic standing, with at least one full year of college remaining, are available through the National Black Nurses Association. Additional information is available at http://www.nbna.org.

Student Scholarships

General Information about Scholarships

Eligible student groups will be notified via email during the fall semester that they may apply for College of Nursing Scholarships. These scholarship funds will be awarded financially in the subsequent academic year. There is only one round of CON scholarships per year, so please remember to watch out for this important announcement email.

Recipients will be notified early spring semester if they have received a scholarship. They will be required to attend the Awards Reception mid-spring semester. Attendance to this event is mandatory, and regrets will need to be sent directly to the Dean.

Please contact conscholar@nursing.umass.edu if you have questions regarding the College of Nursing scholarships.

Many other University-wide scholarship opportunities, as well as other helpful financial aid and student loan pages, can be found at http://www.umass.edu/umfa/undergraduates/types-aid.

There are also additional outside scholarship resources such as the College Resource Network www.collegeresourcenetwork.com

For further information or questions regarding financial aid, please call the Financial Aid office at (413) 545-0801. Scholarship availability varies year to year. The most up-to-date list of scholarships and their requirements will be posted on the website along with the application.

Awards and Recognition

College and University awards are presented at the end of the spring and fall semesters. Recipients of undergraduate and community service awards will be honored at the Special Recognition Ceremony (Pinning) in May. Graduate Award recipients will be honored at their Graduate Dinner preceding commencement. Please contact conscholar@nursing.umass.edu if you have questions regarding the College of Nursing awards.
COLLEGE OF NURSING PEACE AND SOCIAL RESPONSIBILITY AWARD: This award honors the student(s) who have demonstrated activism in promoting social and environmental change, which supports the context of health and social welfare.

COLLEGE OF NURSING LEADERSHIP AWARD: The College of Nursing recognizes the leadership of our emerging professional undergraduate student nurses from the Traditional Undergraduate, Accelerated, and RN to BS Tracks. This award is presented to an undergraduate student who: 1) has a 3.2 grade point average, or higher; 2) actively participates in a scholarship project while matriculated in the program; 3) has shown evidence of consistent leadership relative to student activities and College of Nursing activities; 4) who has held elective office; and 5) the recipient is someone who has enhanced the visibility of the College of Nursing on the university campus and in the community at large.

COLLEGE OF NURSING DEAN’S CLINICAL SCHOLAR AWARD: Special recognition is given by the clinical faculty of the College of Nursing to undergraduate students from the Traditional Undergraduate, Accelerated, and RN to BS Tracks. Among their attributes are: 1) Grade point average of 3.2 or higher; 2) Actively participates in a scholarship project while matriculated in the program; 3) Exceptional abilities in caring for clients and families; 4) Confidence and competence in practice; 5) Ability to work collaboratively with peers and staff; and, 6) Evidence of leadership.

COLLEGE OF NURSING DIVERSITY AWARD: This award recognizes the work of an individual or group in the College of Nursing community who is committed to the health of the ALANA community through teaching, outreach or scholarship.

ESSENCE OF SNA AWARD: This award is given to a member of the University of Massachusetts Student Nurses’ Association who exemplifies leadership, commitment, enthusiasm, and work above and beyond for the local organization.

ALANA NURSING ASSOCIATION EXUBERANT AWARD: This is an award given to a member of the ALANA Nursing Association who demonstrates leadership, dedication, enthusiasm, and excellent effort on behalf of the local ALANA Nursing Association.

NURSING SERVICE LEADERSHIP AWARD: This award was established to honor a nursing leader in the community who has provided generous support to the College of Nursing and its programs.

SENIOR LEADERSHIP AWARD: Recognizes graduating seniors who have demonstrated outstanding leadership and service to the UMass Amherst community. Award recipients have distinguished themselves through important contributions to student organizations and campus jobs, through academic excellence, and through public and community service.

COLLEGE OUTSTANDING TEACHER AWARD: Supported by the Provost, this award is in recognition of excellence in teaching and to honor individual faculty members for their teaching accomplishments.

GLEN GORDON FRIEND OF NURSING AWARD: This award was established in 1994 by the College of Nursing to honor the outstanding contributions of Dr. Glen Gordon as a friend and supporter of Nursing. It is given each year to an individual who is not a nurse, but who has strongly supported the mission and goals of the College of Nursing.

University Awards

LEADERS IN THE MAKING: Supports the pursuits of promising sophomores and juniors. Recipients have diverse
records of achievement in scholarship and volunteerism, and are student role models.

