I understand that it is my responsibility to read and understand all the policies and information contained in the College of Nursing Handbook. This includes the policies related to Academic Honesty.

The College will provide electronic notices via email to your student account when changes have been made to the handbook.

Printed name: ________________________________

Signature: ________________________________

Date: ________________________________

Please indicate your program/concentration and when you expect to graduate:

_____ Master of Science _______ CNL _______ MSNS
_____ Doctorate of Nursing Practice (DNP) _____ FNP PHNL __AGPCNP__ PMH
_____ DNP Completion
_____ PhD in Nursing (PhD)

I expect to graduate _____ Spring _____ Fall, 20____

Submission of this signed page is required for progression in the Nursing Program. Please return signed form to the Graduate Programs Office.

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Disclaimer

The purpose of this Handbook is to provide students, faculty, and applicants to our program with consistent, current information about our program and policies. Information is updated at least once a year. While every effort has been made to ensure the accuracy of the information, the University reserves the right to make changes as circumstances arise. The contents of this Handbook do not, in whole or part, constitute a contractual obligation on the part of the University of Massachusetts, its employees or agents, nor does any part of this Handbook constitute an offer to make a contract. The information in this Handbook is provided solely for the convenience of the reader, and the University expressly disclaims any liability, which may be otherwise incurred.
Faculty Welcome to Students

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

Our talented and committed faculty members are innovators, striving to offer the best possible student-centered instruction. Our goal is to encourage lifelong learning, whether in students who will soon be entry-level clinicians, returning professionals who seek to enhance their knowledge, skills and analytical abilities, or 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 for leadership in health for a global community. We encourage and invite you to be an active participant within the College, a committee member or volunteer in many of the College’s activities.

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

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

The CON Graduate Student Handbook is reviewed annually and is as accurate and current as possible. Should there be a change in policies, procedures, or regulations they will be communicated via electronic documents to students who will assume responsibility for incorporating them into their Handbook. Please take the time to familiarize yourself with the Handbook. It provides an extremely useful 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 faculty advisor or a College of Nursing staff member.

For the most up-to-date information, please visit the College of Nursing website at: http://www.umass.edu/nursing
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I. College of Nursing History and Accreditation

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 such Master of Science degree program, and in 1994, the state’s first publicly supported Ph.D. program in Nursing in collaboration with The University of Massachusetts Medical College and the Graduate College of Nursing. In 2005, the College offered its first PhD 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 the eight Colleges 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 $100 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.

In 2008 the College of Nursing moved to the renovated Skinner Hall, the new home of the College of Nursing. The completion of this renovation project sends a clear message that the Commonwealth and the University are committed to building a solid future for nursing education and scholarship that will ultimately benefit residents of the State and beyond.

Accreditation

The Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE), a national nursing education accrediting body, and approved by the Massachusetts Board of Registration in Nursing.
Values, Vision, Mission and Goals
Approved by the Faculty Assembly

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
We, the faculty of the College of Nursing, are committed to:

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

Leadership
• Nursing's contribution to reducing health disparities and promoting health in a global society
• An environment that enhances the social conscience and professional development of all members of the College of Nursing
• The knowledge that environments are interrelated systems that affects and is affected by nursing practice, culture, and public policy
• Students developing their 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

Life Long 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

**Engagement Goals**

Establish innovative scholarly engagement models that define and respond to the health of the public. Our goals are to:

• Contribute to the search for answers to the most pressing social, civic, economic and moral problems facing our profession and world today (Boyer 1990)
• Facilitate and enhance an organizational culture of diversity that promotes the success of collaborative partnerships, relationships, and affiliations within a global community
• Promote and expand faculty practice, which reflects the expertise of faculty needs and needs of our communities of interest
• Promote faculty development and systematic understanding through a variety of mechanisms that would include:
  a. Coordinating access to all existing internal university resources.
  b. Securing external global resources.
  c. Mentoring faculty with the ongoing development of their academic careers.
• Contribute to systematic and structural improvement of the University and U-Mass 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. Our goals are to:

• 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. Our goals are to:

• Facilitate the scholarship of discovery, integration, application and teaching
• Foster a creative environment that supports scholarship activities
College of Nursing Deans and Program Directors
2016 - 2017

For a complete list of CON Faculty, please visit our website:
http://www.umass.edu/nursing/faculty-staff

Deans

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

Associate Dean for Academic Affairs: Dr. Donna M. Zucker
BS Loyola University Chicago, IL; MS University of Massachusetts Amherst; PhD University of Rhode Island, Kingston, RI – Associate Professor – Research interest: addiction, rehabilitation and reentry.

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- Clinical area: Medical/Surgical; Research interest: Wound Healing and Clinical Nursing Practices.

Program Directors

Doctor of Nursing Practice Program Director (DNP): Dr. Pamela Aselton
BSN, Southern Connecticut University; MPH, MSN & PhD University of Massachusetts/Amherst, Board Certified FNP – Clinical Associate Professor- Research Interests: Nursing Education, Health Policy, Clinical Area: College & Adolescent Health.

Doctor of Philosophy (PhD) Program Director: Dr. Cynthia S. Jacelon
BS, Trenton State College; MS, Boston University; PhD, New York University; Certified Rehabilitation Registered Nurse-Advanced - Professor – Research Interests Independence in elders with chronic health problems.

Interim Doctor of Philosophy (PhD) Program Director: Dr. Genevieve E. Chandler,
BS, D’Youville College, MS, Boston University, PhD, University of Utah - Associate Professor - Research interest: Adverse childhood experiences and resilience.
Office of Development

**Director of Development:** Olivia Frazier  
**Development Assistant:** Elaine Fuqua

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.
II. Graduate Student Resources

Understand your NetID and Password

Your NetID serves as the primary user name for your IT Account and gives you access to the campus network, SPIRE, email and much, much more. Complete instructions on activating your student account, and support are provided by UMass Amherst Information Technology: http://www.it.umass.edu/accounts/activate-your-account

Students in the College of Nursing are required to use their student email account. It is the only email that the College and the University uses to provide communication to all students. This is especially critical in an online program, as all pertinent time-sensitive information will come to that email address. The College of Nursing is not responsible for negative outcomes that may occur if a student does not check or regularly use his/her student email account. Please make this your first priority upon admission; to open and use your UMass Amherst student email account. Please read the University Email Communication Policy Statement & Responsibilities: http://www.it.umass.edu/policies/it-policy-email-communications

Before You Arrive: A Technology Checklist for New Students

The UMass Amherst Information Technology website provides a great checklist for new students to make sure you are all set and ready to compute once classes start. Please take a moment to familiarize yourself with their website, and abundant information that can assist you with your computing needs. http://www.it.umass.edu/general/you-arrive-a-technology-checklist-new-students

Academic Advising

Academic advising services for graduate nursing students are provided by the College of Nursing. Academic advising services include but are not limited to: program planning, selection of courses, identification of scholarly research interests, changes in Plan of Study, leave of absence or withdrawal from the program, and referrals for academic support. Your academic advisor will work closely with you on any personal and/or professional concerns. This discussion can occur on an individual basis and may be augmented as needed by referrals to appropriate student services on campus.

In most other instances, the Graduate Program Managers and Directors will routinely offer guidance on course selections, and plan of study updates/changes for CNL, DNP and PhD students.

Although each student has an academic advisor, the student carries the responsibility for ensuring that s/he meets all the requirements for progression in the major and for graduation.

Plan of Study

Each student will receive a plan of study to guide their education upon admission to their program. The agreed upon plan of study will be signed by both student and advisor (or
program director) and placed in the student’s academic file. A copy will be provided to the student. Changes in the plan of study can only be made in consult with the students’ advisor or Director. Students are responsible for following the Plan of Study exactly as it is agreed upon with the advisor/director.

Registering for Courses

Information outlining available courses and the registration process will be emailed to students prior to the registration period each semester at the students University email account. EARLY REGISTRATION IS RECOMMENDED TO ASSURE ENROLLMENT AND TO PROCESS FINANCIAL AID. Many courses fill to capacity, so to be assured a space in a required class, we urge you to register as soon as the registration period begins. If you have any questions or issues concerning registration, contact the College of Nursing Graduate Program Assistant associated with your program.

Registration for courses offered through Continuing and Professional Education (CPE) [Courses in the DNP & Masters Programs]

Students will register through SPIRE. Students must follow their Plans of Study and must connect with their advisors each semester to discuss their Plan of Study, academic progress, and plans for completion of scholarly requirements.

Registration for PHD courses is found on the University’s SPIRE student information system (http://spire.umass.edu). Students should meet with their advisors each semester and register for the courses outlined in their Plan of Study.

ALL students must register each semester until the degree is awarded.

If a student does not register for any courses or credits, they must enroll for the Continuous Enrollment Fee. An incomplete course from a previous semester does not maintain your enrollment. You can find this Continuous Enrollment Course in the Schedule of Classes under GRADSCH 999. If you take a semester off and do not pay the Continuous Enrollment fee, you will be dropped from the University.

The cost per course can vary depending on whether courses are offered through the UMass Graduate School on campus or through Continuing and Professional Education (CPE), and also, by department. Program cost documents can be found on their respective websites.

Campus Resources, Student Support and Financial Aid

There are many resources and support services available to Graduate Students who are both on and off campus. Below is a list of the most frequently asked for websites:

<table>
<thead>
<tr>
<th>Service</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain UCard (id card)</td>
<td><a href="http://www.umass.edu/ucard/">http://www.umass.edu/ucard/</a></td>
</tr>
<tr>
<td>Health Insurance Plans</td>
<td><a href="http://www.umass.edu/uhs/insurance/ship/">http://www.umass.edu/uhs/insurance/ship/</a></td>
</tr>
<tr>
<td>Graduate School Website</td>
<td><a href="http://www.umass.edu/gradschool/">http://www.umass.edu/gradschool/</a></td>
</tr>
<tr>
<td>Graduate Student Funding Options</td>
<td><a href="http://www.umass.edu/gradschool/funding-support">http://www.umass.edu/gradschool/funding-support</a></td>
</tr>
<tr>
<td>Veteran’s Services</td>
<td><a href="http://www.umass.edu/veterans/">http://www.umass.edu/veterans/</a></td>
</tr>
</tbody>
</table>
Graduate Scholarly Writing

Students admitted to College of Nursing Graduate Programs will be expected to write papers during their coursework in their graduate program. Students will also be writing during their Comprehensive Exams (not CNL), and during either their Capstone/Projects, or final Dissertations. The College of Nursing uses APA Formatting (American Psychological Association 6th Edition) for all required papers written in the Graduate Program. Students are encouraged early on to seek assistance with their writing, if needed, in advance of their most critical writing times in their programs. The University of Massachusetts Amherst offers assistance with both scholarly writing and research. The links below can assist:

- Writing Center – they offer SKYPE appointments as well as walk in for distance learning students. [http://www.umass.edu/writingcenter/](http://www.umass.edu/writingcenter/)
- Center for Teaching – information on editors, writing coaches, writing retreats and more! [http://www.umass.edu/ctfd/](http://www.umass.edu/ctfd/)

UMass Amherst Libraries

The UMass Amherst Library system has holdings that include more that 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/](http://www.library.umass.edu/) Electronic references are available with a student OIT account. Online library databases and other resources may be accessed via: [http://www.library.umass.edu/distancelearning/index.html](http://www.library.umass.edu/distancelearning/index.html). 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.

Use the UMass Amherst Libraries System and DNP Library Guide:

The UMass Library System is a wealth of information and a place you want to get to know quickly. The UMass Library has a guide specifically designed for students in the online DNP program.
You are required to visit [http://guides.library.umass.edu/DNP/PhD](http://guides.library.umass.edu/DNP/PhD) DNP library guide. Please browse, and go to the Citing Sources tab to review scholarly writing suggestions, citations, and Turn-It-In for submitting your papers before turning them in to professors: [http://www.library.umass.edu/services/writing-and-publication/plagarism-prevention/](http://www.library.umass.edu/services/writing-and-publication/plagarism-prevention/)

**Scholarworks**

ScholarWorks@UMass Amherst is a digital repository for the research and scholarly output of members of the University of Massachusetts Amherst community, administered by the UMass Amherst Libraries. Students are highly encouraged to post their work after completion of their Capstones or their Dissertations. Instructions can be found in the DNP Program Office. To view past DNP Projects, please visit: [http://scholarworks.umass.edu/nursing_dnp_capstone/](http://scholarworks.umass.edu/nursing_dnp_capstone/)

**Financial Aid**

**General Information**

There are several offices on campus, which provide information to students about resources for funding their education. Unlike financial aid for U.S. undergraduate students, aid to U.S. graduate students is limited to loans and work-study. To qualify for these programs, the Free Application for Financial Aid Form, available in the Financial Aid Office, 255 Whitmore, must be sent to the appropriate offices [http://www.umass.edu/umfa/](http://www.umass.edu/umfa/)

The office of Financial Aid Services provides information about various loans, employment and scholarship programs to which students can apply. Many loan programs and all federal aid programs require that applicants be citizens or permanent residents, making international students ineligible to apply. Financial Aid Services may also be able to inform you about part-time job search programs and can provide debt management information. The Financial Aid Office is located in 255 Whitmore Building. You can reach a voice response by calling (413) 546-8100. In addition, certain nursing organizations such as the Nurses’ Educational Funds, Inc. and Sigma Theta Tau International also offer scholarships. For more information, stop by the Graduate Program Office at Skinner Hall.

**Graduate Assistantships and Awards**

The University awards a limited number of graduate assistantships and associate-ship in research and instructional programs in most graduate departments. Research assistants and associates assist in conducting research, usually under the supervision of a faculty member, while teaching assistants and associates assume responsibilities related to teaching in academic departments. These assistantships are usually awarded by academic and research departments. For details, contact the Graduate Program Director of Nursing.

Graduate assistantships, associate-ship, working fellowships, and traineeships are awarded according to the contract negotiated by the Graduate Employee Organization and include the benefits of a tuition and curriculum fee waiver. Students holding these types of awards qualify for a partial waiver of the health fee. Students with non-working fellowships do not qualify for some of these benefits and should check which benefits (if any) are
associated with their fellowships. Students holding assistantships or receiving University paychecks are paid bi-weekly via direct payroll deposit. If you are uncertain about the benefits associated with your award, contact the Graduate Assistantship Office, 239 Whitmore, 545-5287, or the Graduate Employee Organization, 201 Student Union Building, 545-5317. The website is: http://www.umass.edu/gradCollege/funding-support/graduate-assistantship-office

Appointment and Reappointment Procedure for Graduate Assistants
The following information shall serve as procedure for the appointing and re-appointing of graduate students who shall become assistants to the CON.

1. Posting of available positions
   A posting of positions (usually by e-mail) will be made available to current and incoming graduate students.

2. Decisions on who will receive funding
   A decision on who will receive assistantships is per the discretion of the Graduate Program Director when all the following criteria have been met:
   - Student completes an application and submits a resume
   - Student is in good academic standing within the CON (no outstanding incompletes, or failing grades)
   - Student holds the desired experience in order to properly match that of the faculty and the course being taught
   - Student is able to fulfill the commitment required by the course as determined by the faculty of record
   - PhD students will be given preference

3. Application procedure
   Interested students should complete the application process and submit a resume within the time frame indicated on the call for applications. Applications will be reviewed by the Academic Administrative Leadership Team (AALT), and/or faculty who have projects/or grant funded research.

4. Appointment procedure
   Recommended students shall meet with the designated faculty member to discuss the details of the appointment. Specific details of the duty will be discussed, and the guidelines outlined in the Graduate Appointments Policies and Procedures will be followed in respect to the TA/TO/RA/PA appointment as outlined in this document. Student signs the Appointment Form for Graduate Fellowship and Assistantships, which they have understood and agreed to the responsibilities. If the student is new to the University system, they will be informed that they must attend the Center for Teaching’s TA Orientation Program, which is held in the fall of each year.

5. Reappointment procedure
   A student who is hired for an assistantship should be able to commit to an entire academic year. If that is not the case, and positions become available during the academic year, students will be contacted in the form of an announcement, an e-mail, or a mailing of new positions. A new pool of applicants will be drawn upon each academic
year. All applications will be considered.

6. Policies and guidelines

The College of Nursing will follow all guidelines outlined in the Agreement between Graduate Employee Organization UAW Local 2322 and The University of Massachusetts Amherst. The College of Nursing will also follow all guidelines from the Graduate College Assistantship Office, policies and procedures outlined in the Graduate Handbook. The quality of student work and fulfillment of agreed responsibilities will be reviewed mid-semester and at the end of each semester in which they serve. Each student will be given a copy of this document and the Agreement between Graduate Employee Organization UAW Local 2322 and The University of Massachusetts Amherst. Any disciplinary action or termination of an appointment will be addressed by the Graduate Program Director in Nursing, and policies and procedures for such action shall be done in accordance with GEO guidelines.

7. Assistantship

Any student who receives an assistantship from the College of Nursing is required to attend the Teaching Assistant workshop and Orientation. International students who TA are also required to attend the International Student Orientation. If American English is not the student’s primary language, the student may be required to take the Spoken language test before being assigned an assistantship.

Policies for Teaching Assistants/Teaching Associates

Definitions:

Teaching Assistant (TA): a graduate student employed on an hourly basis with one or more of the following responsibilities in courses for which he or she does not have primary responsibility: (1) coordinate, lead, or assist in the instructional process in preparation and direct interaction with students in lab, discussion, quiz, or problem sessions; (2) meet with students and teach during office hours; (3) grade papers; (4) grade and proctor exams; (5) supervise undergraduate interns; (6) counsel students; (7) administer colloquium programs. A TA may have additional, related duties as assigned. (GEO-UAW contract p. 5)

Teaching Associate (TO): a graduate student employed on an hourly basis responsible for the teaching and grading of a course. A TO may have additional, related duties as assigned (GEO-UAW contract p. 5).

