Undergraduate Student Handbook
2017 - 2018
Faculty Welcome to Students

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

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

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

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

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

I. **College of Nursing History and Organization**

- History and Accreditation .................................................. 7
- Values, Vision, Mission and Goal ........................................ 8
- College of Nursing Deans, Program Directors, and Faculty .................. 10

II. **Undergraduate Bachelor of Science Program**

- General information .......................................................... 17
- Objectives of the Bachelor of Science Program ...................... 17

**Four Year Nursing Major**

- Admission Requirements .................................................. 18
- First Two Years Plan of Study ............................................. 19
- Junior/Senior Course Requirements .................................... 20
- University Graduation Requirements Summary ..................... 20
- Estimated Cost ...................................................................... 20

**RN to BS**

- General Information and Admission Requirements ................ 28
- Program of Study ................................................................ 28
- Technical Requirements ...................................................... 25
- Estimated Costs .................................................................... 26

**Accelerated Bachelors**

- General Information and Admission Requirements ................ 28
- Program of Study ................................................................ 29
- Estimated Costs .................................................................... 30

**Description of Nursing Courses in the Undergraduate Program** .................. 31

**Special Academic Programs**

- Departmental Honors in Nursing Commonwealth College .......... 34
- Nursing Residential Academic Program (Nurse RAP) ................. 35
### III. College of Nursing Requirements, Policies and Procedures

#### Academic Policies
- General Academic Policies: 35
- Grading: 37
- Guidelines for Independent Study Contract: 38
- NCLEX Preparation: 39
- Professional Conduct: 39
- Academic Policy and Procedure for Professional Conduct Standards: 40
- Violation Report for Standard of Safe Nursing Practice or Professional Conduct Policy: 41
- Professional Conduct Policy for the College of Nursing Signature Sheet: 42
- Re-Application Policy and Procedure: 43
- Registration: 44
- Electronic Testing Policy: 45

#### Clinical Setting Policies and Procedures
- Health Requirements: 46
- Criminal Offender Record Information (CORI) Check and Fingerprinting: 47
- Undergraduate Credentialing Policy: 47
- Good Moral Character Policy: 49
- Guidelines for Conduct in Clinical Settings: 49
- Medication Administration Policy: 50
- Professional Conduct and the Code of Ethics for Nursing: 50
- Transportation: 51
- Unsafe Nursing Practice Policy: 51
- Uniform Policy: 52
- Health Illness/Injury Policy: 53

#### Code of Student Conduct
- Academic Honesty Policy: 54
- E-mail Etiquette: 55
- Technology Policy: 56
- University Policy on Student Absence for Religious Observance: 58
- Alcoholic Beverage Policy, Smoke-Free Policy and the Drug Free Schools Act: 58
- Responding to Critical Incident: 58
IV. The Nursing Student’s Guide

Academic Advising

Process for Academic Advising 59
Course and Program Evaluations 60
Grievance Procedure 60

Support Services on Campus

UMass Amherst Library System 61
College of Nursing Clinical Simulation Laboratories 61
Information Technology 61
Office for Programs and Services 62
Writing Center Services 62
Office for Disability Services 63
Financial Aid for Undergraduates and General Information 63

Student Scholarships, Awards, and Recognition

General Information 63
Awards 64

Organizations and Associations

ALANA Nurses Association 65
National Student Nurses’ Association and UMass Student Nurses’ Association 66
Sigma Theta Tau International 66
College of Nursing Alumni Association 66
Student Participation in College of Nursing Governance 67

V. Appendix

Appendix A: College of Nursing Administration
Deans, Directors, and Administrative Offices 68
Advisory Board 70
Faculty and Staff Rosters 73
Faculty Governance – By Laws 75

Appendix B: Clinical Evaluation Tool 76

Appendix C: Pre-Clinical Drug Screening Consent 86

Appendix D. Screening for reasonable Suspicion of Drug/Alcohol Misuse 87

Appendix E. Random Drug Screening 89
I. College of Nursing History and Organization

History

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

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

The College of Nursing is one of eleven schools and colleges comprising the University of Massachusetts Amherst, founded in 1863. The University is a Carnegie Designated Research University Very High (RUVH) and the flagship campus of the five-campus public university system. Sponsored research now totals over $140 million a year, with increasing emphasis on the life sciences and biotechnology applications.

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

Accreditation

The Baccalaureate 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 May 21, 2008

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 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 affect and are 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).

Innovation
• Creative ways of acquiring, managing and sharing knowledge.

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

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

Goals
We, the faculty of the College of Nursing, are committed to the following goals:
Engagement Goals
To 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).
• 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 and needs of our communities of interest.
• Promote faculty development and systematic understanding through a variety of mechanisms that would include:
  o Coordinating access to all existing internal university resources.
  o Securing external global resources.
  o Mentoring faculty with the ongoing development of their academic careers.
• Contribute to systematic and structural improvement of the University and University of Massachusetts 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 that 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.
• Enhance mechanisms for interdisciplinary scholarship.
College of Nursing Deans, Program Directors, and Faculty 2017 - 2018

Faculty clinical and research interests are indicated below in italics.

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.