21st CENTURY LEADERSHIP AWARD: These awards are designed to recognize students who are academically accomplished and who have contributed to the University by exceptional achievement that distinguishes them or enhances the reputation of the campus. The recipients are nominated by faculty for strong leadership qualities; noteworthy original research; community service; the achievement of success by overcoming extraordinary personal circumstances; or public presentation through art, performance or athletic ability.

Organizations and Associations

ALANA Student Nursing Association
The ALANA Nursing Association is a registered student organization, founded in 1999, dedicated to the support of minority nursing students. The goal is to provide a supportive atmosphere and to help each student successfully complete the nursing program. All African-American, Latino, Asian, Native American and all students in the nursing majors are encouraged to actively participate in the ALANA Student Nursing Association. The aims of this organization are to: support and represent students in the nursing program; provide tutorial services for students in need; provide enrichment to the community with mentorship and community activities; facilitate personal growth and professional growth and enhance students’ leadership skills. The Faculty Sponsor is Dr. Jean Swinney. She can be reached at swinney@nursing.umass.edu

National Student Nurses’ Association and UMass Student Nurses’ Association
The National Student Nurses’ Association (NSNA) is an organization that was established in 1952, with the assistance of the American Nurses Association and the National League for Nursing, to prepare nursing students to be active nurse leaders and participants in their professional organizations. NSNA strives to provide the opportunities necessary to explore and understand the many different aspects of the nursing profession. Through the guidance of prominent nursing leaders and peers from around the country, students will learn self-governance, advocacy for student rights and the rights of patients and to take collective, responsible action on vital social and political issues. Membership in NSNA is voluntary and is open to all Nursing students in associate degree, diploma, baccalaureate, generic masters and doctoral programs. For more information please visit the NSNA website at www.nsna.org or call the main office at (212) 581-2211.

The Student Nurses’ Association (SNA), a chapter of the national association, is a registered student organization that has been formed in conjunction with the College of Nursing at UMass. SNA was developed to meet the needs and goals of student nurses while enabling them to grow socially and professionally. The SNA is a very active organization focused on leadership and fellowship. In a community-focused atmosphere, SNA allows the student to explore the many aspects of the nursing profession.

All nursing majors at the university are encouraged to participate actively in SNA. In this way, students are able to learn leadership and organizational skills, which are expected in the practice of professional nursing. Several programs that SNA has sponsored throughout the years have gained the support of the student body and has contributed to the ongoing success of this organization within the Commonwealth and nationally. The President for the 2018-2019 academic year is Amanda Poussard who can be contacted by e-mail at apoussard@umass.edu or at the bi-weekly meetings.

Sigma Theta Tau International
Sigma Theta Tau International (STTI), Honor Society of Nursing, was founded in 1922 by six nursing students at Indiana University. Sigma Theta Tau International now is the second largest nursing organization in the United States and among the five largest and most prestigious in the world.

Sigma Theta Tau was organized to encourage and recognize superior scholarship and leadership achievement at the undergraduate and graduate levels in Nursing. Membership is available by invitation through active
chapters and assumes acceptance of the purposes of the society and responsibility to participate in achieving the goals consistent with the professional and scholastic character of Sigma Theta Tau.

The Beta Zeta-At-Large Chapter at the University of Massachusetts at Amherst was established in 1972 as the fifty-second chapter of Sigma Theta Tau International. It amended its charter in 2002 to include affiliation with the Elms College, Chicopee, MA. In 2006 the chapter again amended its charter to include American International College in Springfield MA. It is committed to serving its growing membership in the development of knowledge, encouragement of professional achievement and the advancement of nursing through research. Membership is conferred upon students in baccalaureate and graduate nursing programs and nursing leaders in the community, who demonstrate exceptional achievement in the nursing profession. Membership is by invitation and takes place in the Fall Semester for those students at the senior level. Membership criteria and further information are available on the Sigma Theta Tau Website at http://betazeta.nursingsociety.org/BetaZetaChapter/Home/.

College of Nursing Alumni Association
Every graduate of a nursing program of the College of Nursing is automatically a member of the college Alumni Association. The Association’s Board of Directors is a group of tremendously enthusiastic and loyal alumni engaged in many different areas of nursing. Nancy Thompson is the current chair of the association.