Student Principles

TA/TO positions provide:

- Financial support for PhD education
- Teaching experience for PhD, DNP, & CNL students
- Opportunities to be mentored by faculty and experience faculty as colleagues
- Integral part of PhD education – meets an essential goal of the PhD curriculum
- TO’s further advance teaching skills
- BS-PhD students (as well as post masters students) may not have had the opportunity to gain formal teaching experience aside from TA/TO positions
Faculty Principles

TA/TO positions provide:

- Assistance for teaching large classes
- Assistance for teaching for faculty building a research agenda
- TOs may be assigned in clinical and classroom settings in place of a faculty person

Faculty of record must offer TA/TO:

- Coaching to develop teaching skills
- Expectations at the beginning of the semester

TA/TO Process Principles

- The faculty of record should provide coaching and feedback to the TA/TO on a regular basis
- TAs should teach at least one class during the term and receive formal feedback from the faculty of record
- In the CON, TAs are generally 10 hours/week spread over 17 weeks
- They could be as little as 5 hours/week and as much as 20 hours/week based on the needs of the program
- In the CON, TOs are generally 10 hours/week for a 3 credit course
- Duties are determined by University guidelines/GEO contract
- TAs should work with expert teachers, those whose SRTIs are >4.0
- Faculty should schedule a formal evaluation/feedback/mentoring session at midterm and end of semester
- Faculty with administrative responsibilities may be preferentially assigned
- TA/TO positions could be construed as internships for PhD students
- International students who will be first time TAs/TOs must take the Spoken English Communication Skills test (International Teaching Assistant Communication Program) and score at least a 50

University Ombuds Office

If there comes a time when a student has an issue, problem or concern regarding matters pertaining to their experience at the University, or the College of Nursing, there is a series of steps that can be taken to address the situation. First, it is recommended that the student, if applicable, contact their Academic Advisor. Usually, with the help of an Academic Advisor, the student may feel that they can address the situation directly with the individual or individuals involved. The student may then be advised to meet with their Program Director of Nursing, if the matter cannot be resolved at that level. The Program Director may consult with the Associate Dean of Nursing for further assistance on clarifying the matter. The student always has the option of contacting the University Ombuds Office however, for personal support should the need arise. Formal academic grievance procedures are processed by the University Ombuds Office. Please visit their website at: http://www.umass.edu/ombuds_office/ to learn more about their services.
Resources within the College of Nursing

Student Scholarships, Awards and Recognitions

The College of Nursing offers an array of scholarships and awards. Please visit our website for a complete, up to date list of what is currently being offered: 
http://www.umass.edu/nursing/admissions/scholarships

Eligible student groups will be notified in February/March that they may apply for certain scholarships with a deadline date of late April. Recipients will be notified in June, scholarships placed in their accounts in late August and the recipients will be required to attend the Scholarship Reception the first week of September. Scholarships are made by the College based upon eligibility criteria. Many other University-wide scholarship opportunities can be found on this same site.

Awards are presented annually in the Spring. 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.

Many other University-wide scholarship opportunities can be found by visiting Graduate Financial Aid section at http://www.umass.edu/umfa/graduates/types-aid which lists private sources, such as the Gates Millennium Scholarship, as well as University-based sources, and provides links to global scholarship search engines. Students are also invited to investigate the Fulbright Program sponsored by the U.S. Department of State. For further information or if you have questions, please call the Financial Aid office at (413) 545-0801.

Organizations and Associations

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 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 only upon students in baccalaureate and graduate nursing programs and nursing leaders in the community, who demonstrate exceptional achievement in the nursing profession. Membership criteria and further information are available in the beginning of spring semester and at their 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 CON Alumni Association. The Association's Board is a group of tremendously enthusiastic and loyal alumni engaged in many different areas of nursing. Nancy E. Thompson is the current Chair of the Alumni Board.

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 CON Alumni Association is an important vehicle that creates and sustains alumni support, enthusiasm and participation essential for promoting the College's mission: "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. The students are representatives with voting privileges on the committees on which they serve including:

- Committee on Undergraduate Academic Matters
- Committee on DNP/MS Academic Matters
- Committee on PhD Academic Matters
- Committee on Faculty and Student Matters
- Committee on Diversity and Social Justice

If you do not live in the area, it is possible for you to “attend” committee meetings by conference call. We would be thrilled to have our graduate students represent the College of Nursing committees. At the beginning of the fall semester we will be soliciting students to serve our committees. Students can also serve on university committees and the UMass Graduate Student Organization, which can be found at: http://blogs.umass.edu/gss/

Students Evaluate Courses

During the last two weeks of each course, students are to evaluate the course content, clinical, and classroom performance of the faculty. Link to on-line evaluation page will also be forwarded to students by OIR office for university courses and also by CPE for CPE courses.
The Student Response to Instruction (SRTI) presents general questions about the course and instructor. The teaching and learning environment and the course objectives will be evaluated by students at the same time. All responses are anonymous. Instructors receive feedback via a computer-generated report with a statistical summary of multiple-choice responses. This is the opportunity for students to offer constructive suggestions and recommendations for the continued growth and development of the nursing program. Thoughtful participation in the evaluation process is appreciated.

A month before the final exam of each semester, students will participate in an EBI online Exit Assessment.

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

During the final semester in a program, students will participate in an online End of Program Exit Interview.
### III Graduate Program Policies

#### Academic Policies for Graduate Programs

All graduate students must maintain a minimum grade point average (GPA) of 3.0. PhD students may receive no less than a grade of "B-" in any nursing course to progress in the program. DNP students may receive no less than a "B" in clinical practicum courses. DNP students may receive no less than a "C" in didactic courses.

#### University Graduate School Grading System

Course/seminar grades are assigned solely by the course instructor. The following letter grades are given to graduate students in graduate-level courses:

http://www.umass.edu/gradschool/current-students/graduate-student-handbook/2-educational-records#Grading Policies

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76</td>
</tr>
<tr>
<td>C-*</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+*</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D*</td>
<td>1.0</td>
<td></td>
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<tr>
<td>F</td>
<td>0.0</td>
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</tr>
</tbody>
</table>

*Graduate students enrolled in undergraduate courses may receive these grades.

- **Satisfactory**: The grade of Satisfactory (SAT) may be assigned as an alternative to a letter grade for some courses. Students should check with their instructor at the beginning of the semester regarding the instructor's policy about pass/fail grades. The grade of "SAT" is equivalent to "Passing for Graduate Credit."

- **Incomplete**: When the grade of Incomplete (INC) is assigned, the student must contact the instructor to determine what must be done to complete the course. Upon completion of the course, the instructor will submit the appropriate grade on a Graduate School...
Change of Grade Card to the Graduate Program Director or Department Head/Chair of the instructor's department/program for endorsement and forwarding to the Graduate Records Office.

- **Incomplete Failure**: An Incomplete (INC) or blank grade reverts to an Incomplete Failure (IF) one year after initial enrollment in the course, (e.g., a course taken in the Fall 2007 semester reverts to an “IF” on the first class day of the Fall 2008 semester).

- **In Progress**: An interim grade of In Progress (IP) is routinely recorded for thesis/dissertation credits until the candidate receives his/her graduate degree. At that time, grades of Satisfactory (SAT) are assigned for all thesis/dissertation credits. Should a student choose not to complete his/her thesis/dissertation after registering for the credit, a grade of Drop (DR) is recorded for each registration.

- **Course Withdrawal**: Grades of Drop (DR), Withdraw Passing (WP), or Withdraw Failing (WF) are recorded when the student formally drops the course prior to the end of the semester. The instructor must indicate "WP" or "WF" and date last attended when signing the Add/Drop Card. A student may convert an otherwise passing course to an audit up to the last day of classes.

- **Audited Courses**: A grade of Audit (AUD) is recorded for students who register for and successfully complete the course requirements for auditing students. The instructor determines what constitutes successful completion. If an "audit" grade is not reported, the course will not be included on the student's transcript. No required courses for a graduate degree can be taken as an Audit.

- **Undergraduate Courses**: A graduate student who enrolled in an undergraduate level course (100-499) may receive any grade which is valid for undergraduate students enrolled in the same course. Grades of "C-" and "D+ and D" are valid only for undergraduate-level courses.

### Incomplete

A grade of INC (incomplete) can be given at the discretion of the faculty based on illness or family emergency. Incompletes are not automatic. A contract between the faculty and student for remaining work must be submitted to the Program Director with current grades and a timeline for remaining work. A student can obtain credit for an incomplete only by completing the work of the course before the end of one calendar year from the time of enrollment in that course. At the end of that period, if a grade is not submitted a grade of IF (incomplete failure) will be recorded. An INC that turns to an IF can negatively affect the GPA. No more than three incompletes may be present at any one time.

The responsibility for arranging the removal of an incomplete rests with the student. Students receiving a grade of incomplete may need to pay a continuous enrollment fee if they have no other courses to take in order to remain an active student while finishing the INC. Advisors should work closely with advisees who are not progressing in their course work, and notify the Graduate Program Director. NOTE: PhD students must resolve all incompletes before moving to the dissertation phase of their program. DNP students may not proceed to the next clinical course in their sequence until all incompletes have been resolved.

An incomplete (INC) grade is given at the discretion of the faculty member of record for the course if:

1. Extraordinary circumstances occur:
  a. Personal/medical
  b. Clinical placement challenge or issue
c. Academic challenge or issue

d. If half or more of the course has been completed successfully

If a grade of INC is granted, it is recommended that the faculty and the student:

a. Complete a Teaching/Learning contract indicating the expectation for completing the incomplete, including measurable outcomes and a time frame for completion.

b. Review Plan of Study: students cannot proceed to courses for which the INC course is a pre-requisite until the INC grade is completed.

c. Review Plan of Study to see if there are other non-clinical courses that the student can progress to.

Failing a course

The minimum passing grade for graduate courses is a “C” (B- in PhD courses). If a student should fail a required course in their Plan of Study, the student must apply in writing to the Program Director and Graduate Program Director to be allowed to retake the course. The original grade remains on the transcript, and it will not be replaced by the new grade. However a passing grade may help raise the CGPA, which needs to be maintained above 3.0 in order to remain an active graduate student.

If a student receives a failing grade in a practicum course, the student may retake the practicum course. Note that the companion didactic course may be required to be repeated if the instructor feels that the student needs the content of the didactic course as a refresher in order to successfully pass the practicum. The didactic course may be audited. Please review the Continuous and Professional Education (CPE) website on how to register to Audit a course.

Course Waivers and Course Challenges

In addition to adhering to the Graduate College grading polices, the College of Nursing internally provides both course waivers and course challenges in some instances. These waived courses do not go on a student’s official transcript, rather, are counted towards his/her plan of study work as “completed”.

A course may be waived as a requirement for a degree program if the student documents that a previous course sufficiently meets the current course requirement and if the previous course taken by the student is equivalent to the required course in the College of Nursing and be documented on the plan of study. This must be approved in writing by the student’s faculty advisor or program director. No credit is given for this, as the student does not register for the course that is being waived. Courses over five years old must be repeated.

A student may request to challenge a required course for academic credit. The challenge requirements are negotiated by the student’s advisor and faculty member of record teaching the course. The student must then register and pay for the course in order to receive academic credit.

Online Courses and Posting Requirements

Students should read and understand the expectations of their online courses for each and every course that they take. Students are responsible for making themselves familiar with the posting requirements for all online courses and that they are following ALL requirements for
their specific courses, including, but not limited to, how many postings they need to make and how often they need to post in order to fulfill the requirements of the class. A student may be at risk of failing an online course if he or she has not met the posting requirements. If students have any questions they should ask their instructor BEFORE beginning the course, if the course syllabus is not clear.

**Continuous Enrollment/Program Fee**

Graduate students not enrolled for course/thesis/dissertation credits and who are candidates for a degree (or certificate) must pay the Program Fee and register for Continuous Enrollment every semester until that degree (or certificate) has been formally awarded, not simply filed for. An incomplete grade (INC/IP) from a previous semester does not maintain a graduate student's enrollment status. Newly admitted graduate students cannot register for Continuous Enrollment or pay the Program Fee to defer entrance into the University, nor is Continuous Enrollment applicable for Non-Degree graduate students. Before the end of the registration period, graduate students may register for Continuous Enrollment (Gradsch 999) in SPIRE. The student will then receive a bill for the Program Fee from the Bursar's Office. If the student wishes to pay by credit card, the Graduate Records Office should be contacted by the registration deadline.

**Leave of Absence**

Students may request a leave of absence for personal or other reasons for a period not exceeding one year by writing to the Graduate Program Director. The Graduate Program Director, in turn, provides justification for the request to the Dean of the Graduate College. If the Graduate Program Director and the Dean grant a leave of absence, the student’s statute of limitations will be appropriately increased. A student who is granted a leave of absence may have conditions for returning set by the faculty advisor in consultation with the Program Director and Dean of Nursing. To maintain continuous enrollment, students must pay the continuous enrollment program fees during their leaves of absence.

**Academic Probation**

A student will be placed on probation if a cumulative GPA of 3.0 is not maintained. A student on probationary status is given one semester to raise the cumulative GPA to 3.0. If in this semester the cumulative GPA is not raised to 3.0, the student is subject to academic dismissal. Students placed on probation are notified in writing and a copy is sent to the student’s faculty research advisor. If a student is in jeopardy of failing a course by mid-semester, a warning letter will go out to students reminding them of the GPA policy.

**Statute of Limitations**

The Statute of Limitations (SOL) is the period within which all degree requirements must be completed and it is determined during the acceptance process. Because SOL’s vary with degree, please see the Graduate School website for a complete description of the SOL guidelines: [http://www.umass.edu/gradschool/policies-forms/graduate-student-handbook](http://www.umass.edu/gradschool/policies-forms/graduate-student-handbook)

A doctoral student may be granted additional time to complete his/her degree program by the Dean of the Graduate School provided the Graduate Program Director makes such recommendation and provided satisfactory and reasonable progress is being made.
Posting of Grades

Grades are recorded on SPIRE approximately 1 week following the date they are due from the instructors. The actual date grades will be available is posted to SPIRE each semester. As incomplete or missing grades are received and posted, they are uploaded to SPIRE. If a printed copy of your grades is required, you can print an unofficial transcript from SPIRE or an official transcript from the Graduate Records Office can be requested (see Transcripts).

Transfer Credit Policy

A limited number of course credits may be transferred toward a master's program provided the Graduate Program Director recommends to the Graduate Dean that the credits be transferred and that request is approved (See Sample Request for Transfer of Graduate Course Credit Form). No courses taken outside of the University of Massachusetts Amherst may be transferred toward a doctoral or to a Certificate of Advanced Graduate Study program. No credits can be transferred toward the completion of the PhD program. Any requests for exceptions to the regulations specified below must be made by the student's Graduate Program Director to the Graduate Dean, outlining the specific reason(s) for the request. Exceptions are rare.

- Course Eligibility Requirements: Grades received for courses requested for transfer must be "B" (3.00) or better. Graduate level courses to be transferred must have been taken no more than five years prior to the student's acceptance into the master's program and may not have been used previously to fulfill the requirements for any other degree, certificate or diploma program. An official transcript of the course(s) to be transferred is required.
- Use of Courses to Fulfill Requirements: Non-University of Massachusetts Amherst transfer credits may be used to fulfill elective or departmental course requirements. These courses may not, however, be used to satisfy the 600-800 level requirement nor can the grade received in a course taken at another institution be used to satisfy the University's requirement for letter-graded credits (see Master's Degree Requirements).
- Number of Credits: No more than a total of twelve (12) graduate credits may be transferred. Of these, a maximum of six (6) credits may be from any one of the following sources:
  - Course(s) taken at another regionally accredited college/university within the United States,
  - Course(s) taken while enrolled as a non-degree graduate student at UMass Amherst,
  - Course(s) taken as an undergraduate student over and above requirements for the baccalaureate degree,
  - Transfer Credits to Another Institution: Courses taken as a non-degree student are listed separately from the degree transcript. A course taken while enrolled in a degree program but not applied toward a University of Massachusetts Amherst degree may be transferrable. The Graduate College can, if necessary, certify that a course was not applied to any degree requirement at the University of Massachusetts Amherst and was eligible for graduate credit when appropriate,
  - Transferring Non-Degree Courses to UMass Amherst Transcript: Students are responsible for providing the Graduate Program Director an official transcript
from the courses they wish to transfer into their degree program. The Graduate Program Director then sends an official form to the Graduate School, with that transcript requesting the transfer.

**Plan of Study**

Each student will receive a plan of study to guide their education upon admission to their program. The agreed upon plan of study will be signed by both student and advisor (or program director) and placed in the student’s academic file. A copy will be provided to the student. Changes in the plan of study can only be made in consult with the students’ advisor or Director. Students are responsible for following the Plan of Study exactly as it is agreed upon with the advisor/director.

**Professional Conduct**

It is an expectation of the College of Nursing that ALL students enrolled in graduate level courses act and present themselves professionally and respectfully when interacting with faculty, staff, colleagues, in the classroom, and, when a student is representing the College of Nursing in a clinical setting. Should an instance occur when a student is not acting in a professional manner, the instructor of the course and the students’ academic advisor may be consulted.

**Guidelines for Classroom Civility and Respect**

**AN ENVIRONMENT OF ACADEMIC FREEDOM**

The University of Massachusetts Amherst strives to create an environment of academic freedom that fosters the personal and intellectual development of all community members. In order to do this, the University protects the rights of all students, faculty and staff to explore new ideas and to express their views. A necessary condition for these pursuits is an acceptance of the spirit of inquiry and a respect for diverse ideas and viewpoints. For true academic freedom to exist, this acceptance and respect must exist in both the overall campus environment and in the classroom.

While the principle of academic freedom protects the expression and exploration of new ideas, it does not protect conduct that is unlawful and disruptive. The University preserves a high standard for members of the community in terms of mutual respect and civility. While each member of the community holds a number of rights, privileges and responsibilities, those individuals who disrespect the rights of others or who act in a ways that discredit themselves or the University may forfeit privileges or receive sanctions. As members of an academic community, we are obligated to be exemplary, both in our behaviors and in our attitudes. This obligation is especially important within the classroom context since this is one of the primary ways that learning and growth are fostered.

**EXPECTATIONS FOR CLASSROOM BEHAVIOR**
Learning and the exchange of ideas may take place in many settings, including the formal classroom. When students and faculty come together, the expectation is always that mutual respect and civility will prevail to ensure that every student has the optimum opportunity to learn and that each faculty member has the best opportunity to teach. Disruptions of any kind affect the atmosphere of civility that is expected and interfere with the opportunity for learning and growth to which both faculty and students are entitled.

Differences of opinions or concerns related to the class should be welcomed if presented in a mutually respectful manner. The challenging of viewpoints is part of the academic experience, but should occur in a manner that opens up dialogue and does not threaten any member of the learning community.

Each faculty member is responsible for the classroom environment, which includes creating a setting for the safe and open exchange of ideas by all students. Each student is responsible ensuring that his or her own behavior promotes these goals. Disruption of the learning process will not be tolerated and may lead to disenrollment or disciplinary action, as outlined in the accompanying procedures.

PROCEDURES RELATED TO DISRUPTIVE CLASSROOM BEHAVIOR

Course instructors at the University of Massachusetts have the professional responsibility and authority to maintain order in instructional settings, which include but are not limited to classrooms, libraries, group meetings, tutorials, lab sessions, office hours, and off-campus venues. To assure the best presentation of the course material, a course instructor shall determine the manner and times during which students may ask questions, request clarification or express opinions or points of view in the instructional setting.