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

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

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

Undergraduate Program Directors

Director of the Honors Program, Dr. Stephanie Griggs
AS in Nursing, Holyoke Community College; BS, University of Massachusetts Amherst; MSN, American International College; PhD, University of Massachusetts Medical School Graduate School of Nursing

Director of the Resource and Simulation Laboratory, Dr. Heather Hamilton
BSN(Nursing) Rutgers University, Newark, New Jersey. MSN (Acute Care Clinical Nurse Specialist). Rutgers University, Newark New Jersey. PhD University of Connecticut, Storrs Connecticut
Director of Resource and Simulation Laboratory. Research interest: Minority Nursing workforce development and decreasing health disparities among minorities using technology
Director of International Studies, Dr. Emma Dundon*
BS, Liberal Arts, University of the State of New York; BS, Nursing, University of Massachusetts Amherst; MS, Nursing, University of Massachusetts Amherst; PhD, Nursing, University of Connecticut - Clinical Assistant Professor - Adolescent Depression, Pediatric Nursing; College- based Health Centers

*Indicates Graduate Faculty Membership

Graduate Program Directors

Master of Science Program Director, Clinical Nurse Leader Program (CNL): Dr. Pamela Aselton*
BSN, Southern Connecticut University; MPH, MSN & PhD, University of Massachusetts Amherst; Certified Family Nurse Practitioner - Clinical Associate Professor - Nurse Practitioner education, community & public health, epidemiology, online qualitative research, college health.

Doctoral Programs Directors

Doctor of Nursing Practice (DNP): Dr. Pamela Aselton*
BSN, Southern Connecticut University; MPH, MSN & PhD, University of Massachusetts Amherst; Certified Family Nurse Practitioner - Clinical Associate Professor - Nurse Practitioner education, community & public health, epidemiology, online qualitative research, college health.

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

Full Time Faculty, College of Nursing

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

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

Black, Terrie*
BSN, Pennsylvania State University; MBA, Western New England University; DNP, University of Massachusetts Amherst; Certified Rehabilitation Registered Nurse; Fellow in the American Heart Association - Clinical Assistant Professor.
Briere, Carrie-Ellen
BS, University of Connecticut School of Nursing, Storrs, CT; MS, University of Connecticut School of Nursing, CT; PhD, University of Connecticut School of Nursing Assistant Professor
Research Interests: human milk and lactation, breastfeeding, preterm infants, family support

Burke, Mary Ellen
BSN, Rutgers University; Frontier College of Midwifery and Family Nursing Community-Based Nurse-Midwifery Education Program, KY; MSN Case Western Reserve University Frances Payne Bolton College of Nursing, OH; Post Master’s Certificate in Nursing Education University of Massachusetts Medical College, Graduate College of Nursing– Clinical Assistant Professor.

Carvalho, Lucia Giuggio
AS in Nursing, Springfield Technical Community College; BSN, University of Massachusetts Amherst; MS Community Health Nursing, Boston College; Post Masters Certificate Program, Nurse Educator, University of Massachusetts Worcester- Clinical Instructor.

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

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

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

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

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

Dion, Kimberly*
AS in Nursing, Holyoke Community College; BS, University of Massachusetts Amherst; MSN, University of Hartford, PhD, University of Massachusetts Amherst; Certified Nurse Educator itioner) Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, rgical nursing, maternal newborn nursing. Research areas: substance abuse disorder, nurse-patient relationship.

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

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

Green, Katharine
BSN, University of Pennsylvania; MS, University of Minnesota; Certified Nurse Midwife; Clinical Assistant Professor – Midwifery, Surgical ICU, Maternal/Newborn, OBS, Women’s Health

Griggs, Stephanie
AS in Nursing, Holyoke Community College; BS, University of Massachusetts Amherst; MSN, American International College; PhD, University of Massachusetts Medical School Graduate School of Nursing; Clinical Assistant Professor

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

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

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

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

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

Kalmakis, Karen A.*
BSN, Elms College; MS, MPH, PhD, University of Massachusetts Amherst, Certified Family Nurse Practitioner, MPH, PhD, University of Massachusetts Amherst, Certified Family Rehabilitation Clinical area; advanced nursing practice in primary health care. Research interests; Health consequences of childhood adversity, chronic stress. Special professional interest; health care policy.
Lamontagne, Clare*
BS, American International College; MS, University of Connecticut; PhD 2014, University of Massachusetts Amherst- Clinical Assistant Professor - Clinical Simulation- Medical/Surgical, Psychiatric, Relational Coordination, nursing education

Lamoureux, Erin
BS, American International College; MS, University of Massachusetts Amherst; AACN Certification as a Clinical Specialist in Gerontology - Clinical Assistant Professor - Gerontology, nursing education, Activity with Older Adults, stress management

LeBlanc, Raeann*
BA, University of Massachusetts; MSN, University of Southern Maine; APRN, Adult Nurse Practitioner, Northeastern; DNP, University of Massachusetts; -Clinical Assistant Professor – Adult Health, Gerontology, Acute and Chronic Care; Social Policy and Aging, Community Health, Adult Primary and Women’s Health

Low, Maud
BSN, Simmons College; MSN, Boston College, Certified Legal Nurse Consultant - Clinical Assistant Professor – Maternal Newborn, Psychiatric Nursing

Lyne, Lori Ann
BSN, University of Massachusetts; MSN, University of Massachusetts Medical School Graduate School of Nursing

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

O’Hare, Suzanne
BSN, Fitchburg State University; MSN, University of Hartford; ANCC certified Cardiovascular Nursing- Clinical Instructor

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

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

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

Rosenbloom, Deborah*
BSN, Simmons College; MSN, MGH Institute of Health Professions; PhD, University of Massachusetts Amherst- Assistant Professor.- Research interest: Delirium Prevention in Hospitalized Older Adults; Care Transitions- Hospital to Home: prevention of adverse events.