Each year, the College of Nursing organizes several events to provide opportunities for alumni networking. One such event is our annual luncheon during Homecoming Weekend, which includes an exciting and timely educational program as well as the presentation of Outstanding Alumni Achievement awards. The Alumni Association is an important vehicle that creates and sustains alumni support, enthusiasm and participation essential for promoting the college’s mission, “To provide an affordable and accessible education to enhance health and healing through nursing leadership in teaching, scholarship, practice and service.”

Student Participation in College of Nursing Governance
As stated in the Faculty By-Laws, there is student representation on various committees. The student representatives on these committees are elected by their peers. Although each committee has a specific number of students in voting positions, committees welcome any additional student(s) who wish to attend the meetings. Student representatives are available to their classmates to answer questions and/or hear concerns to be presented at committee meetings. Students are representatives with voting privileges on the committees on which they serve including:

- Committee on Undergraduate Curriculum
- Committee on Graduate Academic Matters
- Committee on Faculty and Student Matters
- Committee on Diversity and Social Justice
V. Appendix

Appendix A: Deans, Directors, and Administrative Offices

Deans

Dean of the College of Nursing: Dr. Stephen J. Cavanagh
Interim Associate Dean for Academic Affairs: Dr. Cynthia Jacelon
Associate Dean for Research: Dr. Annette Wysocki
Assistant Dean of Undergraduate Education: Dr. Maeve Howett

Undergraduate Program Directors

Director of International Programs: Dr. Emma Dundon
Honors Program Director: Dr. Emma Dundon
Clinical Simulation Lab Director: Dr. Heather Hamilton

Graduate Programs

Doctor of Philosophy (PhD): Dr. Cynthia Jacelon
Doctor of Nursing Practice (DNP): Dr. Pamela Aselton
Clinical Nurse Leader (CNL): Dr. Pamela Aselton
Seedworks Endowed Professor in Social Justice: Dr. Donna Sabella

Office of the Dean

The Dean’s Office is responsible for the overall operation of the College.

Stephen J. Cavanagh, Dean
Ann York, Administrative Assistant to the Dean

The College of Nursing Business Office provides overall financial and personnel management of the College’s operating budget including accountability for the annual operating & capital budgets, fiscal policies and procedures, efficiency and effectiveness of systems and fiscal compliance and control, operations, as well as professional human resources services to the College of Nursing: HR management consultation, payroll management, employee relations, employment services and organizational development, training and development programs for the staff. Advice is also given regarding grant budget creation for personnel line items as well as other grant needs and provides oversight and consultation for post-award grant spending, and long -- range financial planning and modeling for strategic management.

William Kilbride, Business Manager and Personnel Director
Emily Scagel, Assistant Business Manager
Theresa Isenhart, CON Scheduler
Joanne Chauvin, Business Office Assistant
AJ Juno, Clinical and External Affairs Coordinator
David Sullivan, Information Technology Lead
Healthcare Outreach and Community Engagement
Cheryl L. Dukes, Director

Office of Nursing Scholarship & Research
The Office of Nursing Scholarship assists faculty in their scholarly pursuits. Grant writing assistance and research consultations are available. Faculty development is central to this office and is focused on pre and post award assistance. This office communicates regularly with the Office of Grant and Contract Administration (OGCA).

Dr. Annette Wysocki, Associate Dean for Research
Ian Cooke, Grants and Contracts Coordinator

Office of Academic Affairs
The Office of Academic Affairs has the following responsibilities:

- Assures that the quality of education is provided for all academic programs within the College.
- Facilitates and maintains communications within the university to the Graduate College and to the Deputy Provost who is the Dean of Undergraduate Education.
- Communicates with the Massachusetts Board of Registration in Nursing in regard to educational matters.
- Oversees the Nursing Clinical Simulation Laboratories.
- Supports the Curriculum Committees, the Committee on Undergraduate Academic Affairs (Standards and Curriculum), and the Committee on Faculty and Student Matters.
- Assures quality partnerships and relationships with affiliating agencies.
- Arranges and manages international study opportunities, clinical agency contracts, recognition of students, clinical education workshops, and the College of Nursing Pinning & Hooding ceremonies.
- Coordinates and implements data collection, annual reports and surveys.
- The work of this office is supported by professional and clerical staff members who are responsible for the daily operations of all undergraduate, graduate, and Continuing Education programs and matters pertaining to the College of Nursing.