Student behavior or speech that disrupts the instructional setting or is clearly disrespectful of the instructor or fellow students will not be tolerated. Disruptive conduct may include, but is not limited to:

1. Rude or disrespectful behavior
2. Unwarranted interruptions
3. Failure to adhere to instructor's directions
4. Vulgar or obscene language, slurs or other forms of intimidation
5. Physically or verbally abusive behavior

Instructors are advised to keep careful written records regarding any incident of disruptive behavior, including dates, times, names of those present, and details of the incident. Instructors should inform their department chair or supervising faculty and the Dean of Students Office of any such incidents and provide written documentation, if requested. The parties involved, in conjunction with the department chair or supervising faculty and Dean of Students staff, should strive for acceptable solutions or mediate appropriate intervention strategies.

The instructor may disenroll the student by notifying him or her in writing (with copies to the Undergraduate Registrar and the Dean of Students Office) if:

1. A solution cannot be achieved
2. The disruptive behavior continues
3. The student conduct seriously disrupts the learning process
If disenrolled, a student may appeal to the Dean of Students Office within 5 business days. If the student appeals, the Dean of Students Office staff will keep the instructor, the department chair or supervising faculty and the student informed of the status of any action to be taken.

**Academic Honesty Policy**

It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner by graduate students. Apparent and alleged breaches in this policy are covered in the Graduate Student Academic Policy (Sen. Doc. no. to 89-026). A copy of this policy is available in the Ombuds Office, Faculty Senate Office and the Office of the Dean of the Graduate College. See the full text at: [http://www.umass.edu/dean_students/code_conduct/](http://www.umass.edu/dean_students/code_conduct/) [http://www.umass.edu/dean_students/code_conduct/acad_honest.htm](http://www.umass.edu/dean_students/code_conduct/acad_honest.htm)

All members of the University community must participate in the development of a climate conducive to academic honesty. Because of their unique role in the educational process, the faculty 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.** If Academic Dishonesty is identified, the Faculty of the College of Nursing will implement the Academic Dishonesty Policy immediately.

Formal definitions of academic dishonesty, examples of various forms of dishonesty, and the procedures which faculty must follow to penalize dishonesty are contained in ACADEMIC HONESTY, 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.

**The American Nurses’ Association Code of Ethics**

The College of Nursing abides by and adheres to the **Code for Nursing**, and the ANA Professional Standards, which is set forth by the American Nurses’ Association as it relates to the professional conduct of nurses. The website where the full code can be viewed, read, and purchased is: [http://www.nursingworld.org/codeofethics](http://www.nursingworld.org/codeofethics)

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**AMERICAN NURSES’ ASSOCIATION CODE OF ETHICS**

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

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

The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy. (Voted on and accepted by the ANA House of Delegates on June 30, 2001.)

**Guidelines for Conduct in Practicum Settings**

*Code of Student Conduct*

*Guidelines for Professional Conduct*

It is expected that each student will understand and act in accordance with the Philosophy 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. Please see section on professional conduct page 26.

Confidentiality (HIPPA) of information related to clinical experiences and anonymity of patients and families are to be preserved.

Professional accountability and responsibility includes timely attendance at all scheduled clinical experiences, being adequately prepared for the respective experiences, and maintaining safety in clinical practice at all times. It is imperative that each student communicates respectfully in collaboration with the health care team and patients.

Students are required to wear business attire, a white lab coat, and a UMass College of Nursing Identification pin in the clinical setting. Clothes and lab coats must be neat and clean. Please use your professional judgment related to wearing piercings and ornamentation in the clinical
setting. Students must also abide by the dress code at their assigned clinical agencies.

Unsafe Nursing Practices

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

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 patients nursing needs.
- Acts of omission or commission in the care of patients 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 assume responsibility for completing nursing actions

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.” Please refer to the Massachusetts BORN website: [www.mass.gov/eohhs/docs/dph/quality/boards/good-moral-info.pdf](http://www.mass.gov/eohhs/docs/dph/quality/boards/good-moral-info.pdf) for complete information. It is the student’s responsibility to seek legal guidance with any concerns about meeting these criteria.

Health Clearance Requirements

Clinical Practicum Experiences

All graduate students are required to secure their own practicum placements and preceptors in quality health care agencies or practices. The MS and DNP programs are online programs, with students located in communities throughout the United States. The College of Nursing faculty cannot secure preceptors for students, however the College of
Nursing clinical placement coordinator may be able to give you some suggestions for placements, the program directors must approve all preceptors before a student can begin a practicum experience. Preceptors should hold advanced degrees (a graduate degree) in nursing, public health, medicine, or a related field. Preceptors and agencies should be selected based upon their fit with the course objectives and practicum focus.

You should start negotiating for a preceptor at least 6 months before you begin a practicum. Negotiating for several semesters ahead or for an entire year in advance is preferable in order for you to ensure placements in busy medical practices who also service students from other Colleges.

Before beginning a graduate practicum course students must submit have completed the submission of all required health records and certifications, at least 8 weeks prior to the start of clinical. Instructions for the submission of records are included in Appendix A. You will setup your student records account during orientation or via emailed instructions from your program. Students will not be allowed to begin a practicum course until all required items have been submitted and the CON has approved the practicum site and preceptor.

* Please be aware that state and local regulations have limited the states where you may participate in clinical practicums with UMass College of Nursing. If you are moving after you have been admitted to the program, notify us immediately, so that we may advise you of your options. You are not guaranteed to be able to complete clinical practicums in non-covered states if you move after being accepted into the program.

**STUDENTS MUST PROVIDE THE REQUIRED DOCUMENTATION OF HEALTH STATUS TO BE ABLE TO PARTICIPATE IN CLINICAL PRACTICUM EXPERIENCES.**

Students in the College of Nursing are required to adhere to certain health maintenance procedures that are 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.

**SEE APPENDIX A: Practicum Materials for Health Requirements.**

**TYPHON:**

Typhon is the web based application that you will be using with your preceptor to track your practicum experiences. After the College of Nursing receives your “Student Preceptor Form”, both you and your preceptor will each be assigned a unique login ID and password to enter the system. (DO NOT SHARE YOUR LOGIN AND PASSWORD)
There are tutorials within the system that will explain how to use Typhon. Like all computer programs, there may, at times, be issues. Please email Andrea Juno (ajuno@nursing.umass.edu) with any questions or concerns.

**General Information Regarding Practicum and Assignments for the FNP, AGPCNP or PMHNP /DNP Student**

| Time allotment per clinic day: students may set up practicum time with preceptor for an 8-hour day (or 12 hour day) once or twice per week as discussed, however, if a student is only able to see 2-3 patients that “fit” the course needs—only 3-5 clinical contact hours can be counted for the day. The student will need to go back to the clinic another day to see more patients. **A general rule of thumb: 6-8 patients must be seen to count 8 hours for the day** |

Please note the start and stop dates for practicum courses as you register for courses each semester so that you know exactly when you must have preceptors secured by and within what dates they will be working with you. Also note that we may have more than one section for any one practicum course. You may need to enroll for section under your name or may be asked to “swap” to another section to even the number of students per section.

Students must log patient cases in TYPHON that are appropriate for the practicum course for which they are enrolled. Family practice sites and preceptors are often the best sites for primary care experiences. When students reach N798K Complex Health Problems in Primary Care course, they will see the most complex patients in primary care across the lifespan.

**Documents to be shared with Preceptor each semester prior to beginning practicum hours:**

- **Check to see if an Affiliation Agreement is needed.**
- Student Preceptor Form, preceptor CV, course syllabus, course outlines (both theory and clinical) and share course syllabi when course begins.
- Evaluation Tools (Preceptor of Student). Evaluation tools are available on the Typhon System.

Note:

_____ Once signed Preceptor Agreement is returned to Andrea Juno (ajuno@nursing.umass.edu) and the Faculty of Record has signed the form, it will be copied and sent back to the Preceptor with the CON official thank you and contract letter.

_____ The Preceptor shall receive a thank you letter and Certificate of Appreciation two months after the semester ends. All NP’s receive documentation for ANCC on hours served as Preceptor.
IV. Description of Graduate Programs

A. GRADUATE CERTIFICATES

i. NURSING EDUCATION (GCNE)

The Graduate Certificate in Nursing Education is designed to provide education in teaching and curriculum for registered nurses. To earn the GCNE, students with at least a bachelor's degree take five courses from the College of Education and the College of Nursing. This proposal is for a non-licensure, non-degree certificate.

The GCNE is targeted at four complementary populations. First, students in our Clinical Nurse Leader (CNL), Doctor of Nursing Practice (DNP), and PhD programs may elect to complete the GCNE in addition to the requirements of their programs. A second, overlapping group are teaching assistants who may want to enhance their teaching skills. A third group of potential students are faculty teaching nursing programs across the Commonwealth of Massachusetts who have advanced degrees, but no formal education in teaching strategies. Finally, a fourth group of potential students are nurses who work as educators in clinical settings. Many of these nurses have bachelor degrees, and no training in educational strategies. Individuals who complete this GCNE program, and have a master's or doctoral degree in nursing will qualify to take the National League of Nursing (NLN) Certification for Nurse Educators.

Program Goals:

- Develop a grounding in pedagogical theories
- Evaluate nursing curriculum using accreditation guidelines
- Consider quality measure in nursing education in developing and evaluating nursing curriculum
- Use creative teaching methods to enhance pedagogy
- Reflect on own teaching style as a means of incorporating new teaching strategies
- Prepare nurses for education roles in colleges, universities, and clinical settings

The GCNE consists of a flexible five course (15 credit) program of study focused on teaching curricular knowledge and pedagogical skills needed to teach nursing. In order to make these courses available, they will be offered in blended classrooms, using synchronous and asynchronous web based learning. Some courses may be offered in intensive weekend or summer courses.

The GCNE consist of two core nursing courses, two electives from the College of Education, and a capstone teaching practicum. In the practicum, students will apply their nursing and pedagogical skills to working with nursing students in the classroom, online, and in clinical settings.

Required courses:
• **Nur 642**: Teaching in Nursing: Focuses on the dynamic, creative process of teaching and learning clinical nursing in preparation for competent, reflective nursing practice. Philosophies, theories, methodologies, and trends relevant to nursing education are included.

• **Nur 697T**: Curriculum Development and Evaluation Process in Nursing: This course focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation and related processes in nursing education.

Selective Courses (Students will take two of the following)

• **Educ 595K**: Introduction to College Teaching: An introduction to college teaching via exposure to theories of student learning and the opportunity to practice a variety of teaching techniques. The goal of this discussion/seminar is to give students a practical grounding in teaching effectiveness that will enhance both their future academic career and their current teaching assignments at the University of Massachusetts.

• **Educ 692K**: Foundations and Theories of Learning: The proposed course is an in-depth survey of major psychological and socio-cultural theories of human learning as they have been developed over the last 125 years. It is designed to provide master degree and first year doctoral students with a broad understanding of the various learning theories currently held by professional educators and educational researchers, as well as an understanding of the historical roots of these theories. Participants will engage in readings, discussions, and individual and group projects in both face-to-face and online learning environments as a means of constructing their knowledge of this area. The course is centered on the explication of two major theories regarding human learning; the information processing theory of cognition and the situated learning theory of cognition.

• **Educ 691E**: Social Issues in Education: Introductory vocabulary and definitions, descriptions of the dynamics of oppression at the individual, institutional, and cultural levels. Focus on developing personal awareness of social group memberships in relationship to two specific forms of oppression. Introduction to selected literature on two specific forms of oppression.

• **Educ 615G**: Integrating Tech with Instruction: Innovative technologies are constantly emerging and influencing individuals' productivity, relationships, and access to information. Individuals use tools such as social networks, digital cameras, blogs, wikis, podcasts, whiteboards, and Web 2.0 tools to communicate, network, and engage in the global learning community. Educators can use such tools within the middle and high school environment to enhance productivity and students' understanding of the curriculum. Through this course, you will develop a greater understanding of the potential uses of technology in K-12 educational settings and methods for integrating technology tools into the curriculum. You will also explore emerging and established technologies, learn to use identified tools in the classroom, and develop educational materials for use within your classroom or school community.

• **Educ 615K**: College Impact on students: The purpose of this course is to explore the impact that college has on students, both during college and in their lives afterward. Examines various factors that influence college impact, including student characteristics, college experiences and institutional types.

• **EDUC 674**: Leading Higher Education: Analysis of major issues central to understanding of the possibilities and problems of leadership in higher education. This is a survey course on leadership in higher education. We will cover the conceptual foundations and
practical applications of major theories of leadership from a wide variety of social science perspectives. Building upon this foundation, we will focus on contemporary perspectives on organizational leadership and investigate current issues associated with the study and practice of leadership in higher education. We will also cover the application of organizational leadership theory in higher education as it relates to students, faculty and administrators, incorporating the perspective of individuals, groups, institutions, and higher education systems.

Teaching Practicum

- **Nur 698T**: Teaching Practicum in Nursing: This course provides the framework, mentorship, and coaching for graduate students to develop skills in teaching in the classroom, in clinical settings, and in an online environment.

Registration:

1. Matriculated students do not need to fill out a “Non-Degree application” but will need to complete our CON internal application.
2. Non-degree students will fill out both the Non-Degree application (Grad school), and our CON application, and their file will be kept in Nursing.
3. CON will keep track of students’ progress, and will tell the Graduate School when the student has completed. In the case of a matriculated student, the CON will alert the grad school during the degree-granting period to include completion of the certificate with their final degree requirements.
4. For non-degree students, the CON will monitor their progress and inform the Graduate School when they have completed the sequence of courses. Non-matriculated students will be acknowledged in the Commencement Program under “certificate programs.”

B) Master of Science Program

The Master of Science program at UMASS Amherst CON is a distance accessible program offered through predominantly asynchronous delivery methods. All course work is offered through Continuing and Professional Education (CPE): [www.umassulearn.net](http://www.umassulearn.net)

i. Nursing Science Concentration

The Nursing Science concentration in the Masters program consists of the credits including the five core courses in our Master of Science Curriculum listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>N603</td>
<td>Theoretical Components of Nursing Science</td>
<td>3 cr.</td>
</tr>
<tr>
<td>N630</td>
<td>Research Methodology in Nursing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>N615</td>
<td>Advanced Pathophysiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>N619</td>
<td>Advanced Pharmacology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>N614</td>
<td>Advanced Health Assessment and Clinical Reasoning</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
In addition the following courses are needed:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N697S</td>
<td>Introduction to Statistics for Health Research</td>
<td>3 cr.</td>
</tr>
<tr>
<td>N698A</td>
<td>Advanced Health Assessment and Clinical Reasoning</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 credits College of Nursing</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>9 credits Graduate Electives</td>
<td>9 cr.</td>
</tr>
<tr>
<td></td>
<td>Total of 31 credits required for degree</td>
<td></td>
</tr>
</tbody>
</table>

Students enrolled in the PhD or DNP program will be eligible to apply for this concentration. The goals of the MSNS concentration are to recognize students who have completed the necessary credits for a Master’s degree in Nursing and provide competent MS prepared nurses for generalist’s roles in nursing. This flexible program of study is intended for candidates in our doctoral or masters program who have fulfilled the requirements of the MSNS, but are unable to complete their full plan of study, or for those PhD or DNP students who were admitted as post bachelors students but wish to complete the MSNS en route to completing the doctorate.

ii. Clinical Nurse Leader Concentration

The Clinical Nurse Leader concentration strengthens health care delivery by teaching the advanced knowledge and skills needed to provide comprehensive, across-the-life-span nursing services to individuals, families and groups. Teaching, inquiry and outreach prepare professional nurses to think critically and reflectively, prepare to serve a culturally diverse population, and manage care autonomously while holistically assessing and treating both health care needs and human responses to illness. The concentration also promotes social accountability; students are educated and encouraged to work for reform in the healthcare system at the community, regional and national levels. The Commission on Collegiate Nursing Education (CCNE), a national nursing education accrediting body, accredits this concentration.

The University of Massachussetts, Amherst, College of Nursing offers the Nationally recognized Master of Science in Nursing degree with the Clinical Nurse Leader (CNL) role concentration to prepare nurse leaders as Advanced Education Nurse Generalists who design, provide, manage, and coordinate health promotion, risk reduction, disease prevention and illness management services to individuals at the point of care and clinical populations.

The CNL is accountable for the application of research-based information and the efficient and cost effective use of resources to improve clinical and environmental care outcomes and effect change in health care organizations.

The graduate is prepared to lead both intradisciplinary and interdisciplinary health care teams, and to function across all clinical settings in order to meet the demands of a complex care delivery system.

This program addresses the knowledge and competencies specified by the American Association of Colleges of Nursing (AACN) for Masters Education and for the specific Clinical Nurse Leader role focus. The Commission on Collegiate Nursing Education accredits the
College of Nursing program. The graduate is prepared to take the CNL certification examination prepared by the Commission on Nurse Certification (CNC) through AACN.

**CNL Concentration Objectives**

At the completion of the program the graduate will be prepared to:

- Implement the CNL role in a variety of clinical settings
- Apply advanced knowledge (pharmacology, pathophysiology, health assessment) and core competencies (critical thinking, communication, nursing technology/resources) to the development and evaluation of a plan of care for individuals or populations at the point of care
- Assume accountability for the efficient and cost effective use of human, environmental and national resources by applying principles of healthcare policy, finance, economics and ethics to improve quality of care delivery
- Integrate knowledge of informatics, human diversity and ethics to address and manage variation in population outcomes and ensure culturally relevant care
- Implement evidence-based practices and professional standards of care to affect change in healthcare organizations and improve outcomes of care
- Apply principles of leadership and collaboration to improve the health outcomes of individuals and clinical populations
- Improve clinical practice and optimize healthcare outcomes through use of information systems and technologies
- Advocate for the client, interdisciplinary care team and profession in legislative and regulatory arenas

**Course Requirements**

The master’s CNL concentration requires completion of 37 credit hours of course work and selected courses include practicum/project hours. The curriculum consists of: 27 didactic credit hours and 10 practicum credit hours (4:1 ratio; 56 contact hours per one credit hour = 560 contact hours).