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

Swinney, Jean Elizabeth*
BSN, MA, New York University; PhD, University of Texas at Austin - Professor - Clinical area: public health/community health; Research interest: health care issues involving African-Americans, social justice, health disparities and workforce diversity.

Walker, Rachel*
BA, University of Virginia; BSN, Johns Hopkins University; PhD in Nursing, Johns Hopkins University; Postdoc, Johns Hopkins University, Center for Innovative Care in Aging & the Institute for Clinical and Translational Research; Certificate in Health Disparities and Inequalities, John Hopkins, Bloomberg School of Public Health; Certificate in Nurse Educator, Johns Hopkins, Office of Teaching Excellence- Assistant Professor

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

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

*Indicates Graduate Faculty Membership

Retired Faculty Emeritae

Bright, Mary Anne*
RN, St. Peter’s Medical Center; BS, MS, Ed.D, University of Massachusetts Amherst - CS, American Nurses Association - Associate Professor Emerita
Gilbert, Dorothy A.*
BSN, Cornell; PhD, Columbia University; MSN, University of Wisconsin, Madison; Professor Emerita
Client-nurse interactions, Trans-cultural nursing and Gerontological nursing

McKenry, Leda M.*
BSN, University of Miami; MSN, University of California, San Francisco; MBS, PhD, University of Miami; ANA Certification as Family Nurse Practitioner; Fellow of the American Academy of Nursing – Professor Emerita

Ryan, Josephine M.*
RN, Greenwich Hospital; BSN, Catholic University; MS, University of Massachusetts Amherst, DNSc, Boston University – Associate Professor Emerita

Sheridan, E. Ann
RN, Catherine Laboure; BSN, Boston College; MSN, University of Pennsylvania; Ed.D, University of Massachusetts Amherst – Professor Emerita

Vanetzian, Eleanor*
RN, Massachusetts General Hospital; BS, MS, PhD, Boston College; CS; ANA Certification as Clinical Specialist in Gerontological Nursing - Associate Professor Emerita

Young-Mason, Jeanine*
BSN, University of Michigan; MS, Ed D, Boston University; CS, ANA Certification as Clinical Specialist in Adult Psychiatric and Mental Health Nursing; Fellow in the American Academy of Nursing – Distinguished Professor Emerita

*Indicates Graduate Faculty Membership
II. Undergraduate Bachelor of Science Program

General Information

The College of Nursing offers an undergraduate program leading to the Bachelor of Science degree and is comprised of three tracks: the four year college major, the accelerated track for second-degree students, and the RN to BS track. This program is approved by the Massachusetts Board of Registration in Nursing and is fully accredited by the Commission on Collegiate Nursing Education (CCNE), a national nursing education accrediting body. Completion of requirements is part of the qualification for the non-licensed graduate to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®), a prerequisite to working as a registered nurse.

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

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

Objectives of the Bachelor of Science Program

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

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

2. Collaborate to shape environments and systems that promote health and well-being, ensure safe, quality care for all, and maximize the unique contribution of nursing.

3. Enact the nursing role in a manner that consistently reflects caring, professional values, ethical principles, accountability, integrity, a commitment to lifelong learning, self-care, and an awareness of how personal values influence one’s actions.

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

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

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

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

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

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

Four Year Major

Admission Requirements

Students interested in the undergraduate major apply to the University of Massachusetts through the Common Application. Students are then notified of their acceptance to the nursing major by the University of Massachusetts Undergraduate Admissions Office. Acceptance to the university does not guarantee admission to the nursing major; students may be accepted to an alternate major, which is outlined clearly on the acceptance letter from the University.

Transfer Students

A very limited number of positions for transfer students may become available each year on a space-available basis, but there is no guarantee as to the semester in which a transfer student would be able to enter the program. Opportunities for transfer are offered first to on-campus students.

Transfer students are responsible for all prerequisite coursework needed to enter the junior year of nursing.

Applicants must have an overall University GPA of 3.0 or better, and must have completed 12 credits of coursework at the University.

To ensure being aware of transfer opportunities, students should check the College of Nursing website (www.umass.edu/nursing) at the beginning of the semester and periodically (monthly) thereafter. Off-campus transfer applicants to the College of Nursing will be reviewed by the University’s Undergraduate Admissions Office and may be considered on a case-by-case basis once qualified on-campus applicants have been accepted.

There is no minor in Nursing.