Dr. Cynthia Jacelon, Interim Associate Dean for Academic Affairs and Director, PhD Program
Dr. Maeve Howett, Assistant Dean of Undergraduate Education
Dr. Emma Dundon, Director, Honors Program and Director, International Program
Heather Hamilton, Director, Clinical Simulation Laboratories
Jason Steele, Lab Assistant, Nursing Clinical Simulation Laboratory
Brett Guidi, Lab Assistant, Nursing Clinical Simulation Laboratory
Dr. Pamela Aselton, Director, Clinical Nurse Leader Track, Master’s Program, DNP Program
Karen Ayotte, Program Assistant, DNP Program
Cynthia Mendoza, Program Assistant to Graduate PhD and CNL Programs
Jackie Montgomery, Program Assistant, Accelerated BS (Springfield)
Liz Theroux, Program Assistant, Undergraduate Nursing Major and RN to BS
Susan Cassidy, Director of Academic Operations and Communications
Heather Duggan, Communications and Marketing Specialist
Office of Development
The Development Office is responsible for the design, implementation and evaluation of a comprehensive fundraising program to increase private support to ensure and advance the College of Nursing’s vision, mission and strategic plan. This involves annual fund raising from alumni and friends as well as focused individual, corporate, foundation and planned giving.

The Director of Development reports jointly to the Dean of the College of Nursing and the Associate Vice Chancellor for Advancement.

Olivia Frazier, Director
Ben Monat, Assistant Director of Development and Stewardship

College of Nursing Business Office
William Kilbride, Business Manager/Personnel Director
Emily Scagel, Assistant Business Manager
AJ Juno, Clinical and External Affairs Coordinator
Theresa Isenhart, Business Office Assistant
Jennifer Heim, Business Office Assistant
Joann Chauvin, Business Office Assistant

Dean’s Advisory Board
The primary goal of this committee is to provide advice regarding the changing nature of health care delivery systems to the College of Nursing and to provide access and resources for all nursing College initiatives. The committee, headed by the College of Nursing’s Dean, comprises College of Nursing faculty and community leaders.

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<td>Assistant Director of Development and Stewardship</td>
<td>545-5090</td>
<td>204</td>
</tr>
<tr>
<td>Montgomery, Jackie</td>
<td>Accelerated Program Assistant, Springfield</td>
<td>545-5133</td>
<td></td>
</tr>
<tr>
<td>Scagel, Emily</td>
<td>Assistant Business Manager</td>
<td>545-3790</td>
<td>118</td>
</tr>
<tr>
<td>Steele, Jason</td>
<td>Technical Specialist, Simulation/ Learning Labs</td>
<td>545-3785</td>
<td>211</td>
</tr>
<tr>
<td>Sullivan, David</td>
<td>Information Technology Lead</td>
<td>545-4021</td>
<td>030</td>
</tr>
<tr>
<td>Theroux, Elizabeth A</td>
<td>RN to BS and Nursing Major Program Assistant</td>
<td>545-5096</td>
<td>022</td>
</tr>
<tr>
<td>York, Ann M</td>
<td>Admin Assistant to the Dean</td>
<td>545-5093</td>
<td>234</td>
</tr>
</tbody>
</table>
Appendix B – CLINICAL EVALUATION TOOL

UNIVERSITY OF MASSACHUSETTS AMHERST-COLLEGE OF NURSING
CLINICAL EVALUATION TOOL

NURSING N_____ Clinical Practicum

Semester: ___________ Year: ___________

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Days absent</td>
</tr>
<tr>
<td>Clinical Site:</td>
<td>Days tardy</td>
</tr>
<tr>
<td>Clinical dates:</td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale:
Follows the College of Nursing policy. A grade of C (2.0) is required for passing.

<table>
<thead>
<tr>
<th>Clinical courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 3.86-4.0</td>
<td>C = 2.0-2.29</td>
</tr>
<tr>
<td>A- = 3.70-3.85</td>
<td>C- = 1.7-1.99</td>
</tr>
<tr>
<td>B+ = 3.3-3.69</td>
<td>D+ = 1.3-1.69</td>
</tr>
<tr>
<td>B = 3.0-3.29</td>
<td>D = 1.0-1.29</td>
</tr>
<tr>
<td>B- = 2.7-2.99</td>
<td>F or IF = 0.0-0.99</td>
</tr>
<tr>
<td>C+ = 2.3-2.69</td>
<td></td>
</tr>
</tbody>
</table>

Midterm Evaluation:
Faculty Comments:

Student Comments:

Instructor Signature: ___________ Date: ___________

Student Signature: ___________ Date: ___________

Final Evaluation: Met all clinical behaviors with a grade of 2 or higher: ☐ Yes ☐ No

Faculty Comments:

Student Comments: ___________ Date: ___________

Instructor Signature: ___________ Date: ___________

Student Signature: ___________ Date: ___________

Violation of Standards of Safe Nursing Practice or Professional Conduct issued during the course?
☐ Yes (Date: ___________) ☐ No
**Directions for Use of This Tool**

1. Students and faculty should use the clinical evaluation tool (CET) on an ongoing basis throughout the semester to guide selection of clinical learning experiences and monitor student progress in the course.