**Sequence of Coursework through the MS CNL Concentration**

Students enrolled in the MS CNL concentration must progress through coursework as specified in their individualized Plans of Study. Students need to take informatics, theory, research, and epidemiology before or concurrent with the launch of care core courses. In terms of the sequence of the care core courses: students must take *N615 Advanced Pathophysiology and N619 Advanced Pharmacology* before they progress to *N614*. Students are expected to apply learned content from the previous two courses throughout the didactic course N614, in the form of case analyses and in the Practicum Course, N698A, as application of the ART of Clinical Reasoning during direct care of patients at the point of care in acute or primary care settings (see box below for details). See tutorial and instructions regarding TYPHON, the clinical practicum tracking program that faculty within the CON and preceptors use to monitor and evaluate students’ clinical performance.
This first practicum experience, which starts mid-way through the semester, concentrates on the “Art” of Clinical Reasoning and, therefore, preceptors from a variety of healthcare settings can be appropriate. N698A affords students the opportunity to develop competence and confidence in a precepted clinical experience while applying knowledge obtained in the concurrent theory course. Students will select an agency and a preceptor in their community and engage in 56 hours of practicum experiences to meet course objectives. The concentration of the practicum is for students to learn the techniques and practices of the “Focused Case Visit” and the “Complete History and Exam Visit” to acquire a sound knowledge base in diagnostic reasoning and differential diagnosis. CNL students can be placed with MS CNSs, NPs or MDs who see patients of all ages in primary or acute care settings.

**Affiliation Agreements with agencies and Preceptor Contract Agreements must be signed and in place before the practicum can occur.**

All courses in the MS CNL concentration must be successfully completed before the student is allowed to enter their final clinical year of the program. The final clinical courses, N698N 3 cr. - 168 contact hours and N798N 3 cr. – 336 contact hours, contain the requisite material for students to be able to design and then implement a microsystem level *Capstone Project*.

**CNL Capstone project**

Students will identify a practice-focused quality improvement project (fall N698N) and will actualize and evaluate the project (spring N798N) either on their units or within a setting of their choice once negotiated. These are NOT direct care experiences as were required in N614/698A and, therefore, will be negotiated and designed by the faculty of record for the courses and the students individually.

Both fall (N698N) and spring (N798N) clinical experiences are completed in the same setting. The setting requirement is that there be a patient population cared for by nurses. The setting will depend on the subject of the Capstone proposal. CNL students need a preceptor from the setting to oversee the project, and the student may work with one preceptor or a team.

The primary requirement for the main preceptor is a master’s degree in nursing. If there is a certified CNL in the setting, that person would be an ideal preceptor. Many students work with masters prepared nursing educators, or even a nurse manager who has a MS in nursing. Students will log practicum hours completed for the two final clinical courses in a diary or journal format. If you have any questions about suitable preceptors, you may contact the CNL Program Director.

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**Goals and objectives for N698N and N798N CNL Practicum courses, where Capstone Project is designed (in N698N), and then actualized at the micro-system level in N798N.**

1. Identify and collect appropriate evidence and data supporting a previously identified clinical issue important to your setting.
2. Conduct a trend analysis of the data, appropriate for this issue.
3. Analyze sentinel events related to identified, clinical issue.
4. Develop a plan to address the issue identified for your care environment.
5. Collaborate with interdisciplinary members during all phases of the analysis and (re)design of existing or new patient care processes.
6. Apply evidence-based practice as a basis for intervention strategies related to the identified issue.
7. Identify possible facilitators and barriers to implementing new strategies in the care environment.
8. Disseminate results of analyses and action plans to appropriate professional audience.
Here is an example of the final project from a recent CNL graduate student:

**CNL Capstone Example**

“Improving accuracy and reliability of glucose measurement to help decrease the incidence and prevalence of Mediastinitis in a local hospital.”

Actualizing my Capstone project was an exciting period of time for me wherein I experienced significant professional and personal growth. The faculty support I received was exemplary. The endeavor began as I thought how best these two semesters could broaden my scope of practice, knowledge, and ability to change practice while advancing me in my leadership role.

Selecting a preceptor was foremost in my mind so I could be successful. For some this may be a difficult find. Luckily, I had been working at a large teaching hospital and had many options. My goal was to become more familiar with quality improvement to provide better outcomes for patients. Hence, I approached the Outcomes Manager for Heart and Vascular to seek her guidance as a preceptor. She enthusiastically accepted.

The world of Outcomes Management is plentiful with programs' and practice outcomes clearly showing needs for improvement. The first 2 weeks of the fall semester, I spent observing my preceptor's role as an Outcomes Manager, how outcomes are measured, how poor outcomes are reviewed, and what gaps in quality care were currently issues. During the previous spring, there had been a cluster of patients who developed Mediastinitis (deep sternal wound infection after cardiac surgery), which led to a need for a root-cause analysis. During this analysis I discovered that Glycemic control was noted as a potential contributing factor to the cluster.

I discussed with my preceptor that I would like to focus on improving this outcome. Following approval by my professor and preceptor, I began collecting background data and performing my microsystem assessment. As fall continued I reviewed the evidence and best practice guidelines that supported my selected outcomes improvement intervention and I completed my proposal write-up. In February, I implemented my capstone project to “Improve accuracy and reliability of glucose measurement to prevent Mediastinitis.”

Using the evidence and selected practice guideline, I was able to change practice at the bedside to improve quality outcomes for the cardiac surgery population. The interventions I had collaboratively created with stakeholders are now a permanent part of this population’s routine post-operative care as a result of my Capstone!

**Key areas for success I would like to pass on are:**

1. Find a topic for which you have a passion!
2. Find a knowledgeable person who wants to share in that passion and guide you.
3. Engage support persons in your efforts.
4. Be flexible, plan well ahead, and be persistent!

**Clinical Requirements** - CNL students are to follow the guidelines for clinical practica for all College of Nursing students as outlined in this book. All students must submit CORI upon
admission to the program, then before starting Health Assessment and its’ accompanying practicum course, all health related documents must be complete and on file at a minimum of one semester before starting a practicum.

Faculty Advisors - All College of Nursing faculty members who have graduate faculty status are potential advisors for master students. Students will be assigned an advisor upon admission. Graduate students are expected to meet regularly with their advisor to outline their plan of study and discuss academic progress.

CNL Program Office
University of Massachusetts Amherst, College of Nursing
Skinner Hall
Amherst, MA 01003-9304
Tel: (413) 577-2322   Fax: (413) 577-2550

The Clinical Nurse Leader Curriculum (37 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N735</td>
<td>Informatics for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>N603</td>
<td>Theoretical Components of Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>N630</td>
<td>Research Methodology in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>PUBHLTH 630</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>N615</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>N619</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>N614</td>
<td>Advanced Health Assessment and Clinical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>N698A</td>
<td>Practicum: Advanced Health Assessment and Clinical Reasoning (56 contact hours for direct care of patients)</td>
<td>1</td>
</tr>
<tr>
<td>N725</td>
<td>Leadership of Public Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>N701</td>
<td>Healthcare Quality</td>
<td>3</td>
</tr>
<tr>
<td>*N698N</td>
<td>Clinical Practicum: Clinical Nurse Leader (168 contact hours)</td>
<td>3</td>
</tr>
<tr>
<td>*N798N</td>
<td>Practicum: Clinical Nurse Leader (336 contact hours)</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 37

*N698N & N798N Clinical contact hours are devoted to the design, implementation and evaluation of the CNL Capstone Project.
3) Doctor of Nursing Practice (DNP) – Online Program

General Information

The University of Massachusetts Amherst offers the Doctor in Nursing Practice (DNP) degree to prepare advanced practice nurses at the highest level. This professional nursing preparation will include advanced coursework in leadership, research translation, and clinical knowledge and skills. This change was driven by evolving nursing roles in an increasingly complex health care system, new scientific knowledge, and ongoing concerns about the quality and outcomes of patient care. Applicants to the DNP program will choose either the Family Nurse Practitioner, Public Health Nurse Leader, Adult Gerontology Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner or, the applicant can be an APRN and not choose a role and complete the core courses of the program (DNP Completion).

Doctor of Nursing Practice Program Terminal Objectives & Core Competencies

Graduates of the DNP program will practice at the highest level. Specific expected outcomes of the program require that graduates will:

- engage in nursing practice using the advanced knowledge from nursing and related disciplines to improve health outcomes
- provide leadership and collaborate with leaders in other professions for change in systems of care
- synthesize and translate evidence from nursing and other disciplines to manage complex health problems
- provide culturally proficient care to respond to health disparities and societal needs

Core competencies essential for those preparing for direct care roles and for population based roles build on eight essential content areas:

- scientific underpinnings for practice
- organizational and systems leadership for quality improvement, and systems thinking
- clinical scholarship and analytic methods for evidence-based practice
- technology and information for the improvement and transformation of healthcare
- health care policy for advocacy in health care
- interprofessional collaboration for improving patient and population healthcare outcomes
- clinical prevention and population health for improving the nation’s health
- advanced nursing practice for improving the delivery of patient care

Course Requirements

The DNP Program requires completion of foundation and upper level core courses and either courses in the FNP, AGPCNP, and PMHNP role concentrations or PHNL role concentration (see sample plans of study). If a student already holds a master’s APN degree, a transcript evaluation and an individually tailored plan of study is created, reflecting the DNP completion plan. A post master’s student must complete a minimum of 30 semester credits to complete the DNP degree.
DNP Curriculum

Core Courses
All students will take core courses that include the following:
N603 Theoretical Components of Nursing Science (3)
N630 Research Methodology in Nursing (3)
N697SW Scholarly Writing (3)
N735 Informatics for Nursing Practice (3)
N715 Intermediate Biostatistics (3)
N701 Healthcare Quality (3)
SCH-MGMT 680 - Organizational Behavior (3)
N690E Nursing Ethics, Health Policy & Politics (3)
N725 Leadership of Public Health Systems (3)
N704 Health Disparities and Social Justice (3)
N790B Defining Evidence-Based Problems & Solutions {Capstone I} (3)
N790C Proposal Development {Capstone II} (2)
N798W DNP Project proposal {Capstone III} (1)
N890A DNP Project Implementation and Monitoring {Capstone IV} (3)
N898A DNP Project Completion, Evaluation and Dissemination {Capstone V} (3)

Role Concentration Courses
In addition to the above DNP core courses, post baccalaureate students will choose the FNP, PHNL, AGPCNP, or PMHNP tracks and complete additional courses as needed. An individually tailored Plan of Study will be created for Post-Master’s students based on transcript review.

Family Nurse Practitioner (FNP)
N614 Advanced Health Assessment and Clinical Reasoning (3)
N615 Advanced Pathophysiology (3)
N619 Advanced Pharmacology (3)
N670 Family Systems and Intervention (3)
N690M Assessment and Diagnosis of Psychiatric and Mental Health Disorders
N703 Pharmacotherapy Management (3)
N610 Primary Health Care of Children, Adolescents & Young Adults (3)
N620 Primary Health Care of Middle Aged and Older Adults (3)
N797K Complex Health Problems in Primary Care – I (2)
N797KA Complex Health Problems in Primary Care – II (2)
N698 & N798 Practicums & Role Seminars (12 credits)

Public Health Nurse Leader (PHNL)
EPI 630 Principles of Epidemiology (3)
HPP 620 Introduction to the U.S. Health Care System (3)
EHS 565 Environmental Health Practices (3)
HPP 601 Application of Social & Behavioral Theories in Pub Health Education and
Intervention (3)
HPP 628 Financial Management of Health Institutions (3) (or equivalent PH course)
N640 Advanced Public Health Nursing I (3)
N790P Advanced Public Health Nursing II (3)
N790L Contemporary Issues in Public Health Practice (3)
N698G Practicum: Advanced Public Health Nursing I (3)
N798LL Practicum: Advanced Public Health Nursing II (3)
N798M Practicum: Contemporary Issues in Public Health Practice (3)

Adult Gerontology Primary Care Nurse Practitioner (AGPCNP)

N614 Advanced Health Assessment and Clinical Reasoning (3)
N615 Advanced Pathophysiology (3)
N619 Advanced Pharmacology (3)
N670 Family Systems and Intervention (3)
N703 Pharmacotherapy Management (3)
N690M Assessment and Diagnosis of Psychiatric and Mental Health Disorders
N697AA Primary Health Care of Adolescents & Young Adults (2)
N698AA Practicum: PHC of Adolescents & Young Adults (2)
N620 Primary Health Care of Middle Aged and Older Adults (3)
N698X Practicum: PHC of Middle Aged and Older Adults (3)
N705 Complex Health Problems in Primary Care for Patients with MCC - I (2)
N798R Practicum: Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions – I (2)
N706 Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions - II (2)
N798S Practicum: Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions – II (2)

Psychiatric Mental Health Nurse Practitioner (PMHNP)

N614 Advanced Health Assessment and Clinical Reasoning (3)
N615 Advanced Pathophysiology (3)
N619 Advanced Pharmacology (3)
N670 Family Systems and Intervention (3)
N690N Integrative Therapies (2)
N703 Pharmacotherapy Management (3)
N690M Assessment and Diagnosis of Psychiatric and Mental Health Disorders 93)
N797NP Neuropsychopharmacology (3)
N612 Advanced Psychiatric Mental Health Nursing with Children & Adolescents (3)
N622 Advanced Psychiatric Mental Health Nursing with Adults & Older Adults (3)
N712 Advanced Psychotherapy Modalities with Individuals, groups and Families (2)
N722 Psychiatric Mental Health Complex Health Problems (2)
N698 to N898 Practica & Role Seminar (11)

DNP Completion (for currently certified APN's)

EPI 630 Principles of Epidemiology (3) or N690M Assessment and Diagnosis of Psychiatric and Mental Health Disorders (3)
N735 Informatics for Nursing Practice (3)
For a complete list of course descriptions, please browse the University Course Catalog

Faculty Advisors
All College of Nursing faculty members who have graduate faculty status are potential advisors for DNP students. Students will be assigned an advisor that is congruent with their area of interest whenever possible. DNP students are expected to meet regularly with their advisors to outline their plan of study, discuss academic coursework, and to prepare for the comprehensive exam and capstone scholarly project.

Specific Requirements for Progression in the DNP Program

Overview of Progression through Coursework
The DNP program is a practice-focused doctoral program that prepares advanced practice nurses for increasingly complex evidence-based nursing practice. This includes translating research into practice, evaluating evidence, applying research in decision-making, implementing viable clinical innovations to change practice, and conducting and evaluating program development projects. The final scholarly requirement of the DNP program is the capstone project. The DNP project in the UMass DNP program is a requirement for graduation.

This project is begun in the first Capstone course N790B Defining the Evidence and continued in the spring in N790C Proposal Development. The proposal is further developed in the summer in N798W Proposal Development and implemented in the N890A DNP Project Implementation and Monitoring and N898A DNP Project Completion, Evaluation and Dissemination.

The DNP Project focuses on the implementation, monitoring, evaluation, and dissemination of a theoretically based research translation project designed as a programmatic intervention to address a practice problem.

Successful progression depends upon completing required coursework, according to the students’ plan of study, maintaining a minimum cumulative GPA of 3.0, and working closely with advisor. Advisor and student should be mindful of incomplete grades and students whose CGPA falls below 3.0 who will be in jeopardy of dismissal by the College of Nursing and the University.
DNP COMPREHENSIVE EXAM:

Students will complete their take home comprehensive exam during a two-week period of the spring semester they are in Capstone course N790C Proposal Development. The exam will consist of selected prompts based on the DNP Essentials and an identified area of interest and clinical need. These prompts will be emailed to students in N790C with directions for submission to a specially created “Turnitin” site for the exam.

Guidelines for the Comprehensive Examination:

The DNP Comprehensive exam is an assessment of important elements of your learning in the program thus far. It is meant to be broad enough to engage you in your particular role specialty (FNP, AGPCNP, PHN, PMHNP) and reflect foundational aspects of the DNP essentials. This exam will focus on the skills, competencies, and analytical abilities essential to your role in translating evidence to practice. This is an open book/open resource exam and substantive evidence should be used to support your answers. You are required to work on this exam alone and have a limited time frame of two weeks to complete this exam.

Comprehensive Exam Instructions:


Page set-up: Use 12 pt. font and one inch margins on all sides.

The student will complete the comprehensive exam independently and will be the sole author of the Comprehensive Exam paper. No editors or writing assistance shall be utilized in writing the comprehensive exam. The paper should adhere to American Psychological Association (APA) guidelines.

The DNP Comprehensive Exam Committee for each student shall consist of two College of Nursing faculty members who have Graduate Faculty Status. The graduate faculty who are reading comprehensive exams will read these exams over a two-week period and communicate to the graduate students the outcome. Outcomes of the exam are as follows: Pass, Pass with Revisions or Unsatisfactory. Students will be allowed another two week period in which to make revisions as necessary. In the event of a tie vote on the exam, the Graduate Program Director will select a third graduate faculty member to read and vote on the exam. A graduate faculty member will not read their own advisees papers.

Any student who fails the comprehensive examination will be permitted to retake the examination once. Students who need to retake the exam should work with their advisor to prepare for the second exam. If the Comprehensive Exam is failed a second time, the student may be dismissed from the College of Nursing DNP Program. The CON Graduate Program Director will then submit a memorandum informing the UMass Graduate College of successful completion of this program requirement.
DNP SCHOLARLY PROJECT

Students work within their Capstone Courses and with their adviser to complete this scholarly project.

DNP Scholarly Project Description

The DNP Project is the final scholarly activity in the UMass Doctorate of Nursing Practice program and is required of all DNP students.

The DNP Project begins with a problem arising from clinical or public health practice. Graduates of the DNP program are uniquely prepared to help bridge the research-practice gap by appropriately developing, tailoring, implementing, and evaluating theoretically and evidence-based projects and programs and disseminating the results. Graduates are then able to deliver the intended benefit of the research evidence to the particular group, population, or community. The DNP project gives students a supervised opportunity to independently undertake this research translation process.

The problem under study in the DNP project must represent an identified need, as evidenced by a needs assessment, gap analysis, community assessment, or other method of needs identification. For the project to be most effective, the stakeholders present at the site must agree that there is a need for the project and must be consulted and involved throughout the project. Indeed, the project may be done in partnership with the clinical agency, health department, College, church, government or community agency, voluntary organization or community group.

The project literature review must support the need for the project and suggest an evidence base for the project. The literature review should include research studies on innovations that can be synthesized and developed into a program to address the practice problem. Further, the student must be seen as a credible authority on both the problem and the research-based innovation/program by stakeholders in the setting, thus, the focus of the problem and innovation/program must be on advanced nursing practice in the student’s specialty area. Finally, the student must be sufficiently familiar with the particular site in which the program will be implemented to tailor the program to the site’s organization, resources, and constraints.

The DNP Project Process

The DNP Project Committee is composed of two College of Nursing faculty members (one serving as chair), and a 3rd member from outside the University, considered your project mentor. Students are expected to work closely with their entire DNP Project Committee throughout the process of completing the DNP project, anticipating the submission of multiple drafts before final approval of completed DNP project.