Note on Clinical Experience and Transportation

The College of Nursing provides the best possible clinical experiences for students, using a wide variety of in-patient, outpatient and community sites (with day, evening, weekend, and night shifts used seven days a week). For this reason, public transportation or sharing transportation have not been workable as means to get to the clinical agencies. Instead, students must provide their own transportation to the clinical sites assigned by their course faculty. To review a list of some clinical sites used, visit our website at www.umass.edu/nursing.
The First Two Years: Pre-Clinical Course of Study (63 credits) (sample)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry 110 or 111*</td>
<td>General Chemistry (Physical Science)</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 100*</td>
<td>Introductory Psychology (Social Behavioral Science)</td>
<td>4</td>
</tr>
<tr>
<td>English Writing 112*</td>
<td>College Writing (College Writing)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 150 (RAP option)</td>
<td>Faculty Seminar for First Year Nursing Students</td>
<td>1</td>
</tr>
<tr>
<td>AL/AT</td>
<td>Literature or Arts General Education Requirement</td>
<td>4</td>
</tr>
<tr>
<td><strong>Freshman Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition 130*</td>
<td>Human Nutrition (Biological Science-General Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>requirement)</td>
<td></td>
</tr>
<tr>
<td>Kinesiology 270*</td>
<td>Anatomy &amp; Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>HS</td>
<td>Historical Science General Education Requirement</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 100</td>
<td>Perspectives in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Statistics (R1/R2) *</td>
<td>Statistics (Math requirement) - Stats 111, Stats 240, ResEcon</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>211 or 212, Soc 212 or Psych 240 (these 2 will only fulfill</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R2)</td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinesiology 272*</td>
<td>Anatomy &amp; Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 380*</td>
<td>Abnormal Psychology (may be in Spring)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 210</td>
<td>Human Growth &amp; Development Throughout the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>2 Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Sophomore Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology 255 **+</td>
<td>Introduction to Medical Microbiology (Biological Science)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 3905+</td>
<td>Pathophysiology/Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 312+</td>
<td>Cultural Diversity in Health and Illness (Science Interdisci</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>plinary/will fulfill United States Diversity)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

* Students must earn a grade of C or better in each of the asterisked (*) prerequisite courses.

A minimum cumulative GPA of 2.5 is required to progress in the program.

+ Introduction to Medical Microbiology, Pathophysiology/Pharmacology I and Cultural Diversity in Health and Illness are only available to students during the semester immediately prior to entering the Upper Division Nursing clinical courses.
Students must also add one global diversity component ("G" for Global) to one of their General Education Courses.

*Students are strongly encouraged to take a foreign language; Spanish is very helpful to healthcare providers.*

**Junior/Senior Course Requirements for four year Nursing Major (57 credits)**

*All Junior and Senior Nursing courses must be completed with a grade of C or higher.*

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

*** All students take Nursing 420 in the Spring semester of the Junior Year.

**** Nursing 420 will also fulfill the University’s Integrative Experience Requirement

*Other Nursing courses, such as Special Topics, Independent Study, honors or thesis are also offered.*
University Graduation Requirements Summary

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

Please review section III of the Handbook for College of Nursing policies and procedures.

Estimated Costs

The University of Massachusetts at Amherst sets the tuition and fee structure for all traditional Undergraduate and Graduate programs, with the exception of the Division of Continuing Education programs. The following websites will provide you with the most up to date tuition and fee structure and meal plan rates.

Financing Your Education: http://www.umass.edu/admissions/financing/
Bursar’s Office Explanation of Fees: http://www.umass.edu/bursar/explanation.html
Estimated Meal Plan Costs: http://www.umass.edu/diningservices/index.php

Other Estimated Supplies and Miscellaneous Costs for the upper division: Nursing Program as of September 2017 (costs are subject to change without notice)

Estimated Fees and Expenses (1) (3)
- Uniforms and shoes: $200
- Textbooks/EBooks (per year): $1000
- Personal and transportation expenses: $700 - $1400
- Professional liability insurance (per year): $35
- Student name badge: $20
- Stethoscope and a watch with a second hand: $100
- Commencement Fee: $110 (2)
- Nursing Program fee: $75 (4)
- Lab Kit: $100
- NCLEX (ATI) Testing Package: $600
- Computer and iPad: $1500
- Drug Screening: $140
- Fingerprinting: $35
- Simulated Electronic Health Record (EHR): $100
Notes:

1. Based on two years taken to complete the upper division of the program.
2. Graduation fee is required regardless of whether student attends the graduation ceremony.
3. A nursing student differential fee of $5,250 is added to the standard tuition and fees for the University.
4. Per credit for all entering nursing students.

RN to BS

General Information

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

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

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

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

Admission Requirements

- A minimum grade point average of 2.5 on a 4.0 scale from courses taken for the Associates Nursing degree and all the nursing prerequisites
- Current R.N. licensure by the end of the first semester
- Two professional letters of recommendation
- Completion of all 60 non-nursing credits, including a grade of C or better in all nursing prerequisites
- Grades must be consistent with graduation requirements for students of Associate Degree programs or Diploma programs

Pre-Program Coursework

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

- The University's General Education requirements, completed by all students earning a bachelor’s degree from the University. This includes diversity courses as required by the University.
- Seven nursing prerequisites (all to be completed prior to beginning the nursing course sequence): 1. Nutrition; 2. Human Anatomy (Anatomy & Physiology I with lab); 3. Human Physiology (Anatomy & Physiology II with lab); 4. Microbiology with Lab; 5. Abnormal Psychology; 6. Life Span Growth and
Development; and 7. Statistics. Some of these prerequisites may be fulfilled through NLN Challenge Exams, when such exams are available.

- Electives (7 to 9 credits)
- An additional 30 credits may be earned via submission of RN licensure, of which 15 credits will be considered University of Massachusetts Amherst residence credit.

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

Application deadlines:

February 1 for June admission, and October 1 for January admission. Please review section III of the Handbook for College of Nursing Policies and Procedures.