2. Students review the CET following each week’s clinical session(s) as a means of self-evaluation and goal setting for future clinical experiences.

3. Students and faculty complete the CET and meet formally at midterm and at end of course to evaluate progress toward meeting course objectives at these times.

4. Ratings given at midterm reflect a midcourse assessment of student progress in the course, and reflect an expectation of continued growth and learning for the remainder of the clinical course.

5. Midcourse ratings for a clinical behavior are not averaged into the final clinical grade. Ratings given at the end of the course alone will factor into the clinical grade, although the ratings will reflect progress throughout the course.

6. The final grading for each clinical behavior under a specific course objective are averaged together to form a final grade for each course objective.

7. The averaged final course objectives are then averaged together to determine an overall clinical course grade using the College of Nursing grading scale.

8. All clinical objectives are considered fundamental to nursing care. Students must achieve a 2 or greater in all clinical behaviors to pass this course.

**Glossary**

**Course Objective:** A statement of student performance that demonstrates student learning and skill development. Course objectives are approved as part of the course approval process in the University, and are not modifiable by individual faculty members without use of this process.

**Clinical Behavior:** A statement of student performance in the clinical setting that partially demonstrates achievement of the overall course objective. A course objective may have a number of clinical behaviors linked to it on the clinical evaluation tool.

**Minimal:** barely adequate or the least possible: minimal care.

**Occasional:** occurring or appearing at irregular or infrequent intervals; occurring now and then

**Frequent:** happening or occurring at short intervals, regular
## Key to Clinical Grading

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Student Performance Quality</th>
<th>Faculty Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Meets behavior consistently over time:</td>
<td>With minimal* cueing or direction from faculty</td>
</tr>
<tr>
<td></td>
<td>- Independently</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Proactively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Uses excellent time management and organizational skills</td>
<td></td>
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<tr>
<td></td>
<td>- Consistently able to state theoretical rationale for actions chosen to meet behaviors/objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Collaborates with instructor and care team</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Meets behavior with supervision over time:</td>
<td>With occasional* physical and/or verbal direction and/or cueing</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates steady improvement in time management and organizational skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Seeks opportunities that are usually student-initiated to meet objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Frequently able to state theoretical rationale for actions chosen to meet behaviors/objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Frequently independent and proactive</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Meets behavior with assistance from faculty:</td>
<td>With frequent* verbal and/or physical direction/cueing</td>
</tr>
<tr>
<td></td>
<td>- Performance meets minimal course expectations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Has developed minimal time management and organizational skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Occasionally able to state theoretical rationale for actions chosen to meet behaviors/objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Occasionally independent and proactive</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Unable to consistently meet clinical behavior:</td>
<td>Requires ongoing directive cues from instructor</td>
</tr>
<tr>
<td></td>
<td>- Dependent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Performance is below level specific criteria</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Unable to meet clinical behavior.</td>
<td>Unable to perform clinical behaviors even with continuous directive cues from instructor.</td>
</tr>
</tbody>
</table>

*Terms with an asterisk are defined in the Glossary

N.O. = Not Observed (no opportunity to observe in clinical session) May not use N.O. for final evaluation