The third DNP project committee member is the mentor that has the substantive expertise in terms of the TOPIC of the DNP work. No exact credential is required. A mentor/expert with a Masters or Doctoral degree may be preferred, but the mentor/expert may have no academic credential, yet is THE EXPERT in the specific field. As the mentor/expert in the field of the student's programmatic intervention, the mentor/expert has the background...
necessary to help the chair and second committee member guide the DNP project, providing
detailed advice regarding the progress of the work from proposal development through
actualization of the project, analysis of the results, and the conclusions.

The mentor/expert must approve the proposal, the work, and final write-up along with the
faculty committee members. A mentor/expert can be defined as a nurse practitioner,
physician, and/or a public health leader within the facility or community where the research
translation project will be actualized. The designated mentor/expert can be from anywhere in
the world, as long as they have consented to the position on the committee and a willingness
to guide from a distance.

**Students will not be allowed to enroll in N898A until they have passed their DNP
Comprehensive Examination paper and have an approved DNP Project Proposal.**

The DNP Project Committee will provide guidance and mentoring throughout the stages of the
final capstone project design, implementation and evaluation. It is the responsibility of the
Chair of the DNP Project Committee to facilitate the work of the capstone committee and to
ensure communication between the members of the committee and the student. All
committee members should work with the student and discuss the capstone project before
approving the DNP Project Proposal. Students should expect to work with their committee on
multiple drafts of the proposal before final approval.

The DNP Project Committee has final grading authority on the Project. A student must
receive a grade of C or above in order to pass the DNP Project requirement. Once complete,
DNP Projects must be submitted after the final approved DNP Scholarly Project to
Scholarworks, (signatures are not required, names may be typed on the DNP Project Title
Page). All DNP scholarly projects will be archived on the UMASS Scholar Works and must be
presented to a professional audience.

**Final Completion Requirements**

Upon final completion, submission, and approval, submit **DNP FORM “Approval of DNP
Scholarly Project”** (included in Appendix C) and an electronic copy of the approved DNP
Project with Title Page (with names typed on title page, no signatures required) to the DNP
Program Office.

Final requirement also includes posting your DNP Project on Scholarworks on the UMass
Library site. Instructions are provided to the student on how to do this.

*Note – there is no guarantee of a commencement date until there is successful
completion of this timeline.

**Present DNP Scholarly Project to a professional audience; suggested venue Graduate
Scholarly Presentations’ Day before Graduation.**
IRB Approval

Students starting the capstone sequence in the Fall of 2016 will be required to obtain IRB approval from the UMass Human Research Protection Office. Students should complete the “Determination of Human Subjects” research form which is available on their website once their proposal is written.

http://www.umass.edu/research/compliance/human-subjects-irb

After completing this form and having your advisor review, please follow the directions below to send your form to the UMASS IRB.

INSTRUCTIONS for INVESTIGATORS:
2. Complete this form in its entirety and submit via email attachment to the Human Research Protection Office at delek@umass.edu
3. The UMass Amherst IRB will determine whether your research needs additional IRB review and notify you with a Memorandum of determination in an email attachment
4. Do NOT begin data collection prior to receiving IRB determination

DNP Project Proposal and Final Write-up Guideline

Sections 1-3 included in DNP Project Proposal Document
1. Problem identification and evidence/justification/rationale:
   a. Statement of the problem
   b. Evidence of the problem

2. Review of literature:
   a. Critical appraisal of research on interventions/innovations to address the problem
   b. Synthesis of evidence
   c. Application of a theory, model or conceptual framework

3. Project Description, Implementation, and Monitoring:
   a. Description of the group, population, community, results of needs assessment or gap analysis
   b. Organizational analysis of project site
   c. Evidence of stakeholder support and Letter of Agreement
   d. Description of the resources, constraints, facilitators, barriers, etc. to implementation at the project site
   e. Protocol/Plan for individualized project/program/intervention tailoring
      i. Project design and feasibility
      ii. Goals and objectives of project with specific outcome indicators or expected outcomes listed in measurable terms
      iii. Costs and plan to obtain resources (e.g., budgeting)
      iv. IRB approval and ethical considerations, including protection of human subjects/participants if needed
      v. Plan for implementation and Plan for evaluation
      vi. Timeline

Sections 4 & 5 below not included in proposal – this information is included as critical component of final write-up
4. Evaluation
   a. Results, findings, data analysis
   b. Interpretation, discussion, and conclusions
5. Plan for post-project continuation and implications for future practice and translational research initiatives
DNP Role Course Sequencing and Preceptor Selection

The Doctor of Nursing Practice (DNP) Program is focused on advanced nursing practice, and requires a core of theoretical knowledge and a significant number of practice hours. The UMass College of Nursing DNP curriculum adheres to the requirements of the American Association of Colleges of Nursing (AACN), “Essentials of DNP Education”, and the guidelines established by the National Organization of Nurse Practitioner Faculties and The American Association of Community Health Educators. Nationally, DNP programs in any practice specialty should include 1000 practice hours. The UMass Amherst DNP program stipulates that all students engage in practicum experiences to fulfill the hours required of a practice doctorate. Post Master’s DNP students are required to document the number of practicum hours they obtained in their previous master’s degree program.

How to Select Preceptors

Preceptors should hold advanced degrees (a graduate degree) in nursing or medicine. Nurse Practitioners (MS prepared NP experts or DNP graduates) or physicians are preferred preceptors, but Physician Assistants (PAs) may be approved on a case-by-case basis. College of Nursing faculty instructors must approve all preceptors before a student can begin a practicum experience.

Preceptors and agencies are selected based upon their best fit with the course objectives and practicum focus for each course. Students must submit all required practicum documents well in advance of any experiences with an agency or community preceptor. Practicum guidelines and required documents are located in both the Preceptor Handbook and the Graduate Student Handbook.

Please plan well in advance with placement liaison to secure, in writing, on the Preceptor/Faculty/Student Agreement Form, a preceptor or preceptors for each practicum course. It can work best if a student plans for and secures an approved preceptor or preceptors for courses even a year in advance. Some students have secured all preceptors for all required practica before the first practicum course begins. Otherwise, it might be difficult to secure a qualified preceptor by the time the practicum must begin. Also make sure whether an agency needs a special Affiliate Agreement for any student to practice within the agency or its consortium well in advance of the practicum experience.

If a student has not been successful in securing an approved preceptor prior to the beginning of any practicum experience, the student may be required to withdraw from the course. Withdrawal from a course will effect progression through the specialty and a new Plan of Study must be completed.

Family Nurse Practitioner (FNP) - Role Courses and Sequencing

Students enrolled in the DNP/FNP specialty cannot begin FNP specialty courses until they are able to progress through the 5 course/6 practicum sequence in 6 consecutive semesters, culminating in graduation and application for a national FNP certification exam. Prior to beginning any specialty courses in the DNP/FNP program, students must successfully complete N615 Advanced Pathophysiology, and N619 Advanced Pharmacology. Students must also have
completed (or take concurrently) N703 Pharmacotherapeutics and N670 Family Systems and Interventions when enrolled in the first specialty courses in the sequence, N614 and N698A.

In the DNP/FNP program curriculum, there is a series of five theory courses with five concurrent practicum courses that provide content and experience in the specialty area of advanced primary care/family nurse practitioner. After completing these specialty courses, students will engage in the Final Immersion Practicum (the 6th and final practicum course), taken during their final semester in the DNP program. All FNP students are required to take these courses, unless they have a Master's degree in a nurse practitioner specialty, and have received some course waivers at the time of admission. These courses build upon each other and must be taken in the sequence outlined in the DNP/FNP Plan of Study. This course sequence is offered every year, and students must follow their Plan of Study in order to efficiently progress in the program.

Course Descriptions:

**N615 Advanced Pathophysiology** (3 cr.) - This course examines the conceptual basis and specific knowledge of pathophysiology and disease recognition for children and adults as observed in the primary care setting.

**N619 Advanced Pharmacology** (3 cr.) - This course reviews in-depth the principles of pharmacology for classes of drugs commonly used in various health care practices. The most pertinent drug classes for nursing practice are included in this course.

**N703 Pharmacotherapy Management** (3 cr.) – Integration of principles of pharmacology and therapeutic patient care management to construct, implement and evaluate optimal pharmacotherapeutic regimens for patients in various healthcare settings. This course includes an assignment with a local pharmacist.

**N670 Family Systems and Interventions** (3 cr.) - Selected concepts, theories and research related to family dynamics and family coping, with an emphasis on practice strategies to support family well-being and mental health.

**N614 Advanced Health Assessment and Clinical Reasoning** (3 cr.) and **N698A Practicum** (1 cr.) – **must be taken concurrently.** N698A is the first practicum course in the FNP/DNP specialty concentration sequence.

Content and practicum focus is on acquiring the knowledge and skills needed to perform comprehensive health assessments and develop enhanced capacity for clinical reasoning and laboratory test interpretation. Application of this knowledge occurs in the concurrent clinical practicum N698A, the first clinical practicum experience in the FNP specialty that affords students the opportunity to develop competence and confidence in a precepted clinical experience while applying knowledge obtained in a concurrent theory course. Students will select an agency and a preceptor in their community and engage in **56 hours of practicum** experiences to meet course objectives. The N698A UMass faculty will supervise this practicum course in conjunction with the student's approved preceptor. This first practicum experience, which starts mid-way through the semester, concentrates on the “Art” of Clinical Reasoning and, therefore, most any qualified provider from a variety of healthcare settings can be appropriate. The concentration of the practicum is for students to learn the techniques and practices of the “Focused Case Visit” and the “Complete History and Exam Visit” to acquire a sound knowledge base in diagnostic reasoning and differential diagnosis prior to launching into the individual

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patient population courses. NPs and MDs who see patients of all ages in a primary care setting are preferred.

**N610 Primary Health Care of Children, Adolescents, and Young Adults (3 cr.) and N698E Practicum: Primary Health Care of Children, Adolescents, and Young Adults (3 cr.) – must be taken concurrently.**

Content and practicum focus is on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well being of culturally diverse children, adolescents, and young adults. Application of this knowledge occurs in the concurrent clinical practicum N698E. Students will select an agency and a preceptor in their community and engage in **168 hours** of practicum experiences to meet course objectives. The N698E UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a provider who services infants through young adults either in a family practice or in a practice that specializes in the care of children and young adults. Primary care and family practice NPs and MDs or pediatric NPs or pediatricians are appropriate choices for preceptors for this semester. Students will concentrate their experiences with patients with simple acute or stable chronic health problems.

**N620 Primary Health Care of Adults and Older Adults (3 cr.) and N698X Practicum: Primary Health Care of Adults (3 cr.) – must be taken concurrently.**

Content and practicum focus is on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well being of culturally diverse adults and older adults. Application of this knowledge occurs in the concurrent clinical practicum N698X. Students will select an agency and a preceptor in their community and engage in **168 hours** of practicum experiences to meet course objectives. The N698X UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a provider who adult patients either in a family practice or in a practice that specializes in the care of adults and older adults. Primary care NPs and MDs and ANPs are preferred choices for preceptors. Internal Medicine Specialists, GNPs, or Geriatricians can be appropriate choices for preceptors for this semester as approved by the faculty. Students will concentrate their experiences with patients with simple acute or stable chronic health problems.

**N797K Complex Health Problems in Primary Care I (2 cr.) and N798K Practicum: Complex Health Problems in Primary Care (2 cr.) – must be taken concurrently.**

Content and practicum focus is on building knowledge and skills beyond the provision of primary care for singular simple acute or stable chronic conditions of separate populations of patients to a focus on health care of patients of all ages with complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798K. Students will select an agency and a preceptor(s) in their community and engage in **112 hours** of practicum experiences to meet course objectives. The N798K UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a family provider or a pediatric and an adult provider in order to assure that complex patients of all ages will be seen – providers can be NPs or MDs or a combination of both.

**N790KA Complex Health Problems in Primary Care II and N798KA Practicum Complex Health Problems in Primary Care II (2 cr.) – must be taken concurrently.**

This course provides students specializing in the advanced practice role of the Primary Care Family Nurse Practitioner the opportunity to build their knowledge and skills beyond that of the singular simple acute or stable chronic conditions of separate populations of patients that has been the focus of previous courses in the specialty. This course affords the opportunity to focus
on health care of patients of all ages with complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798KA and completing **112 clinical practicum hours**.

**Final Spring Semester of Study in the DNP Program**

**N898D Final Immersion Practicum (2 cr.) -**

This final practicum is an essential component of the DNP program that affords students the opportunity to immerse themselves in their area of specialty practice as they complete **112 hours of practicum** experiences in one semester. This practicum provides an intensive immersion opportunity for students to further enhance and integrate their prior learning and to gain experience with designated DNP essentials and specialty competencies.

**Public Health Nurse Leader (PHNL) - Role Course Sequence**

In the DNP/PHNL program curriculum, there is a series of 3 theory courses with 3 concurrent practicum courses that provide content and experience in the specialty area of advanced public health nursing. After completing these specialty courses, students will engage in the Final Immersion Practicum N898A, taken during their final semester in the DNP program. All PHNL students are required to take these courses, unless they have a Master's degree in Community or Public Health Nursing, and have received some course waivers at the time of admission.

The PHNL program consists of a total of 4 practicum courses, for a total of 840 practice hours. Three of these courses are 3 credit practicum courses that require 168 hours of supervised practice, for a total of 504 hours. In the final semester of the DNP program, students will take the Final Immersion Practicum N898A for 6 credits (336 hours – of which 150 hours may be used to implement the required Capstone Scholarly Project).

The three (3) theory courses in the PHNL sequence are designed to provide instruction in Advanced Public Health Nursing. In the 3 concurrent practicum courses, students implement the knowledge they acquire in the companion theory courses. These courses must be taken in sequential order, as they build upon each other. The Final Immersion Practicum course, N898A, is not taken until the last semester of the student’s coursework in the DNP program.

**PHNL Specialty Course Sequence**

**N640 Advanced Public Health Nursing I (3 cr.) (Fall) and N698G Practicum: Advanced Public Health Nursing I (3 cr.)** Content and practicum focus is on conducting a Comprehensive Community Assessment and a targeted Needs Assessment. Application of this knowledge occurs in the concurrent clinical practicum N698L. Students will engage in **168 hours of practicum experiences** to meet course objectives. This practicum is conducted in a community that the student chooses. Students will need an outside community preceptor for this course. In order to plan ahead by mid-semester students should be identifying a preceptor and an agency that they will affiliate with for the next practicum course, N798P, offered in the spring semester.
N790P Advanced Public Health Nursing II (3 cr.) (Spring) and N798LL Practicum: Advanced Public Health Nursing II (3 cr.) Content and practicum focus is on program development and evaluation in the field of public health. Application of this knowledge occurs in the clinical practicum N798P. This practicum should be conducted in the same community as the previous practicum course, N698L. Students will select an agency and a preceptor in the community and engage in 168 hours of practicum experiences to meet course objectives. The N798P UMass faculty member will supervise this practicum course in conjunction with the student's community preceptor.

N797M Advanced Public Health Nursing III Contemporary Issues in Public Health Practice (3 cr.) and N798M Practicum: Contemporary Issues in Public Health Practice (3 cr.) Content and practicum focus is on current issues in public health nursing practice. Students will select an agency and a preceptor in the community and engage in 168 hours of selected practicum experiences to meet course objectives. The N798M UMass faculty member will supervise this practicum course in conjunction with the student's community preceptor.

Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) - Role Courses and Sequencing

Students enrolled in the DNP/AGPCNP specialty cannot begin AGPCNP specialty courses until they are able to progress through the specialty course/practicum sequence in 6 consecutive semesters, culminating in graduation and application for a national AGPCNP certification exam. Prior to beginning any specialty courses in the DNP/AGPCNP program, students must successfully complete N615 Advanced Pathophysiology, and N619 Advanced Pharmacology. Students must also have completed (or take concurrently) N703 Pharmacotherapy Management, N670 Family Systems and Interventions when enrolled in the first specialty courses in the sequence, N697AA Primary Health Care of Adolescents & Young Adults and N698AA Practicum: PHC of Adolescents & Young Adults.

In the DNP/AGPCNP program curriculum, there is a series of four theory courses with four concurrent practicum courses that provide content and experience in the specialty area of the advanced primary care/adult gerontology nurse practitioner. Students will engage in the Final Immersion Practicum and Residency (the 6th and final practicum course), taken during their final semester in the DNP program. All AGPCNP students are required to take these courses, unless they have a Master's degree in a nurse practitioner specialty, and have received some course waivers at the time of admission. These courses build upon each other and must be taken in the sequence outlined in the DNP/AGPCNP Plan of Study. This course sequence is offered every year, and students must follow their Plan of Study in order to efficiently progress in the program. Any deviance from the signed, current, Plan of Study will place students in jeopardy of falling out-of-sequence and will require a new Plan of Study with a new trajectory to graduation.

To further clarify the DNP/AGPCNP practicum component: the courses total a minimum requirement of 1120 clinical contact hours. Four of these courses are specialization credit practicum courses that require supervised practice for a total of 504 hours; Capstone II course is a 2-credit practicum for 112 hours and Capstone III course is a 1 credit practicum that requires 56 hours. In the final two semesters in the DNP program, students will also take the Final Role Immersion Practicums (Capstone IV & V). Students will participate in a Final Direct Care Residency for 2 credits in their last semester.
Course Descriptions and Preceptor Selection Suggestions:

N615 Advanced Pathophysiology (3 cr.) - This course examines the conceptual basis and specific knowledge of pathophysiology and disease recognition for children and adults as observed in the primary care setting.

N619 Advanced Pharmacology (3 cr.) - This course reviews in-depth the principles of pharmacology for classes of drugs commonly used in various health care practices. The most pertinent drug classes for nursing practice are included in this course.

N703 Pharmacotherapy Management (3 cr.) – Integration of principles of pharmacology and therapeutic patient care management to construct, implement and evaluate optimal pharmacotherapeutic regimens for patients in various healthcare settings. This course includes an assignment with a local pharmacist.

N670 Family Systems and Interventions (3 cr.) - Selected concepts, theories and research related to family dynamics and family coping, with an emphasis on practice strategies to support family well-being and mental health.

N614 Advanced Health Assessment and Clinical Reasoning (3 cr.) and N698A Practicum (1 cr.) – must be taken concurrently. N698A is the first practicum course in the AGPCNP/DNP specialty concentration sequence. Content and practicum focus is on acquiring the knowledge and skills needed to perform comprehensive health assessments and develop enhanced capacity for clinical reasoning and laboratory test interpretation. Application of this knowledge occurs in the concurrent clinical practicum N698A, the first clinical practicum experience in the AGPCNP specialty that affords students the opportunity to develop competence and confidence in a precepted clinical experience while applying knowledge obtained in a concurrent theory course. Students will select an agency and a preceptor in their community and engage in 56 hours of practicum experiences to meet course objectives. The N698A UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. This first practicum experience, which starts mid-way through the semester, concentrates on the “Art” of Clinical Reasoning and, therefore, most any qualified provider from a variety of healthcare settings can be appropriate. The concentration of the practicum is for students to learn the techniques and practices of the “Focused Case Visit” and the “Complete History and Exam Visit” to acquire a sound knowledge base in diagnostic reasoning and differential diagnosis prior to launching into the individual patient population courses. NPs and MDs who see patients of all ages in a primary care setting are preferred.