RN to BS
Program of Study: Summer Start

One-Year Plan of Study

<table>
<thead>
<tr>
<th>Semester &amp; Course(s)</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 312</td>
<td>Cultural Diversity in Health &amp; Illness</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 317</td>
<td>Writing in Nursing Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 415</td>
<td>Community Focus in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>FALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 315</td>
<td>Health and Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 440</td>
<td>Vulnerable &amp; Underserved Populations</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498S</td>
<td>Vulnerable &amp; Underserved Populations: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>WINTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 290B</td>
<td>Intro to Healthcare Informatics</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 420</td>
<td>Intro to Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 438</td>
<td>Professional Role in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 418</td>
<td>Nursing Process - Families</td>
<td>3</td>
</tr>
</tbody>
</table>

Two-Year Plan of Study

<table>
<thead>
<tr>
<th>Semester &amp; Course(s)</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 317</td>
<td>Writing in Nursing Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 415</td>
<td>Community Focus in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>FALL I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 440</td>
<td>Vulnerable &amp; Underserved Populations</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498S</td>
<td>Vulnerable &amp; Underserved Populations: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>WINTER I/II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester &amp; Course(s)</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
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</tr>
<tr>
<td>SPRING I</td>
<td>N420 Intro to Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>N438 Professional Role in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>N418 Nursing Process – Families</td>
<td>3</td>
</tr>
<tr>
<td>SUMMER</td>
<td>N312 Cultural Diversity in Health &amp; Illness</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>N317 Writing in Nursing Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>N415 Community Focus in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>FALL</td>
<td>N315 Health &amp; Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>N440 Vulnerable &amp; Underserved Populations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>N498S Vulnerable &amp; Underserved Populations: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>WINTER</td>
<td>N290B Intro to Healthcare Informatics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two-Year Plan of Study**

<table>
<thead>
<tr>
<th>Semester &amp; Course(s)</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING I</td>
<td>N418 Nursing Process – Families</td>
<td>3</td>
</tr>
<tr>
<td>SUMMER I</td>
<td>N317 Writing in Nursing Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>N415 Community Focus in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>FALL I</td>
<td>N315 Health and Physical Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
WINTER
N290B  Intro to Healthcare Informatics  3

SPRING II
N420  Intro to Research in Nursing  3
N438  Professional Role in Nursing  3

SUMMER II
N312  Cultural Diversity in Health & Illness  4

FALL II
N440  Vulnerable & Underserved Populations  3
N498S  Vulnerable & Underserved Populations: Practicum  2

For additional information, contact:

Liz Theroux
RN-BS Program Assistant

For the most up to date information: http://www.umass.edu/nursing/.

Adding and Dropping Courses in Online Programs

Continuing and Professional Education (CPE) uses an online electronic form available for students who wish to drop a course. Go to: https://www.umassulearn.net/coursechange for the Electronic Course Drop Form. This form can be used for either credit or non-credit courses.

Honors

Honors are available to RN to BS Students including the Sigma Theta Tau, International Honor Society of Nursing http://www.nursingsociety.org/Membership/Pages/Default.aspx

Undergraduate Students must:
- have completed \( \frac{1}{2} \) of the nursing curriculum;
- have at least a GPA of 3.0 (based on a 4.0 grading scale);
- rank in the upper 35\(^{th}\) percentile of the graduating class;
- meet the expectation of academic integrity.

The University Of Massachusetts College Of Nursing’s Chapter is Beta Zeta-At- Large Chapter. Our website is: http://betazeta.nursingsociety.org/BetaZetaChapter/Home/

Invitations are made in the senior year.

Alpha Sigma Lambda, Honor Society for Continuing Education Students
http://www.alphasigmalambda.org/

All students must have completed 24 graded University of Massachusetts Amherst credits prior to graduation and earned a GPA of 3.2. As our program is only 30 credits in total, you will qualify AFTER graduation. Invitations to join are sent to qualified students mid-summer after graduation.

Technical Requirements for the RN to BS Online Track

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

**Recommended and Minimum Configurations**

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

**Technical Support**

For technical assistance, visit  [https://embanet.frontlinesvc.com/app/home/p/2101](https://embanet.frontlinesvc.com/app/home/p/2101) or call 1-855-757-7055 (24-hours a day, 7 days a week). You may also use the live chat option:  [http://uma.echelp.org/](http://uma.echelp.org/)

**University of Massachusetts Amherst e-mail Account**

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

If you already have a UMail account, make sure your account is active. If you have questions or problems with UMail, please contact IT at 413-545-9400 or submit a help request online at  [https://www.umass.edu/it/support](https://www.umass.edu/it/support)

**RN – BS: Estimated Costs for Tuition, Fees and College-Related Costs**

*As of June 2017 (Costs Subject to Change)*

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

**Estimated Tuition**

- **Summer Tuition (10 credits):** $5,100 + $45 Summer registration fee
- **Fall Tuition (8 credits):** $4,080 + $45 Fall registration fee
- **Winter Tuition (3 credits):** $1,530 + $45 Winter registration fee
- **Spring Tuition (9 credits):** $4,590 + $45 Spring registration fee

*Based on $510 per credit plus registration fees. These fees are subject to change any time.*

$15,480
Estimated Fees and Expenses

- Undergraduate Entering Fee: $135
- Health Insurance: All students are required to carry health insurance. Insurance is offered through UMass University Health Services (UHS); for more information, visit their website at [www.umass.edu/uhs](http://www.umass.edu/uhs) and click the ‘Student Health Insurance Plan’ link. This coverage runs from February 1 through July 31 (covering the spring and summer terms), and then from August 1 through January 31, at approximately $85 per semester.
- Commencement Fee: $110
- Student Name Badge: $20
- Professional Liability Insurance (purchased through Nurses Service Organization): $35
- Nursing Textbooks/EBooks: $1000
- Fingerprinting: $35
- UCard – Distance Learning ID Card: $30

Supplies, Transportation, and Misc. Personal Costs

$700 - $1,400/year

Estimated Technology Costs

- Computer: $480 - $2500
- Internet Access: $30 - $60/mo.
- Software: $40 - $200
Accelerated Bachelors

General Information

The Accelerated Track is a course of study offered through the Division of Continuing and Professional Education under the auspices of the College of Nursing, for individuals with a non-nursing bachelor’s degree who are interested in pursuing professional nursing. This is a full time fast-paced program that requires significant dedication and commitment. Students spend 4-5 days per week in the classroom and in clinical sites. Preparation for class and clinical is critical to succeed in this program. Outside employment is discouraged.