**Notes:**

- The student must meet all clinical behaviors with a minimum rating of “2” to pass this course and progress in the program. If a behavior at midterm is scored at less than “2”, a Violation of Standards of Safe Nursing Practice or Professional Conduct Policy form will be issued by the faculty.
- If at any time the instructor feels the student’s performance is unsafe or unsatisfactory Violation of Standards of Safe Nursing Practice or Professional Conduct Policy form will be issued by the faculty. This may occur at any time during the course.
- Faculty and students should have ongoing communication about progress in the course. It is permissible to utilize a number midpoint between two grades (i.e., 3.5, 2.5 or 1.5) if needed to most accurately reflect a student’s actual clinical performance.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Comments</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>a.</td>
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<td>b.</td>
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<td>c.</td>
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<tr>
<td>d.</td>
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<tr>
<td>Final objective grade</td>
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<tr>
<td>2.</td>
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<td>a.</td>
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<tr>
<td>Final objective grade</td>
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<td>3.</td>
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<td>d.</td>
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<tr>
<td>Final objective grade</td>
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<td>c.</td>
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<tr>
<td>d.</td>
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<tr>
<td>Final objective grade</td>
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<td>5.</td>
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<tr>
<td>d.</td>
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<tr>
<td>Final objective grade</td>
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<td>6.</td>
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<tr>
<td>Final objective grade</td>
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<tr>
<td>7.</td>
<td>a.</td>
<td></td>
<td></td>
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<td></td>
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<td>c.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
<td>a.</td>
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<tr>
<td>10.</td>
<td>a.</td>
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<td></td>
<td>b.</td>
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<td></td>
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<tr>
<td></td>
<td>c.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>d.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final practicum grade

10/19, 1/14 CET kg & CET Worksgroup
Appendix C
University of Massachusetts,
Amherst College of Nursing
CONSENT FOR DRUG TESTING

I certify by my signature below that I understand that I may be asked to participate in the BASICS drug education and testing program for students at the University of Massachusetts, Amherst. I recognize that I will be asked to provide urine samples for drug analysis and I hereby consent to have samples of my urine collected and tested in accordance with CON policies. I agree to fully cooperate with the testing program. I acknowledge that scheduled and random testing may be requested consistent with the CON policy. I acknowledge that the UMASS drug-testing program is a 11-panel screening. I also agree to inform the Medical Review Officer of any requested information (including copies of prescriptions, letters from prescribing health care provider, etc.) that will enable him to make a fair and accurate determination of specimen status (positive or negative).

In accordance with the UMASS drug-testing protocol, I specifically authorize the Dean of the College of Nursing or designee to release all information and records relating to the testing of my urine samples to only appropriate individuals. Additionally, I specifically authorize the staff of the Student Psychological Services to verify my attendance/nonattendance at counseling sessions that may be mandated by the UMASS drug-testing protocol.

_______________________________ Date: _________ Student Signature

Name (please print) ________________________________

PARENT OR GUARDIAN IF STUDENT IS UNDER 18 YEARS OF AGE:

Signature: ________________________________
Date: ________________________________
Appendix D
University of Massachusetts,
Amherst College of Nursing
Faculty Report of Reasonable Suspicion of Drug/Alcohol Use

Contact the Associate Dean for Academic Affairs immediately to report a suspicion of drug or alcohol use (413-545-2706). Please use the space below to provide a detailed description of the student’s behavior. All information is to be kept confidential. Please return the form in a sealed envelope to the Associate Dean for Academic Affairs office within 24 hours.

1. Name of Student: __________________________________________
2. Date of Incident: __________________________________________
3. Time of Incident: __________________________________________
4. Location of Incident: _________________________________________
5. Detailed description: Include any behavioral, visual, olfactory or auditory observations.
   - Speech (normal, incoherent, confused, change in speech, slurred, rambling, shouting, slow, using profanity)
   - Coordination (normal, swaying, staggering, lack of coordination, grasping for support)
   - Performance (unsafe practices, unsatisfactory work)
   - Alertness (change in alertness, sleepy, confused)
   - Demeanor (change in personality, fighting, excited, combative, aggressive, violent, Argumentative, indifferent, threatening, antagonistic)
   - Eyes (bloodshot, dilated)
   - Clothing (dirty, disheveled)
   - Odor of alcohol on breath
   - Other observed actions or behaviors
   - List reports of complaints of student behavior from personnel or other students
   - List unexplained absences or tardiness.

6. Did the student admit to use of drugs/alcohol? ______ No ______ Yes Comments:

7. Were drugs/alcohol discovered? ______ No ______ Yes Comments:

8. Did another faculty member or healthcare provider observe the student’s behavior? If so, please have that individual document their observations and sign below.

   Faculty Signature _________________________________  Date: ______________

   Other Professional Witness _________________________________  Date: ______________
Appendix E
University of Massachusetts Amherst College of Nursing
Student Drug Testing Notification Form for Random Drug Testing

Student Name: ___________________ Student ID: ______

Notification Date & Time: ____________________________________________

I, the Undersigned:

Acknowledge being notified to appear for drug testing and have been notified to report to the drug-testing station at:

Location and Time: _____________________________________________ Date: ______________

I will be prepared to provide an adequate specimen and will not over hydrate.