N697AA Primary Health Care of Adolescents and Young Adults (2 cr.) and N698AA Practicum: Primary Health Care of Adolescents and Young Adults (2 cr.) – must be taken concurrently.
Content and practicum focus is on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse adolescents and young adults. Application of this knowledge occurs in the concurrent clinical practicum N698AA. Students will select an agency and a preceptor in their community and engage in 112 contact hours of practicum experiences to meet course objectives. The N698AA UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a provider who services adolescents and young adults in a primary care practice. Primary care and family practice, internal medicine NPs and MDs are appropriate choices for
preceptors for this semester. Students will concentrate their experiences with patients with simple acute or stable chronic health problems.

**N620 Primary Health Care of Adults and Older Adults (3 cr.) and N698X Practicum: Primary Health Care of Adults (3 cr.) – must be taken concurrently.**

Content and practicum focus is on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse adults and older adults. Application of this knowledge occurs in the concurrent clinical practicum N698X. Students will select an agency and a preceptor in their community and engage in **168 hours of practicum** experiences to meet course objectives. The N698X UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a provider who adult patients either in a family practice or in a practice that specializes in the care of adults and older adults. Primary care NPs and MDs and ANPs and AGPCNPs are preferred choices for preceptors. Internal Medicine Specialists, GNP, or Geriatricians can be appropriate choices for preceptors for this semester as approved by the faculty. Students will concentrate their experiences with patients with simple acute or stable chronic health problems.

**N705 Complex Health Problems with Multiple Chronic Conditions 1 (2 cr.) and N798 Practicum: Complex Health Problems with Multiple Chronic Conditions 1 (2 cr.) – must be taken concurrently.**

This course provides students specializing in the advanced practice role of the Adult Gerontological Primary Care (DNP) Nurse Practitioner student the opportunity to build knowledge and skills beyond that of the singular simple acute or stable chronic conditions. This course affords the opportunity to focus on health care of adult and older adult patients (including frail elders) with multiple chronic conditions (MCC) and complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798. The N798 UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a MD or NP geriatric/gerontology and adult provider in order to assure that complex patients will be seen –providers can be NPs or MDs or a combination of both for a total of **112 clinical hours** (at least 52 hours needs to be in sub-acute rehabilitation and long-term care practice environments).

**N706 Complex Health Problems with Multiple Chronic Conditions 2 (2 cr.) and N798 Practicum: Complex Health Problems with Multiple Chronic Conditions 2 (2 cr.) – must be taken concurrently.**

This course provides students specializing in the advanced practice role of the Adult Gerontological Primary Care (DNP) Nurse Practitioner student the opportunity to build knowledge and skills beyond that of the singular simple acute or stable chronic conditions. This course affords the opportunity to focus on health care of adult and older adult patients (including frail elders) with multiple chronic conditions (MCC) and complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798. The N798 UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a MD or NP geriatric/gerontology and adult provider in order to assure that complex patients will be seen –providers can be NPs or MDs or a combination of both for a total of **112 hours** (52 hours needs to be in sub-acute rehabilitation and long-term care practice environments).

**Final Spring Semester of Study in the DNP Program**

**N890X Final Immersion Practicum (2 cr.)** -This final practicum is an essential component of the DNP program that affords students the opportunity to immerse themselves in their area of specialty practice as they complete **112 hours of practicum experiences** in one semester. This
A practicum provides an intensive immersion opportunity for students to further enhance and integrate their prior learning and to gain experience with designated DNP essentials and specialty competencies.

**Psychiatric Mental Health Nurse Practitioner (PMHNP) - Role Courses**

**Course Descriptions:**

**N615 Advanced Pathophysiology** (3 cr.) - This course examines the conceptual basis and specific knowledge of pathophysiology and disease recognition for children and adults as observed in the primary care setting.

**N619 Advanced Pharmacology** (3 cr.) - This course reviews in-depth the principles of pharmacology for classes of drugs commonly used in various health care practices. The most pertinent drug classes for nursing practice are included in this course.

**N703 Pharmacotherapy Management** (3 cr.) – Integration of principles of pharmacology and therapeutic patient care management to construct, implement and evaluate optimal pharmacotherapeutic regimens for patients in various healthcare settings. This course includes an assignment with a local pharmacist.

**N670 Family Systems and Interventions** (3 cr.) - Selected concepts, theories and research related to family dynamics and family coping, with an emphasis on practice strategies to support family well-being and mental health.

**N614 Advanced Health Assessment and Clinical Reasoning** (3 cr.) and **N698A Practicum** (1 cr.) – **must be taken concurrently.** N698A is the first practicum course in the PMHNP/DNP specialty concentration sequence. Content and practicum focus is on acquiring the knowledge and skills needed to perform comprehensive health assessments and develop enhanced capacity for clinical reasoning and laboratory test interpretation. Application of this knowledge occurs in the concurrent clinical practicum N698A, the first clinical practicum experience in the FNP specialty that affords students the opportunity to develop competence and confidence in a precepted clinical experience while applying knowledge obtained in a concurrent theory course. Students will select an agency and a preceptor in their community and engage in **56 hours of practicum** experiences to meet course objectives. The N698A UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. This first practicum experience, which starts mid-way through the semester, concentrates on the “Art” of Clinical Reasoning and, therefore, most any qualified provider from a variety of healthcare settings can be appropriate. The concentration of the practicum is for students to learn the techniques and practices of the “Focused Case Visit” and the “Complete History and Exam Visit” to acquire a sound knowledge base in diagnostic reasoning and differential diagnosis prior to launching into the individual patient population courses. NPs and MDs who see patients of all ages in a primary care setting are preferred.
Specialty courses include:

**N690M Assessment and Diagnosis of Psychiatric and Mental Health Disorders**- This course introduces the diagnostic processes in mental health/mental disorders using DSM 5 diagnostic criteria, ICD coding, and other mental assessment tools while considering family, community, and cultural influences.

**N690N Integrative Therapies in Health Care**- This course will examine integrative health therapies including the cultural contexts of health and health care, telehealth, dynamics of systems and individual change, and evidence-based analysis of therapeutic effectiveness.

**N697NP Neuropsychopharmacology (3 cr.)**- This course examines the pharmacological treatment of psychiatric mental health disorders and is structured to develop the student with a logical approach and treatment strategy to use when prescribing.

**N612 Advanced Practice Psychiatric Mental Health Nursing with Children and Adolescents (3 cr.)**- Content in the psychopathology, assessment, diagnosis and treatment of mental disorders affecting children and adolescents are presented.

**N698CA Practicum Advanced Practice Psychiatric Mental Health Nursing with Children and Adolescents (3 cr.)** – This course will consist of a supervised clinical practicum experience in a community based health care agency providing advanced practice psychiatric mental health nursing care to children, adolescents and their families, 168 clinical practicum hours.

**N622 Advanced Practice Psychiatric Mental Health Nursing with Adults and Older Adults (3 cr.)** – This course will consist of a supervised clinical practicum experience in a community based health care agency/facility providing psychiatric mental health care to children, adolescents and their families.

**N698AD Practicum Advanced Practice Psychiatric Mental Health Nursing with Adults and Older Adults (3 cr.)**- This course will consist of a supervised clinical practicum in a community based health agency or facility providing advanced practice psychiatric mental health care to adults and older adults, 168 clinical practicum hours.

**N721 Advanced Psychotherapy Modalities with Individuals, Groups and Families (2 cr.)** – This course continues preparing students in developing advanced skills to deliver individual, group and family psychosocial therapeutics using evidence based psychosocial treatment models across the lifespan.

**N798GF Practicum Advanced Psychotherapy Modalities with Individuals, Groups and Families (2 cr.)** – This course consists of a supervised clinical practicum experience in a community based inpatient or outpatient mental health care agency providing psychotherapeutic mental health care to individuals, groups and families, 112 clinical practicum hours.

**N722 Psychiatric Mental Health- Complex Health Problems (3 cr.)** - A refinement of advanced knowledge and skills required to deliver psychiatric mental health care to culturally diverse individuals of all ages with complex mental health and psychiatric issues.
N798CH Practicum Psychiatric Mental Health- Complex Health Problems (3 cr.) - This course will consist of a supervised clinical practicum experience in a health care agency/facility providing psychiatric mental health care to individuals, **112 clinical practicum hours**.

N898D Final Direct Care residency (2 cr.) - This final practicum is an essential component of the DNP program that affords students the opportunity to immerse themselves in their area of specialty practice as they complete **112 hours of practicum experiences** in one semester. This practicum provides an intensive immersion opportunity for students to further enhance and integrate their prior learning and to gain experience with designated DNP essentials and specialty competencies.

4) Ph.D. in Nursing Program
PhD Curriculum

The PhD program builds on previous nursing education and is designed with both post-baccalaureate (78 credits) and post-master's degree (57 credits) points of entry. Candidates with a DNP will have an individualized plan of study based on their transcript and experience. All applicants must have a baccalaureate or basic master’s degree in nursing. The program consists of courses in nursing knowledge and theory development, nursing research, advanced statistics, cognates, a comprehensive examination, and a dissertation. Graduates of the PhD program will have a strong foundation in inquiry and three major areas of expertise:

- knowledge of the discipline of nursing
- knowledge of a specific clinical or practice population and
- strategies of research and scholarship, including grant writing and publication

The objectives of the PhD Program are to prepare nurse researchers, scholars and educators who will:

- advance nursing knowledge and improve nursing practice
- synthesize knowledge from nursing and other disciplines to address complex health problems
- provide leadership in nursing research and nursing education

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

Curriculum Requirements

Students who matriculated before 2014 complete the following curricula requirements: 57 Credits

- N700: History of Nursing Science and Philosophy (3 cr)
- N710: Quantitative Methods in Nursing Research (3 cr)
- N720: State of the Discipline of Nursing (3 cr)
- N730: Qualitative Methods in Nursing Research (3 cr)
- N810: Advanced Nursing Research (3 cr)
- N820: Emerging Nursing Theory (3 cr)
N870: Role of the Scholar and Leader (3 cr)
Intermediate Statistics (3 cr)
Advanced Methods elective (3 cr)
Advanced Nursing electives* (6 cr)
Cognate electives (6 cr)
Dissertation (18 cr)

Comprehensive Examination

*Students may take these 6 credits as cognates rather than as nursing electives

Post Baccalaureate students who are matriculated before Fall 2014 complete the following additional 21 credits of coursework:

**Total Program Credits 78**

N603 Theoretical Foundations of Nursing Science (3cr)
Nursing Electives (9cr)*
Cognate Electives (6cr)
Introductory Statistics (3cr)
*Students may take these 9 credits as cognates rather than as nursing electives

*Some courses are offered online through Continuing and Professional Education (CPE).

The plan or study of applicants with DNP degrees or Master’s Degrees in other fields will be tailored to the learning needs of the applicant.

Students who matriculated in Fall 2014 and after complete the following curricula requirements: 57 credits

**Pre-requisites**

N603: Theoretical Components of Nursing (or equivalent) (3 cr)
N697: Introduction to Statistics for Health Research: Computer Application and Analysis of Data (or equivalent) (3 cr)

**Required Courses**

N700: History of Nursing Science and Philosophy (3 cr)
N710: Quantitative Methods in Nursing Research (3 cr)
N716: Intermediate Statistics (3 cr)
N720: State of the Discipline of Nursing (3 cr)
N730: Qualitative Methods in Nursing Research (3 cr)
N797M: Measurement in Health Research (3 cr)
N810: Advanced Nursing Research (3 cr)
N820: Emerging Nursing Theory (3 cr)
N897X: Topics in Health Research (3 cr)
N870: Role of the Scholar and Leader (3 cr)
Advanced Methods elective (3 cr)
Cognate electives (6 cr)
N893a: Dissertation Seminar (1 cr)
N899: Dissertation (18 cr)

Comprehensive Examination
Mentored Research Experience (120 hours minimum)

Post Baccalaureate students who are matriculated in Fall 2014 or after complete the following additional 21 credits of coursework:

Total Program Credits 78

N603: Theoretical components of Nursing (3 cr)
N615: Advanced Pathophysiology (3 cr)
N619: Advanced Pharmacology (3 cr)
N614: Advanced Health Assessment and Clinical Reasoning (3 cr)
N698A: Practicum for Advanced Health Assessment and Clinical Reasoning (1 cr)
N630: Research Methods in Nursing (3 cr)
N697SW: Scholarly Writing (suggested) (3 cr)
N697S: Introduction to Statistics for Health Research: Computer Application and Analysis of Data (3 cr)

The PhD curriculum consists of a series of courses in three areas: nursing knowledge and theory; research methods and statistics; and cognate courses (Graduate courses in disciplines outside of Nursing that augment the student’s area of study). In addition to academic coursework, students must successfully pass a Comprehensive Examination after they have completed N700, N710, N730, N797M, and N820 (at the end of the 1st year of study for MS-PhD students), complete a 120 hour (minimum) mentored research experience and submit and orally defend a scholarly dissertation prospectus and completed dissertation.

PhD Nursing Courses: All PhD students enroll in courses in the areas of nursing knowledge and theory, research methods, statistics and cognates. These required courses are offered in a sequence that is presented in specific Plans of Study for Post-Baccalaureate and Post-Master’s students.

Cognate Courses: With the assistance of their faculty advisor, students select graduate courses in disciplines other than nursing that will support their area of doctoral research. For example, many students have found appropriate courses in the following programs: education, public health, kinesiology, nutrition, biology, anthropology, sociology, psychology, philosophy, communication, labor studies, management, economics, political science, public policy and administration.

Students are required to take a minimum of two courses per semester and must complete degree requirements within four (post-master) to six (post-baccalaureate) years. A scholarly seminar series is also required as part of the curriculum for PhD students. These non-credit seminars, scheduled over the academic year, provide an opportunity for students, faculty, alumni and guest scholars to dialogue on issues related to scholarship, education and leadership.

Synchronous Distance Education
A blend of in class and distance technologies are used in the PhD program. All required courses are held live and in a real time virtual classroom environment designed for holding online classes and meetings with your colleagues and faculty. It is web-based. In this environment you share real time audio and video, files and presentations. **All students who use synchronous distance technology are responsible for obtaining equipment that is compatible with the technology in use.**

**Faculty Advisors**

All College of Nursing faculty who hold a PhD and have graduate faculty status are potential advisors for PhD students. Students will be assigned an advisor whose program of research is congruent with the student’s area of interest. PhD students are expected to meet regularly with their advisors to outline their plan of study, discuss academic coursework, prepare for the comprehensive exam and dissertation, and implement a plan for professional development. If a student wants to change advisors, they should meet with the director of the PhD program to facilitate the change.

**PhD Program Office**

University of Massachusetts Amherst, College of Nursing  
PhD Program Office  
Skinner Hall  
Amherst, MA 01003-9304  
Tel: (413) 577-2322 Fax: (413) 577-2550

**Comprehensive Exam Policy/Application to take Exam**

(Please see section on *Graduate Academic Policies* for all graduate programs regarding progression).

**Information for the 2017 Comprehensive Examination will be available in January 2017**

All students in the PhD program are required to take a comprehensive examination at the end of their first year of PhD course work. In order to request to sit for the examination the following courses must be successfully completed: N700, N710, N716, N730, N797M, and N820. Students who are not eligible to take the comprehensive exam (e.g., incomplete in a required course) will have the opportunity to take the examination prior to the fall semester. The examination questions provide students the opportunity to demonstrate mastery and synthesis of the content in the 1st year courses. The examination will take place over one 8-hour day in May of each year at a predetermined location. Synchronous distance students will be expected to come to campus for the examination (exceptions to this rule may be made by the program director based on individual circumstances). A three-person Comprehensive Committee will be responsible for identifying questions and grading all student answers. The PhD Program Director and the Associate Dean of Academic Affairs will choose committee members. Students will receive a separate grade of Pass or Fail for each question on the exam. In order to progress in the program, students must receive a grade of Pass for each question on the exam. Students who fail any question will be provided feedback on their performance and given an opportunity to sit for an oral exam at the end of August. All committee members and the PhD
Program Director will be present for the oral exam. Students who fail the oral exam for any questions will be provided feedback on their performance and referred to the PhD Program Director and Associate Dean of Academic Affairs.

To request to take the PhD required comprehensive examination, complete the Comprehensive Examination Application form (Attached). This form must be received by the PhD Program Director 14 days prior to the scheduled examination time.

PhD Compressive Examination Policy Spring 2016

When Students Take the Exam:
Taken after completion of the following courses: N700, N710, N716, N730, N797M, and N820. Students will not be able to progress in the program until they have successfully completed the comprehensive exam.

Specific date and time information for Spring 2016 Exam is May 17, 2016, Skinner Room 12, 8:00AM – 5:00 PM

Application to Take the Exam
1) Students need to submit the Comprehensive Examination Application Form to the PhD Program Director 14 day prior to the exam.
2) The grade for each of the 5 required courses must be provided on the application.
3) If the student is currently enrolled in one of the 5 required courses, the student must have the professor of record initials next to the grade indicating that they anticipate a passing grade.
   a. If the student does not pass the course as anticipated, they will not be allowed to sit for the exam.
   b. The student will be required to bring evidence of successful course completion to the exam.
   c. If a student is not eligible to take the exam, they will be offered the opportunity to take the exam before fall courses begin.

Exam Procedures
1) Students have 8 hours to complete the exam over the course of one day in a predetermined location
   a. Part 1: 8:00 am – 12:00 pm
   b. Lunch: 12:00 pm – 1:00 pm
   c. Part 2: 1:00 pm – 5:00 pm
2) Student may bring any documentation, books, etc. that they would like.
3) The examination will be proctored at all times by members of the PhD Comprehensive Committee.

Exam Content
1) Exam questions will allow students to demonstrate mastery and synthesis of 1st year course content.
2) Faculty from 1st year courses write the exam questions.
3) The Exam consists of two parts.
a. Part 1
   i. Two questions.
   ii. One question will require students to synthesize knowledge learned from Philosophy (N700) and Theory (N820).
   iii. For the second question, students will be given a research question, statistical hypothesis, and statistical output. Students will use the information provided to generate a response that would be appropriate for dissemination of study findings.

b. Part 2
   i. In part two students will be asked to provide a thorough critique of two research articles that will be provided. The critique should be written as if reviewing the study for publication in a peer-reviewed journal. Students will critique 1) a qualitative study AND 2) a Quantitative study.