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

Completion of the program is part of the preparation for entry-level professional practice, to take the NCLEX-RN® licensure exam, and to have the academic foundation for graduate study in nursing.

Students who satisfactorily complete the 57 residence credits will be awarded a Bachelor of Science Degree with a major in Nursing.

This 17-month track begins in August.

Admission Requirements

- Evidence of Bachelor’s degree in a field other than Nursing, as documented by official transcripts (including translations and evaluations of non-English transcripts).
- C or better (3.0) in the following prerequisite courses: Human Nutrition, General or Medical Microbiology w/lab, Human Anatomy (or Anatomy & Physiology I with lab), Human Physiology (or Anatomy & Physiology II with lab), Statistics, and Human Growth and Development throughout the Lifespan.
- Overall GPA in the six prerequisite courses of B or better (3.0).
- Two letters of reference.
- Completion of essay.
- Non-native speakers of English on Foreign Student Visas that apply for admission to the College must submit their TOEFL Scores. A minimum passing score is 80.

Selection Procedure

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

The application deadline for classes that start in August is January 15.

Accelerated Track: Program of Study

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER I (Summer)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 100</td>
<td>Perspectives in Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER II (Fall)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 315</td>
<td>Health &amp; Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 390S</td>
<td>Pathophysiology/Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 390T</td>
<td>Pathophysiology/Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 406</td>
<td>Nursing Process: Clients with Common Health Disruptions</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 407</td>
<td>Clinical Practice I</td>
<td>4</td>
</tr>
<tr>
<td><strong>SEMESTER III (Spring)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 420</td>
<td>Introduction to Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 436</td>
<td>Comprehensive Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 437</td>
<td>Clinical Practice III</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 439</td>
<td>Community Health Nursing IV: Community</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498P</td>
<td>Clinical Practicum: Community</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER IV (Summer)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 325</td>
<td>Maternal-Newborn Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 326</td>
<td>Nursing Care of Children</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 327</td>
<td>Psychiatric-Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 398F</td>
<td>Nursing Care of Children: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 398G</td>
<td>Psychiatric-Mental Health Nursing: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 398I</td>
<td>Maternal-Newborn Nursing: Practicum</td>
<td>2</td>
</tr>
<tr>
<td><strong>SEMESTER V (Fall)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 438</td>
<td>Professional Role in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 498</td>
<td>Accelerated Clinical Internship**</td>
<td>5</td>
</tr>
<tr>
<td>Nursing 497E</td>
<td>Decision-Making Strategies for Professional Nursing Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

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

The Accelerated Track is revised in response to rapid advances in scientific technology, new trends in health care delivery, and evidence from nursing research. Refer to the College of Nursing’s website for the most up-to-date information: [www.umass.edu/nursing](http://www.umass.edu/nursing)
Accelerated Track: Est. Tuition, Fees, and College-Related Costs
As of June 2017 (Costs Subject to Change; check with Bursar's office for most up-to-date fees)

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

### Estimated Tuition *

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Tuition (per credit)</th>
<th>Registration Fee</th>
<th>Estimated Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I</td>
<td>3</td>
<td>$510</td>
<td>$45</td>
<td>$1,575</td>
</tr>
<tr>
<td>Fall I</td>
<td>16</td>
<td>$510</td>
<td>$45</td>
<td>$8,205</td>
</tr>
<tr>
<td>Spring</td>
<td>16</td>
<td>$510</td>
<td>$45</td>
<td>$8,205</td>
</tr>
<tr>
<td>Summer II</td>
<td>12</td>
<td>$510</td>
<td>$45</td>
<td>$6,165</td>
</tr>
<tr>
<td>Fall II</td>
<td>10</td>
<td>$510</td>
<td>$45</td>
<td>$5,145</td>
</tr>
</tbody>
</table>

* Based on $510 per credit plus $45 registration fee per semester.

### Estimated Fees and Expenses (in addition to prevailing tuition and fees)

- Health Insurance: All students are required to carry health insurance. Insurance is offered through UMass University Health Services (UHS); for more information, visit their website at [www.umass.edu/uhs](http://www.umass.edu/uhs) and click the ‘Student Health Insurance Plan’ link. This coverage runs from February 2 through July 31 (covering the spring and summer terms), and then from August 1 through January 31.
- Uniforms, and shoes: Approx. $200
- Commencement Fee: $110
- Textbooks/eBooks (per year): $1000
- Personal and transportation expenses: $700 - $1400
- Professional Liability Insurance (per year): $35 per year
- Student Name Badge: $20
- Stethoscope and a watch with a second hand: $100
- UCard – Distance Learning ID Card: $30
- NCLEX (ATI) Testing Package: $600
- Computer and iPad: $1500
- Drug Screening: $140
- Fingerprinting: $35
- Lab Kit: $100
- Simulated Electronic Health Record (EHR): $100

If you find that your cost of attendance is higher with these fees than what financial aid estimates for you, you can submit an Appeal for Books and Supplies form and indicate “Other Educational Related Expenses” and attach a copy of this notice of fees. Please visit the Financial Aid website for more information: [https://www.umass.edu/umfa/appeals-1](https://www.umass.edu/umfa/appeals-1).