I understand that I may have a witness accompany me to the drug-testing site.

By signing, I have been notified of my selection for drug testing, and am aware of what is expected of me in preparation for this drug-testing event.

Student’s Signature: _____________________________________________

I can be reached at the following telephone number on day of the test:
Telephone Number: __________________________

Note: Report to the test site with picture identification.

DO NOT DRINK TOO MANY FLUIDS
Appendix F
UMass Amherst College of Nursing
Health Incident Report Form

Directions: This form should be completed by both the student and faculty member within 24 hours after an incident occurs and should be submitted to the Associate Dean for Academic Affairs upon completion.

Today’s Date: __________________________

Date & Time of Incident: ____________________________________________________________

Location of Incident: _________________________________________________________________

Student’s Name: ____________________________________________ ID#: ____________________

Email: ____________________________________________ Phone #: _______________________

Faculty Member’s Name: ____________________________________________ Phone #: __________

Email: ____________________________________________

1. Briefly describe the incident (who was involved, who was present, who was notified, what happened when, where). Use the back of this paper if necessary.

2. List any testing/treatment that were provided.

3. Identify any follow-up which is planned or which was recommended.

Student’s Signature: ____________________________________________ Date: ________________

Faculty Signature: ____________________________________________ Date: ________________

Name of Witness (If present): ____________________________________________

Phone #: __________________________ Email: __________________________

FOR OFFICE USE ONLY:
Environmental Health and Safety Office notified: Date: __________ Follow-Up Remediation Plan:
Actions taken:

Completion Date: __________ Signature: __________________________
Appendix G
Undergraduate College of Nursing Credentialing Policy

As part of your professional role, nursing students are required to have very specific credentials in order to be present in hospitals, clinics, and community settings where we interact with the public. These are very similar, if not identical, to the requirements that you will have soon with an employer in the health care industry. Part of your education in nursing is learning to be prompt and meticulous about ensuring that all your documentation is on time and kept current to attend clinical. Please read this policy carefully to the end.

It is the student’s responsibility to maintain their current credentials that may include CPR, a criminal background check, fingerprinting, immunizations, special training, etc. It is recommended that you begin a file with copies of all your documents so you always have them at the ready for clinical agencies and employers.

1. At the College of Nursing, we use an external company that assists us in assuring clinical agencies that our students are credentialed for clinical. CastleBranch (CB) is the name of the company that securely maintains documents for the College and this is where you must submit your materials for credentialing.

2. Before you come to nursing school, you may begin the credentialing process by taking an American Heart Association BLS for Healthcare Providers CPR class, seeing your healthcare provider, receiving a 2-step TB test, and getting immunized.

3. When you enroll, you will be directed by email to register with CastleBranch.

4. As soon as you register with CastleBranch, you will get an email to begin uploading your documents into their secure site. You must have everything uploaded into CastleBranch by:
   - Accelerated students - July 1st for fall clinicals, November 1st for spring clinicals and March 1st for summer clinicals.
   - Nursing majors - May 1st for fall clinicals and November 1st for spring clinicals.
   - All students- Between August 1-15th each year, you must upload modules to Centralized Clinical Placements at www.mcnplacement.org.
   - All students – October 1st for flu immunization verification.

5. You may from time to time receive an email from Castle Branch informing you that something has expired and these must be attended to immediately. Never ignore reminders from CastleBranch, as it is likely you have a new requirement that has triggered a reminder email.

6. Anything marked INCOMPLETE in your CastleBranch account must be completed before you go to clinical. Anything marked REJECTED is incorrect documentation and the CastleBranch site will direct you how to correct the error. Anything marked OVERDUE must be completed immediately.

7. Students must attend to this in the term prior to a clinical course to have everything completed in a timely way and should not leave for vacation without ensuring that everything is complete. Some components must be completed in Massachusetts.

8. Each term, on the first day of class in any clinical course and before you go to the clinical site, we will check to make sure you have completed all the requirements for students on the CastleBranch site.

9. You may not attend clinical and will be sent home if you are not properly credentialed.

10. At that point, a better use of your time will be going to complete whatever you failed to complete, but you will be missing precious learning time in clinical and it will be recorded in your clinical evaluation in the area of unprofessional behavior. This will also be an unexcused clinical absence and cannot be made up, potentially impacting your ability to be successful in the course.