Grading

The performance in the written and oral Comprehensive Exams will be considered collectively when determining successful completion of the PhD Comprehensive Exam. The following criteria will be used in the evaluation of the written and oral comprehensive exams (note: not all will be applicable for all questions):

1) Responsiveness: Does the answer respond to the question asked.
2) Clarity: Wording is clear, consistent, and concise.
3) Logic: The development of the paper flows smoothly from point to point.
4) Accuracy: Information is accurately presented and referenced. Research terminology and theoretical terminology are used appropriately.
5) Breadth: An appropriate variety of information is integrated to show a breadth of understanding.
6) Depth: Specific information is included to illustrate or otherwise support the point being made and to show a depth of understanding.
7) Analysis: The student demonstrates an ability to critically evaluate the theoretical and empirical literature, prioritize information, and come to warranted conclusions.
8) Synthesis: The student demonstrates the ability to integrate content to form an independent synthesis.

Grading Policies

1) Criteria and rubric will be developed for grading each question by the PhD Comprehensive Exam Committee.
2) Grading will be pass/fail for each question.
3) Students will be notified in writing within two weeks of taking the exam.
4) Students who fail any question in the exam will be required to take an oral exam at the end of August. There will be an oral exam question for each written exam question that did not receive a passing grade.
5) If a student fails any portion of the oral exam:
   a. The student will be provided feedback on their performance.
   b. The student will be referred to the PhD Program Director and Associate Dean of Academic Affairs where a final decision will be made.
Doctoral Dissertation

Candidates for the degree of Doctor of Philosophy (PhD) must complete an acceptable dissertation. A successful dissertation satisfies the following criteria: (1) demonstrates the candidate's intellectual competence; (2) makes an original and valid contribution to nursing science; and (3) is an individual achievement and product of independent research.

The first step is to assign the dissertation committee (Appendix B, page 80). The dissertation research is conducted under the supervision of a dissertation committee, a group of at least three faculty members from the University of Massachusetts Amherst who have graduate faculty appointments with dissertation advising privileges. Two of the dissertation committee members must be chosen from the College of Nursing with one member serving as chairperson. The third graduate faculty member must be chosen from a department outside of nursing but within the University of Massachusetts Amherst. This person must also be a member of the graduate faculty.

The second step is to approval of the dissertation proposal. The student, under the guidance of the Dissertation Chair and the other committee members will develop a research proposal. It is the responsibility of the Chair of the Dissertation Committee to arrange a conference with other members of the committee and the student to discuss the research problem before approving the dissertation proposal. All members of the dissertation committee and the Graduate Program Director must approve and sign the dissertation proposal and forward it to the Dean of the Graduate School (Appendix B, page 81). The approved dissertation proposal must be submitted to the Graduate School at least seven months prior to the dissertation defense.

The third step is the dissertation defense. The dissertation must have the tentative approval of the Dissertation Committee before arrangements are made for the dissertation defense. The time and date of the dissertation defense shall be submitted to the Graduate Dean when all the Dissertation Committee members agree that the dissertation is sufficiently complete to stand defense (Appendix B, page 82).

All Dissertation Defenses will be announced in the UMass Amherst electronic journal to invite interested Graduate Faculty and others to attend. The Office of Degree Requirements must receive written notification of the scheduling of a Final Oral Examination at least four weeks prior to the date of the defense. A defense cannot be held unless it has been publicly announced in the UMass Amherst electronic journal. Members of a student's dissertation committee must be present in person or via video-teleconference for the final oral defense. (Note: All Graduate Faculty are invited to attend and cannot be excluded from the Dissertation Defense. Departments differ in allowing others to attend. Courtesy suggests that the Chair of the Committee, whose name is published in the UMass Amherst electronic journal, be consulted by others attending the Defense, with the stipulation above). While other faculty may attend the defense, only the three members of the Dissertation Committee may cast a vote. There are three possible outcomes for a dissertation defense. First is “Pass,” no further action is required except submission to the Graduate School. The second possible outcome is “Pass with revisions.” In this case the dissertation is substantially completed and sound, but requires further refinement before the committee approves the dissertation. The third category is fail. A unanimous vote of Pass is required for the student to pass the Dissertation Defense. The dissertation must be approved and signed by all members of the Dissertation Committee and the Dean. See the Graduate School Handbook.
for specific instructions.

Successful completion of the dissertation defense is reported to the Graduate School in the form of a memorandum (Appendix B, page 83). A copy of this memorandum and the signatory page will be placed in the student’s file.

**Manuscript Instructions:**
The dissertation must be typed in a proscribed style. (Refer to the *Guidelines for Master's Theses and Doctoral Dissertations*, available in the Office of Degree Requirements or online at: [http://www.umass.edu/gradschool/policies-forms/forms-graduate-students](http://www.umass.edu/gradschool/policies-forms/forms-graduate-students). The Graduate School is the final and only arbiter of what is an acceptable dissertation. The dissertation shall be submitted to the Graduate School in electronic format, by the deadline for the appropriate degree granting period, following the instructions of the Graduate School.

Two original signature pages for the dissertation must also be submitted to the Graduate School, along with the Eligibility for Degree Form, by the deadline. A microfilm fee is required to cover the submission of the electronic dissertation and the microfilm publication. Copyrighting the dissertation is required however, registering the copyright is optional. The dissertation will be cataloged in the Library of Congress and in the W.E.B. Du Bois Library. Microfilm copies may be purchased from University Microfilms Library Services, 300 N. Zeeb Road, Ann Arbor, MI 48103-1500 or online at [http://dissexpress.umi.com/dxweb/search.html](http://dissexpress.umi.com/dxweb/search.html). Publication by microfilm does not preclude the printing of the dissertation in whole or in part in a journal or as a monograph.

Consult the Office of Degree Requirements for degree requirement deadlines. It is strongly recommended that a technical review of the dissertation take place prior to the deadline. Materials returned after the deadline or not in accordance with technical requirements will be processed for the next degree-granting period.

All students must enroll for 18 dissertation credits. No student is exempt from this requirement. Normal tuition rates will apply. In addition, all students who matriculate in Fall of 2014 and beyond are required to enroll in a dissertation seminar N893A each semester while they are working on their dissertation. Continuous enrollment is required until completion of dissertation.
V. Appendix

**Appendix A: Practicum Materials**
HEALTH REQUIREMENTS  
2016

All students need to set up an account with “CastleBranch” (instructions on next page) 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 at least two months before your first clinical. Certified Background Check will also perform a national background check on all students, which is necessary before entering clinical placements.

Bring this checklist to your medical provider to be sure that you have met all necessary requirements.

- Tdap – Tetanus, Diphtheria and Pertussis Vaccine (within last 10 years).
- 2 vaccines of MMR received after 1968 or positive antibody titers required for Measles, Mumps, and Rubella, if antibody test is negative, your medical professional will determine boosters or repeat vaccinations.
- Hepatitis B Series (3 vaccines or positive antibody titer or signed declination form required.
- Varicella (Chicken pox) One of the following is required 2 vaccines or a positive antibody titer or history of disease (provider verification required). If titer is negative or equivocal you will be required to confer with your provider and choose to receive a booster and repeat titer or repeat vaccination series.
- TB- 2-Step PPD followed by yearly PPD or a negative T-spot within the past 12 months– If positive submit clear chest X-ray and TB questionnaire on school form both dated within past 12 months.
- Seasonal Flu Vaccine Required- Declinations must be submitted on the school form.
- Current Physical with date and comments (within one year of entry into first clinical).

CPR REQUIREMENT 2016

American Heart Association Course: BLS FOR THE HEALTHCARE PROVIDER
This the only course accepted by our affiliating agencies. 
ONLINE COURSES ARE NOT ACCEPTABLE.

PROFESSIONAL LIABILITY INSURANCE 2016

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

- Review your plan of study for your clinical course sequence and the number of hours required.

- You must try and select the appropriate patient population for each course. Look at the sample syllabi for clinical courses on the website at: https://www.umass.edu/nursing/sites/nursing/files/Clinical%20course%20outline%20packet%202014-2015.pdf for what is required for each practicum course.

- Look for a preceptor in your area who meets the criteria for your clinical course. Search for potential preceptors that you may have known in the past colleagues, medical facilities you have worked at, social networking sites as well as facility websites. Speak with coworkers to see if they have suggestions.

- Contact potential preceptor by email with a cover letter and CV. See sample letter on page 69.

- Determine if there is a contact person such as the office manager or clinical educator that you may need to go through to facilitate the process. Contact Lori Anne Lyne, our Clinical Placement Coordinator, if you need assistance with locating a clinical site: loriannelyne@nursing.umass.edu

- Ask if an affiliation agreement is needed. If yes, contact Andrea Juno ajuno@nursing.umass.edu to have her send a copy. Give her the email and telephone number of the contact person. See affiliation agreement on page 75.

- Have agreeing preceptor review our website, complete our forms, and attach a copy of CV or resume and sign the Student/Preceptor/Faculty Agreement and review the Graduate Preceptor Handbook guidelines.

- Upon completion of the signature process, you should email the Student/Preceptor/Faculty Agreement form to Andrea Juno: ajuno@nursing.umass.edu

- (Cc Lori Anne Lyne) Include email and telephone number of preceptor.

- Once a copy of the Student/Preceptor/Faculty Agreement and preceptor contact information is receive by Andrea Juno, a password will be sent to your preceptor so that he/she can sign into Typhon. Instruct them to complete the tutorials.

- Sign into Typhon yourself and complete the tutorials to familiarize yourself with Typhon. You will need to login to Typhon each clinical day and have your preceptor approve the time and clinical log.
SAMPLE LETTER

Hello  __________,

I am a (Family Nurse Practitioner/ DNP; Adult Gerontological Primary Care Nurse Practitioner/Psychiatric Mental Health Nurse Practitioner/Public Health Nurse Leader/DNP; Clinical Nurse Leader) student who is looking for a preceptor for my (list course name) Practicum. I am impressed with your (list practice specialty) Practice and your (list the strength of the preceptor and reasons why you are interested in practicing there. An example of this would be (his/her) years of experience in a clinical area). I would be honored to be able to do my practicum with you.

I have had experience with (list your experience). My area of interest is (list your area of interest). This practicum would be mutually beneficial to us. I would love to meet with you to discuss further.

Please review my resume and a copy of our Preceptor/Student agreement (attach a copy of CV and Preceptor/Student/Faculty Agreement). Please look at our website www.umass.edu/nursing under our student section for our Preceptor Handbook and instructions.

I appreciate your assistance with this. If you have any questions, I will be happy to connect you with our Clinical Placement Coordinator Lori Anne Lyne, MSN, ACNP at (413) 545 1341. Thank you.

Sincerely,

Student Name

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I have had experience with (list your experience). My area of interest is (list your area of interest). This practicum would be mutually beneficial to us. I would love to meet with you to discuss further.

Please review my resume and a copy of our Preceptor/Student agreement (attach a copy of CV and Preceptor/Student/Faculty Agreement). Please look at our website www.umass.edu/nursing under our student section for our Preceptor Handbook and instructions.

I appreciate your assistance with this. If you have any questions, I will be happy to connect you with our Clinical Placement Coordinator Lori Anne Lyne, MSN, ACNP at (413) 545 1341. Thank you.

Sincerely,

Student Name
Checklist for the Affiliation Agreement

An agency may require an “Affiliation Agreement” with the University of Massachusetts College of Nursing. Once you have verified that an Affiliate Agreement is required, please follow the steps below to facilitate this process. ARRANGEMENTS FOR YOUR PRACTICUM EXPERIENCE MUST BEGIN EARLY -THE CONTRACT PROCESS MAY TAKE WEEKS to MONTHS TO NEGOTIATE BECAUSE THIS LEVEL OF FORMAL AGREEMENT IS NEGOTIATED THROUGH UMASS AND THE INSTITUTION’S LEGAL DEPARTMENTS.

Step 1

First step is to complete your Student /Preceptor/ Faculty agreement. Please check in your initial meeting or contact with the agency whether an affiliation agreement is necessary.

Notify Andrea Juno ajuno@nursing.umass.edu whether an Affiliation Agreement is necessary. You will need to provide the name of the agency, the contact person’s name, email address and telephone number. The process will now begin.

Step 2

If the College of Nursing Affiliation Agreement is accepted by the facility, the signature process can proceed quickly.

If the College of Nursing receives the Facility’s Standard Agreement, the contract will be reviewed by our UMass Legal Department. If accepted as submitted by our Legal Department, the signature process can proceed quickly. However, if revisions need to be reviewed and accepted by the facility and the University, this process can be longer. On occasion, neither our UMass Legal Department nor the facility’s Legal Department can come to terms and you will need to secure an alternate agency for the proposed clinical rotation.

Step 3

Once all parties are in agreement, the Affiliation Agreement will be signed by a designated University official. Once all processes are completed on our UMass campus, the Affiliation Agreement will be returned to the Facility to complete the signature process from their end.

Step 4

Once all parties have fully-executed an Affiliation Agreement, the student is notified and the practicum experience may commence.
Checklist for the Student/Preceptor/Faculty Agreement

As you begin reflecting on a preceptor, please keep in mind the following criteria:

Criteria for Preceptor Selection

1. Preceptors are chosen on the basis of their knowledge of the agency, their interest in working with students, and their ability to be realistic role models:

2. There must be agency support for the experience and preceptor recommendation.

3. All nurse practitioner and physician preceptors must be:
   a. Currently licensed and Board Certified as advanced practice providers; if Physician Assistant - current Board certification is required.
   b. Recognized as experts in clinical practice; with minimum of one year in service at site of interest to student
   c. Able to guide students in meeting the objectives for the practicum.
   d. Effective with interpersonal skills for supporting a student, providing orientation to the experience, identifying student strengths and weaknesses, and in giving feedback in a constructive manner.

4. Students are encouraged to be active participants in the preceptor selection process by identifying appropriate potential preceptors. All student-identified preceptors and clinical sites must be appropriate for meeting practicum objectives for each course and must be approved by the student’s College of Nursing program faculty member.

Required Materials

- (Preceptor Form) Completion of the Clinical Specific Information Form with an attached curriculum vitae (CV)
- Student/Preceptor/Faculty Agreement Form signed by the student and the preceptor and returned to Andrea Juno ajuno@nursing.umass.edu for processing.
- Students need to access and review the Preceptor Handbook (which includes the above forms) on the College of Nursing Website (www.umass.edu/nursing and click on “Students”).
- Course Outline and Evaluations Tools, which can be found on Typhon (see description below).

Step 1
You will begin EARLY (4-6 months, at least, prior to required practicum time) to solidify a preceptor for your first clinical course and all subsequent practicums. Once the College of Nursing receives your Student/Preceptor/Faculty Agreement Form signed by both you and your preceptor, the process of emailing preceptor login and password begins. You will both be
on the system and your preceptor will now be able to review your case logs and approve them as well as complete your evaluations online.

**Step 2**
You will be given access to the Typhon (Nurse Practitioner Student Tracking System - NPST) which you and your preceptors will be using during your course of study. Designed for all advanced practice nursing programs, this NPST system functions as a complete electronic student tracking system including comprehensive patient encounter logs and reports, a fully featured evaluation and survey component for assessments, student electronic portfolios, databases, and much more. Your access will be given to you, by email, which will include your login and password (passwords can be changed after you’ve entered the system).

**Step 3**
You are now ready to enter the Typhon system and begin reviewing the video tutorials, which will walk you through the system at your own pace and return to specific topic areas when needed.

**Step 4**
You are now ready to proceed with your practicum experience. **Reminder:** It is extremely important that you find your preceptors early, a year to six months ahead of schedule is not too soon.

Make sure you meet all the health requirements and submit them to your CastleBranch account:

When you place your initial order with CastleBranch for your background check or your medical documents manager, please use the following instructions:

Go to:  [www.castlebranch.com](http://www.castlebranch.com)

Click “Place Order”

Enter your program “package code” and click “Submit”

DNP package code = UM28
MS package code = UM29

During your order placement, you will be asked for personal identifying information needed for security or compliance purposes including, your Personal Identification
Number (UMass SPIRE Number). Supplying accurate and comprehensive information is important to the speed in which your order is completed.

The email address you use when placing your order will become your username for your CastleBranch account and will be the primary form of communication for alerts and messages regarding your health and certification records requirements.

You can respond to any active alerts or To-Do list items now, or return later by logging into your CastleBranch account. You will receive alerts if information is needed to process your order and as requirements approach their due dates. Access your CastleBranch account anytime to view order stats and completed results. Authorized users at UMass will have access to view your requirements and compliance status from a separate portal. Please do not share your login or password.

The CastleBranch service desk is available to assist you via phone, chat, and email. Monday-Friday 9am – 8pm, Sunday 10am – 6:30pm EST (888) 914-7279

The easiest way to upload documents to your CastleBranch account is to download the CastleBranch app from your app store or play store on your iPhone/iPad or Android device. Search for “My CB” after setting up your account via web browser and you will be able to snap a picture of a document directly into your to-do list.
Please be aware that all students need to have their clinical requirements in before starting any clinical placements.
University of Massachusetts Amherst- College of Nursing
Student-Preceptor-Faculty Agreement

Course #
The Student/Preceptor/Faculty Agreement permits nursing students in the College of Nursing, University of Massachusetts Amherst to participate in a student preceptorship in your facility:

__________________________________________
(Clinical Site Name, please print)

Conditions of this program are as follows:
The Affiliation period will be: ______________ to ______________
(Start date) (End date)
The student, ______________________________________
Will be under the supervision of ________________________________ acting as
(Preceptor Name) preceptor of the College of Nursing serves as the Liaison with Professor ____________________________ at your
facility for the above course(s).

Preceptor Responsibilities:

1. Read Preceptor information supplied by the student.
2. Function as a role model in the practicum setting.
3. Facilitate learning activities for no more than two students per day.
4. Orient the student(s) to the practicum site.
5. Collaborate with faculty to review the progress of the student toward meeting practicum learning objectives.
6. Provide feedback to the student regarding practicum performance.
7. Contact the faculty if assistance is needed or if any problem with student performance occurs.
8. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
9. Give feedback to the nursing program regarding practicum experience for student and suggestions for program development.