If you have questions about your budget or would like to increase your budget, please contact financial aid directly at: [finaid@finaid.umass.edu](mailto:finaid@finaid.umass.edu).
Description of Nursing Courses in the Undergraduate Program

All courses are 3 credits unless otherwise noted.

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

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

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

290B - Introduction to Healthcare Informatics (RN-BS Track)
This survey course will provide a state-of-the-art overview of the role of information technology in healthcare with emphasis on essential content and applications in healthcare informatics.

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

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

316 – Principles of Nursing Care
Concepts of health promotion, risk reduction and disease prevention are presented. Students analyze data, choose appropriate nursing diagnoses, plan and evaluate basic nursing interventions and outcomes for adults.

317– Writing in Nursing: Ethics
This course is designed to meet the Junior Year Writing Requirement in the Major. Ethics and the role of the nurse are used as the contexts for the development of writing skills. The techniques of specific types of writing are learned through writing assignments, peer editing and instructor feedback.

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

326 - Nursing Care of Children 2 cr
This course focuses on developing nursing knowledge and skills related to children and families during childrearing experiences, including communication, teaching/learning, and assessment and management of acute and chronic illness.
325 - Psychiatric-Mental Health Nursing 2 cr
This course provides the theoretical basis for community mental health nursing with individuals, families, and groups. Strategies for prevention, nursing interventions and rehabilitation are emphasized.

390S - Pathophysiology/Pharmacology I
This course explores major elements of altered disease processes at the cellular, tissue, and organ levels and the pharmacological agents used to treat, manage, prevent or cure diseases across the lifespan.

390T – Pathophysiology/Pharmacology II
This course explores major elements of specified disease processes at the cellular, tissue and organ levels and the pharmacological agents used to treat, prevent or cure diseases across the lifespan.

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

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

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

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

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

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

415 – Community Focus in Nursing (RN to BS Track)
The purpose of this course is to assist the student in using the nursing process within the context of the community. Community health nursing roles are expanded to allow for increased judgment and professional competence in the various areas of the community.
Primary health concerns of the community and the role of the nurse and community member for promotion of wellness are important parts of this course.

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

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

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

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

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

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

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

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

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

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

497E – Decision-Making Strategies for Professional Nursing Practice 1 cr
This course, offered the semester before graduation, assists students to further develop and practice decision making skills needed for entry level-clinical nursing practice using case scenarios and practice questions

498 – Internship (Accelerated Track) 5 cr
This practicum prepares students for beginning professional nursing practice. Students are expected to synthesize knowledge and skills to manage and advocate for groups of clients in various settings.

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

498D – Clinical Practicum IVA: Community Intervention 2 cr
Clinical course focusing on application of the nursing process, public health theory, epidemiology, nursing theory, and selected social cultural, political, economic and environmental theories in selected communities for health promotion.
498E – Nursing Internship 4 cr
This practicum prepares students for beginning professional nursing practice. Students are expected to synthesize knowledge and skills to manage and advocate for groups of clients in various settings.

498P – Clinical Practicum: Community (Accelerated Track)
This clinical course focusing on application of the nursing process in a community-based setting, and the implementation of a theory-based community health intervention with a population, based on a community assessment.

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

Special Academic Programs

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

Successful completion of the DH requirements with minimum grades of B (or as specified below) and the submission of a properly formatted Honors Thesis or Project manuscript will result in the award of "Departmental Honors" on the student’s academic transcript. For information about DH, speak with your Honors Program Director, Dr. Stephanie Griggs, Skinner Hall 104, sgriggs@nursing.umass.edu. For information about the full CHC Curriculum see http://www.honors.umass.edu/curriculum.

General Honors Admission Criteria
Minimally, to be eligible to apply for DH, students must have:

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

Admission Process

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

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

Program Requirements

2 NURS honors courses 300-level or higher Honors Thesis or Project. Options Below:

- Individually contracted: NURS 499Y Honors Research and NURS 499T or 499P Honors Thesis or Project
- For Accelerated BS Candidates only: NURS 499K Internship*
  *In lieu of non-honors NURS internship in final semester NURS 499K “Internship”* (in lieu of non-honors NURS internship in final semester)

Nursing Residential Academic Program (RAP)

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

Technology Needs

All nursing students need an iPad and computer for the nursing program. These are available from the University store. Please note that these are considered “qualified education expenses” for tax purposes.

Financial Aid has included an amount for books and supplies in your budgeted cost of attendance; however, these charges will not be included on your invoice from the Bursar.

College of Nursing Requirements, Policies, and Procedures

Academic Policies *(Students are responsible for acting in accordance with the University and College of Nursing regulations and policies)*

General Academic Policies

1. Students are advised to follow the recommended sequence of courses. The student carries the responsibility for ensuring that the prerequisites for coursework are met and that coursework is taken in sequence.
2. The academic standard for students in the College of Nursing is a cumulative grade point average (CGPA) of 2.5 or above, with no grade in a required prerequisite course below a C (2.0). Those courses include: CHEM 110, KIN 270 and, KIN 272, MICRO 255, any Human Nutrition course, PSYCH 100, NURS/PYSCH 380, and STATISTICS.
3. Successful completion of the physical and biological science prerequisites, college writing, and the R1 and R2 Math Tier requirements are required before progression into the Junior year of the nursing major.
4. If the Cumulative GPA falls below a 2.5 or the student has a grade below C in a required course, the
student will not be allowed to progress to the next semester of required courses. Such students are encouraged to meet with the academic advisor.