If you have questions or trouble uploading documents, please contact Jennifer Heim, Database Administrator, at the College of Nursing (jheim@umass.edu, (413) 545-5049).
Appendix H

ATI Policy

(approved by faculty 12/2017)

Description of Product: ATI is a comprehensive package designed to assist students in learning and applying the complex information needed to provide safe, effective patient care. The product is designed to assist students in learning how to successfully pass the standardized NCLEX (National Council Licensure Examination) test, which is a core requirement for practicing as a registered nurse.

A total of up to 10 points (10% of course grade) can be achieved by the student taking the ATI proctored test for any course where ATI is a part of the course grade.

Academic Regulations: As with all testing in the College of Nursing, students are expected to abide by the University of Massachusetts Academic Honesty Policy and Procedures (https://www.umass.edu/honesty/) and complete their work individually when taking ATI tests whether supervised by a faculty member or not.

Students are expected to complete the following requirements in courses requiring ATI testing:

- Due one week before first ATI Proctored Assessment: Practice Assessment and Focused Review: Complete a Practice Assessment in the ATI program with a score of 80% or greater. Note: Students may retake Practice Assessments multiple times and continue to review content using their Focused Reviews. After taking a Practice Assessment, it is strongly recommended that students access their individualized ATI Focused Reviews and spend at least one hour reviewing content before retaking the Practice Assessment. Students must earn a score of 80% or greater and present evidence to the course instructor before taking their Proctored Assessments. Rationales will be enabled after all Practice Assessments for the course are completed.

- Proctored Assessments: Two Proctored Assessments will be offered for each course. Students will be required to provide proof of completion of Practice Assessments, with a score of 80% or better before being allowed to take the first Proctored Assessment. Students must take the first Proctored Assessment on the date and time specified in the course syllabus. An optional second Proctored Assessment will be offered to all students during the last week of classes. Remediation time in the ATI program is STRONGLY recommended for all students before taking a second Proctored Assessment. **The highest score of the two proctored assessments will be used for the course grade.**

Note: Students who have scored a level 3 on the first proctored test are encouraged to take the second proctored assessment to improve their test-taking abilities through practice.
Students registered with Disability Services should contact the instructor of record to make arrangements based on specific accommodation needs.

See below for table describing earned points for ATI Proctored Assessment test scores and remediation recommendations using the ATI remediation products included in your ATI package:

<table>
<thead>
<tr>
<th>Proficiency on Proctored Assessments</th>
<th>Course points awarded for Achievement on Proctored Assessments</th>
<th>Remediation recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency level 3</td>
<td>10 pts</td>
<td>None needed- good job!</td>
</tr>
<tr>
<td>Proficiency level 2</td>
<td>8 pts</td>
<td>Recommend ATI Remediation programs</td>
</tr>
<tr>
<td>Proficiency level 1</td>
<td>4 pts</td>
<td>Strongly Recommend ATI Remediation programs</td>
</tr>
<tr>
<td>Proficiency level &lt;1</td>
<td>2 pts</td>
<td>Strongly Recommend ATI Remediation programs</td>
</tr>
</tbody>
</table>

End of Program ATI RN Comprehensive Predictor Exam

All 4-year and accelerated undergraduate students in the College of Nursing are required to take the ATI RN Comprehensive Predictor Exam during the final semester of their nursing program.

- Students will take the ATI RN Comprehensive Predictor exam within the first six weeks of the final semester. Students are encouraged to utilize the focused reviews throughout their final semester. Students who do not achieve the stated benchmark will receive a personalized ATI and NCLEX-RN Success Contract. Students who receive an ATI and NCLEX-RN Success Contract must sign the contract and successfully complete the criteria set forth within the Success Contract. The goal for this is to provide the students with an opportunity to attain the mastery of knowledge and skills outlined in the focused review.

- Toward the end of the final semester, the ATI RN Comprehensive Predictor exam will be administered again.
- At the end of the final semester, an ATI Nurse Educator will provide a 3-day live NCLEX-RN Review Course. Student attendance is mandatory.

It is recommended that students not achieving the benchmark (Level 2 or above) on the ATI RN Comprehensive Predictor Test, purchase and participate in the Virtual ATI Program prior to taking the NCLEX-RN. Virtual ATI is a personalized, innovative online partnership that provides
the student with a personal Virtual-ATI Coach who works with them one-on-one for up to 12 weeks. Once the ‘green light’ is given, ATI recommends that the student take the NCLEX-RN in 3 weeks.

Students are encouraged to work with ATI upon Program completion to assess readiness to take the NCLEX-RN. Further information may be found at www.atitesting.com.