Agency Responsibilities:

1. Retain ultimate responsibility for the care of clients or the maintenance of programs.
2. Retain responsibility for preceptor’s salary, benefits, and liability.

updated 10-9-14 lka
**Nursing Program/Faculty Responsibilities:**

1. Ensure that preceptors meet qualifications.
2. Ensure that there are current written agreements which delineate the functions and responsibilities of the clinical preceptor and associated agency and nursing program.
3. Ensure that practicum experiences using preceptors occur only after the student has received basic theory and clinical experiences necessary to safely provide care to clients (within course or curriculum).
4. Orient both the student and the preceptor to the practicum experience.
5. Provide the preceptor with course syllabus that covers course requirements and clinical objectives. Discuss student expectations, skills' performance, student guidelines for performance of activities and/or procedures, and methods of evaluation.
6. Assume overall responsibility for teaching and evaluation of the student.
7. Assure student compliance with standards on immunization, screening, HIPAA compliance, OSHA standards, CPR, criminal background check as needed, current liability insurance coverage, and current professional nursing licensure.
8. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
9. Collaborate with preceptor and student to identify appropriate student assignments.
10. Communicate assignments and other essential information to the preceptors.
11. Maintain contact with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
12. Monitor student's progress through student-faculty-preceptor meetings: practicum seminars and review of student practicum assignments.
13. Be available, e.g., telephone or e-mail for consultation with preceptors.
14. Receive feedback from the preceptor regarding student performance.
15. Provide recognition to the preceptor for participation as a preceptor.

**Student Responsibilities:**

1. Verify clinician's/administrator's eligibility to function as preceptor.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Completely prepare for each practicum experience.
5. Be accountable for own nursing actions while in the practicum setting.
6. Arrange for preceptor's supervision when performing procedures and/or new activities.
7. Contact faculty by telephone or e-mail if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during practicum experiences.
9. Wear appropriate professional attire and university name tags when in the practicum site.

*Signatures, on the following page, confirm that the above conditions reflect correctly your understanding of and agreement to this affiliation.*
Professional Conduct Standards

In addition to the University’s Code of Student Conduct Policy, the following behaviors are expected for all graduate 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 before leaving a clinical learning assignment or changing or canceling hours.
- Student will practice within education level, experience, and responsibilities while in the role of graduate nursing student.
- Student will not engage in unauthorized photography in the clinical environment

Acknowledgement

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

Name_________________________ Date____________________

University of Massachusetts Amherst College of Nursing Graduate Programs
Appendix B: Forms and Memorandum for the PhD Program

This is a sample milestone memorandum to be sent to the Graduate Program Director of Nursing indicating intent to schedule the Comprehensive Exam. Please process through the PhD Program Office.

For students who matriculated before Fall 2014

Submission of Intent to Schedule the Comprehensive Examination

Date of Submission to the Graduate Program Director: ________________________

Title: __________________________________________________________________

Student: _______________________________________________________________

Committee Members:

Chair:  ________________________________________________________________

Second Member: _______________________________________________________

Optional Member: ______________________________________________________

Summary of Proposed Paper: Provide a summary for the proposed written exam. The summary should define the subject area and the main components of the paper in 100 words or less.
**PhD COMPREHENSIVE EXAMINATION APPLICATION**

**Note:** This form must be completed by the student and advisor and submitted to the PhD Program Director 14 days prior to the scheduled examination time.

Student name: _____________________________

Date _____________________________

Examination date: _____________________________

I the table below, indicate the semester/academic year you completed the courses pre-requisite for the Comprehensive Examination.

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Semester/Year Completed</th>
<th>Grade</th>
<th>FA Initials*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nur700 History of Nursing Science &amp; Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur710 Quantitative Methods in Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur716 Intermediate Statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur730 Qualitative Methods in Nursing Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur820 Emerging Nursing Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ______________________________________

Date _____________________________

Advisor Signature: ______________________________________

Date _____________________________

PhD Program Director Signature: __________________________

Date _____________________________

*If the student is currently in the course, the professor of record will initial if the student is currently passing the course.
Formation of the PhD Dissertation Committee must be reported to the Graduate School in the form of a memorandum from the Graduate Program Director of Nursing.

MEMORANDUM

Date:

To: John McCarthy, Dean of the Graduate School

From: , Graduate Program Director, Nursing

Re: Doctoral Dissertation Committee for __________________

I recommend the following Graduate Faculty members to serve as the Doctoral Dissertation Committee:

1. Chairperson, College of Nursing
2. Member, College of Nursing
3. Outside Member

Graduate Program Director, Nursing
Sample memorandum to be sent by the Graduate Program Director to the Dean of the Graduate School, with a copy of approved proposal once committee approves

(sample memorandum approved proposal

TITLE OF PROSPECTUS

A Dissertation Prospectus Presented

By

STUDENTS NAME

Approved as to style and content by:

___________________________________________
Chair, Nursing

___________________________________________
Member, Nursing

___________________________________________
Member, Department

___________________________________________
Graduate Program Director, Nursing
MEMORANDUM

Date:

To: John McCarthy, Graduate Dean

From: Graduate Program Director, Nursing

Re: Final Doctoral Examination for ______________________

I recommend that the final oral examination for ______________, candidate for the PhD degree be scheduled:

Day of the week: __________________________

Date: __________________________

Time: __________________________

Place: __________________________

Major: Nursing __________________________

Committee Chair: __________________________

Dissertation Title: __________________________

The student’s dissertation has been received and examined by all members of the Dissertation Committee and their approval has been given to conduct this exam.
MEMORANDUM

Date:

To: John McCarthy, Graduate Dean

From: __________________________, Graduate Program Director, Nursing

Re: Completion of Dissertation

This will inform you that __________________________ has passed the Final Oral Examination for the PhD degree in Nursing on the date of ________________.

The Dissertation Committee Members conducting the examination are:

____________________________
Chair, Nursing

____________________________
Member, Nursing

____________________________
Member, Department
UNIVERSITY OF MASSACHUSETTS
College of Nursing

LEARNING CONTRACT
FOR INDEPENDENT STUDY

Student Name: __________________________  Instructor: __________________________
Address: ______________________________  Office: __________________________
                   ______________________________  Telephone #: ______________________
Telephone #: __________________________
Independent Study: N  ____  Credit Allocation: __________  Proposed Completion Date: __________
Title: ________________________________________________________________

Statement of Objectives:

Learning Activities:

Criteria for Evaluation:

Comments:

Approved By ____________________________
                     Student                          Date
Approved By ____________________________
                     Instructor                      Date
Completion Date: __________  Grade: ______

Contract must be completed before student registers for independent study.
(SAMPLE DNP PROPOSAL TEMPLATE)

Full Title of the Proposal

Author’s Name (no professional initials)

University of Massachusetts Mass College of Nursing

Capstone Chair: Type your advisor’s name here

Capstone Committee Member: Fill in from updated Capstone 2017 committee list located on Welcome Page

Capstone Mentor: Type your mentor’s name here

Date of Submission: Month, Day, Year
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You can just change the page numbers on this TOC to correspond with your numbering – then delete this instruction

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Abstract

Background: This template is a guide to writing a DNP project proposal in APA Style, 6th edition. It provides the necessary sections, headings, and subheadings required in a proposal, as well as the line and paragraph spacing, page breaks, page numbering, and referencing styles. It is formatted with one inch top, bottom, left, and right margins; Times New Roman font in 12 point; double-spaced; aligned flush left; and paragraphs indented 5-7 spaces. The page number appears one inch from the right edge on the first line of each page. There should be two spaces between sentences. Without changing the formatting, insert your own text into each template section. Methods: This section of the template provides an example of what an abstract would look like. An abstract is a brief (approximately 250-500 words—no longer than one page) summary of the contents of the proposal. The abstract, often written last, includes an overview of the proposed project's background and review of literature, purpose, method, [results, and conclusion are added when project completed]. Headers may be used. It is non-evaluative, that is, does not contain personal comments. **It is not indented nor does it contain citations.** No citations go in the abstract. Keywords, such as those below, are words you used to perform database searches for the proposal.

**Keywords:** APA style, sixth edition, publication manual

For more information about APA Style, see the *Publication Manual of the American Psychological Association (6th ed.)*, the APA Style web site found at [http://www.apastyle.org](http://www.apastyle.org), and the Purdue Owl Writing Center website found at [http://owl.english.purdue.edu/owl/resource/560/01/].
Introduction

In this introductory section, write a few paragraphs to a few pages that give an overview of your problem, including background information, and information about the gap in practice. Tell why the problem within your chosen population is important. This is the same as the evidence of the problem. Build a case for the need for the project that you propose by discussing key indicators that are missing, lacking or inadequate. Describe key data about the magnitude of problem, dynamics leading to problem, population characteristics, attitudes and behaviors that are causing or exacerbating your problem. Support this with findings from the literature; include relevant statistics (national, regional, and/or local), and cite them according to APA Style, 6th ed. Public Health Departments and the Centers for Disease Control (CDC) are great places to look for these statistics. As O'Leary (2010) states, the main job of this section is "to ... convince your readers that the problem you want to address is significant and worth exploring" (p. 64). Example of appropriate citation for quote, but remember, use quotes sparingly.

Background

All source material used in this proposal must be documented in the body of the paper by citing the authors and dates of the sources (See Appendix A for basic citation guidelines). When you have multiple sources in one parenthetical citation, they are listed within the citation in alphabetical order of the first author of each article. The full reference to each citation must appear on a separate reference page entitled 'References'. The reference pages at the end of this template provide examples of types of references frequently used in academic papers. Reference entries are typed in hanging indent format, meaning that the first line of each reference is set flush left and subsequent lines are indented.

Problem Statement
Your introduction section should smoothly transition into your problem statement. It should flow logically from the information you provided. Take all that you have written about your population, problem, and what is lacking in practice and encapsulate it into one to three sentences that succinctly summarizes the problem. Then, lastly, explain your approach and how your approach will address the problem.

**Organizational “Gap” analysis of project site**

Include a description of the gap analysis of the project site to identify why this project is appropriate for the site where it has been implemented.

**Review of the Literature**

This section should always start with a paragraph describing your search terms, databases you searched, number of articles found and exclusion and inclusion criteria for choosing articles to review. The goal of a review of literature is to present an in-depth, current state of knowledge about your particular topic. *Rather than just summarizing and listing research studies, one after another, performed on your topic, summarize, compare and contrast the works, and then synthesize the key concepts of the literature you have read.* Identify any major trends, patterns, or gaps you may have found in the literature and identify any relationships among studies. In general, there is a *five-year span from the present* for the date of literature you should use except for an older, landmark/hallmark study, which should be identified as such.

Think of a review of literature as a puzzle that you will put together with individual pieces from various sources of literature in order to reveal a whole picture of the state of knowledge about your problem and interventions that have been used to address the problem. The review of literature for your proposal should provide the context your future capstone project.
Organize your main findings by using subheadings called Level 2 headings, which are typed in bold face type, in upper and lower case letters, and typed flush with the left side of the paper. Examples of Level 2 headings can be found in this paper under Project and Method Design. Use Level 3 headings to further subdivide topics. Level 3 headings are indented, typed in lowercase letters, in boldface, indented, and followed by a period. The APA Manual or the Purdue Owl Writing Center website provides more information about all five levels of headings in APA Style, 6th edition.

Write your findings from the literature central to your topic. Again, avoid describing a series of studies; that is, describing one study after another without comparing and contrasting at least few studies within each paragraph. Use quotes sparingly and only to emphasize or explain an important point. More than one quote per scholarly paper, may be one quote too many!

Also, do not make broad statements about the conclusiveness of research studies, either positive or negative. Be objective in your presentation of the facts. Each paragraph should begin with a significant statement, well cited! and describe only one key point. The idea is the next paragraph should logically flow from the content of its predecessor.

Conclude the review of literature with a concise summary of your findings and provide a rationale for conducting your capstone, based on your findings. In short, (a) you will describe the key evidence you have found from your literature review; (b) you will compare and contrast similar or diverging sources and synthesize your interpretations within each paragraph; and (c) you will conclude this section with a final synthesized summary of your findings.

**Evidence Based Practice Model/Theoretical Framework**

In this section, name and define the theoretical or conceptual framework that underpins your proposal and future capstone project. Place a diagram of the model as appropriate at the
end of the paper in an appendix, after the Reference pages and refer to the diagram in this section. Demonstrate how this framework is used to guide the capstone project. Remember, your theoretical framework is not an implementation strategy such as Plan/Do/Study/Act. You may discuss an implementation strategy, including PDSA in the methods section below.

**Project Design**

In this section, clearly explain your project design (Quality improvement project, Health policy program evaluation, Integrative review with toolkit) and the methods you will use to obtain the desired outcomes of your project. Use the future tense to explain what you will do in your DNP project. Convince the reader that your approach is practical and will lead to credible answers to your proposed problem. Write a paragraph describing each of the following subheadings as they apply to your project. Make sure to include both quantitative and qualitative data and your planned measurements.

**Project Site and Sample.** Describe where the project will take place and any resources necessary for the project. *(Modify as needed for integrative review and health policy options).* This includes the description of the community, its makeup, current services, etc. Also, describe the study participants and stakeholders, and the role they will play in the project. Describe sampling method, the sample size and characteristics of participants, and selection or recruitment strategies, if applicable. List the inclusion and exclusion criteria (a table may work well for this). Describe the groups with emphasis on the characteristics (variables) that may have bearing on the interpretation of the results. Describe how the project site or practice is organized, the services offered, current procedures, staffing patterns, etc. and how you will interact with practice personnel and patients to implement your project. If you are able to get a letter of support for your project on the agency letterhead please include in the appendices. This
section contains several components to be complete. See them in italics in the next paragraphs. You can use a separate paragraph for each of the following.

**Setting Facilitators and barriers.** Describe the resources, constraints, facilitators and barriers that will influence the implementation of your capstone project. Additionally, describe how you plan to overcome the barriers or roadblocks to actualization of project.

**Goals, Objectives and Outcomes**

Describe your goals and objectives for the DNP project. Remember the acronym SMART when writing your objectives. They should be Specific, Measurable, Assignable (specify who will carry them out), Realistic, and Time-specific. You can include a table or a numbered list in this section. Make sure your goals and Objectives match your expected outcomes.

**Measurement Instruments**

In order to evaluate the DNP Project there will be data you need to measure. You will need to identify when and how you will measure this data (pre-post intervention, post intervention, at different intervals – a time series etc.) You may start this section: *In order measure the outcomes of this DNP Project the following instruments will be used:* Selects either established tools or you may choose to create your own surveys. In either case you must describe which surveys or tools you will be using to evaluate your DNP Project and include copies in the appendix.

**Data Collection Procedures**

Describe all the steps of your project in narrative form, including your plan for implementation and plan for evaluation. Include projected recruitment, steps in actualizing the intervention, data collection procedures, and evaluation.

**Data Analysis/Statistical Analysis Plan**
Fully address the statistical planning, and the methods of collection such as surveys, interviews, or document analysis. Be specific about who will be responsible for each part of the project and then finally how you will analyze this data from these measures to see if you achieved your outcomes.

**Cost-Benefit Analysis/Budget**

Provide a full account of costs – financial, time or otherwise and who will bear them,. If you are using a clinical site, make sure to show how you offset costs with benefits to site, providers, and patients within the site. Do not include costs for such things are your personal computer use, or your personal transportation unless you are specifically traveling to multiple sites to conduct the project.

**Timeline**

Outline in detail the timeline you propose for actualization of your project, starting with proposal approval and continuing through data collection through analysis of and interpretation of outcomes. Remember that your proposal will likely not be approved until four-six weeks into the fall semester.

**Table 1 (this table should go in the Appendix)**

*Simplified Project Timeline*

<table>
<thead>
<tr>
<th>Task</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of eligible participants</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Intervention</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Post-test and Analysis of outcomes</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Ethical Considerations/Protection of Human Subjects

Look at the UMASS IRB site for samples of informed consent. Discuss ethical considerations and state that you will be filing the Human Determination Form with UMASS IRB and once you get your letter include that in your proposal. Describe how HIPPA and Standards of Care assist you to protect your participants. Describe any risks and benefits, if applicable.

One Example: All participants were protected by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) which, among other guarantees, protects the privacy of patients’ health information (Modifications to the HIPAA Privacy, Security, Enforcement, and Breach Notification Rules, 2013). Additionally, the DNP student and practice personnel who carefully conducted this project followed the Standards of Care for practice in a primary care office. All information collected as part of evaluating the impact of this project was aggregated data from the project participants and did not include any potential patient identifiers. The risk to patients participating in this project was no different from the risks of patients receiving standard XXX care. Participant confidentiality was assured by coding the participants using individual identification numbers. The list of participants and their identifying numbers were kept in locked filing cabinets each practice office, only accessible to the project coordinators. All electronic files containing identifiable information were password protected to prevent access by unauthorized users and only the project coordinators had access to the passwords.

Conclusion

Write your conclusions here. Summarize briefly your clinical problem, the evidence you have presented and your plan for addressing the problem in your specific practice setting. This
summary should not be introducing new citations, but rather explaining how what you have found in your review fits together.

Once you complete the entire proposal, go back to the Table of Contents to fill in the page numbers that are appropriate for each section. When you do revisions, you’ll have to go back to the TOC to make sure the page numbers are still correct.

As previously mentioned, all literature cited in the proposal must be referenced in APA Style, 6th edition, on a separate reference page(s). Please do not list works you have not cited in the text. The following list shows the more commonly used references. For more information on how to reference, refer to the Publication Manual of the American Psychological Association (6th ed.), the APA Style tutorial web site found at http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx, and the Purdue Owl Writing Center website found at http://owl.english.purdue.edu/owl/resource/560/01/.

Note that appendices appear after the reference page(s). They are used to present detailed information that adds to the body of the paper, for example, sample questionnaires, tables, or figures. Tables usually show numerical values or textual information arranged in an orderly display of columns and rows. Any type of illustration other than a table is a figure. Figures present data in the forms of graphs, charts, maps, drawings, and photographs.

If your manuscript has only one appendix, label it Appendix in italics. If it has more than one, label each appendix with a capital letter, for example, Appendix A, Appendix B, according to the order in which you refer to it in your text. Label each appendix with a title, but refer to it in the text by its label, for example: (see the Appendix A for basic APA, 6th edition, citation styles).
References


*Capstone Proposal template adapted from: DNP Capstone Project Guidelines Rutgers University. Retrieved June 25, 2015 from:*

http://nursing.rutgers.edu/students/DNPExecutive/DNP-teach-out-capstone.html
UNIVERSITY OF MASSACHUSETTS AMHERST
COLLEGE OF NURSING
Doctor of Nursing Practice

Final Approval of DNP Scholarly Project

DNP Student: 

Title of DNP Scholarly Project: 

Committee Members
Nursing Chair: 

Second Nursing Member: 

Outside Mentor: 
Title: 
Address: 

Date of approval of the completed DNP Scholarly Project: 

Signed by Chair: 

Date submitted to DNP Program Office: 

Upon completion and approval of the DNP Scholarly Project, students should be advised that they must upload their DNP Scholarly Projects to “Scholarworks” on the UMass Library system. Detailed instructions will be provided to the students and faculty on how to upload.
College of Nursing

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