5. Each semester of required courses must be successfully completed before progression to the next semester, as outlined in the plan of study.

6. Students who do not progress satisfactorily through the nursing curriculum in its regular sequence or who take a leave of absence are not guaranteed that the curriculum and courses from which they departed will be in place upon their return. They will be expected to complete the curriculum of their new graduation date. Continuation in the program is based on space availability.

7. Nursing courses may be repeated once with no prior approval and twice with permission of Assistant Dean. Failure to pass an undergraduate nursing course with a grade of C or better on the second attempt will lead to dismissal from the program. If an unacceptable grade is received in a required course, the student is on probation from the College of Nursing. The student must petition in writing to the Undergraduate Standards Committee to be allowed to repeat the nursing course. If the student is denied a repeat of the clinical course, the student is considered dismissed from the College of Nursing. Repeating a nursing course is on a space-available basis and requires payment of course tuition and fees.

8. Standardized NCLEX style examinations are scheduled during the Junior and Senior Years and taking these examinations is required for progression in the program.

9. Students attending class or clinical under the influence of alcohol and other intoxicating substances will be asked to leave. If this behavior occurs in a clinical setting, it will be grounds for disciplinary action and dismissal.

10. Students must abide by all university policies in addition to those of the College of Nursing.

11. Students will be cleared for graduation and application for the RN licensure examination (NCLEX-RN®) when all graduation requirements of the university have been met.
Grading

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

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

2. No course required for the Nursing major may be taken on a Pass/Fail basis except as designated by the College of Nursing.

3. The University Policy for Incomplete grades will be followed:

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

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

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

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

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

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

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

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

Guidelines for Independent Study Contract

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

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

Assumptions

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

Process

- The student brings to the instructor a written statement of the objectives to be attained and a brief description of the learning activities believed to assure the attainment of the objectives.
- The instructor aids in the refinement of the statement of objectives to assure that they will
meet individual learning needs and involve adequate study of the subject.

- Both student and instructor identify appropriate and available learning resources.
- If a practicum is involved, the instructor is responsible for the Letter of Agreement with the cooperating agency in accordance with policy and procedure.
- The learning activities and the use of selected learning resources are spelled out and their relationship to the objectives are made explicit.
- The criteria for evaluation and the evidence upon which evaluation is to be based are established. It should be clear how, by whom, when and on the basis of what evidence evaluation will be carried out.
- A written agreement is completed and signed by the student and the instructor with copies retained by each and a copy filed in the student’s academic folder.

NCLEX Preparation

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

Professional Conduct

1. It is expected that each student shall understand and act in accordance with the values, vision and mission of the College of Nursing, the Code of Ethics as promulgated by the American Nurses Association and the Academic Honesty policy of the University. Failure to do so will constitute cause for dismissal regardless of academic standing.

2. Confidentiality of information related to clinical experiences and anonymity of patients and families are to be preserved.

3. Professional accountability and responsibility includes attendance at all scheduled clinical and classroom course experiences and being on time and well prepared for the respective experiences.
Academic Policy and Procedure for Professional Conduct Standards
(Approved by Faculty Assembly 2011)

Policy:

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

Procedure:

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

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

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

   First Violation:

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

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

   Second Violation:

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

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

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

Student: __________________________________________________________

Faculty: __________________________________________________________

Date: ___________ Time: _______ Place: _____________________________

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

Action Taken:
Student Comments:

Student Signature: __________________________ Date: __________

Faculty Signature: __________________________ Date: __________

Course Coordinator Signature: __________________________ Date: __________

Assistant Dean of Undergraduate Education
Signature: __________________________ Date: __________

Associate Dean Signature: __________________________ Date: __________

Dean Signature: __________________________ Date: __________
University of Massachusetts Amherst College of Nursing Undergraduate Program
Professional Conduct Policy for the College of Nursing Signature Sheet

Professional Conduct Standards

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

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

Acknowledgement

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

Name: (print) _____________________________ Date: ______________

Signature: ________________________________

University of Massachusetts Amherst
College of Nursing
Undergraduate Program
Re-application Policy and Procedure
Re-application Policy 5/16/2014

A student who fails a nursing course must be in contact with his or her academic advisor within two weeks of the final grade postings to create a remediation plan. It is expected that the student will work on completing a remediation plan that has been reviewed and approved by the student’s advisor during their time away from class and clinical activities. A remediation plan may include but not be limited to: a co-op experience or independent study in a health care institution, taking a support course, or practice in the Nursing Clinical Simulation Laboratory.

Re-application Procedure – Clinical Course

The student must wait at least one full semester before being eligible to retake a clinical course. The student who earned a failing grade in a clinical course must complete the following:

1. Contact* within two weeks of the final grade posting on Spire his/her academic advisor stating intent to return and retake the failed course.
2. Collaborate with the academic advisor on a remediation plan. Remediation plans may include but are not limited to: ATI focused test reviews, supporting external courses, outline course content, bibliography reviews, co-op or independent study in a health care facility, practice in the Nursing Clinical Simulation Laboratory, etc.
3. Meet with the academic advisor by the 7th week of the following semester before drafting a letter of request to the Undergraduate Standards Committee to retake the course. The letter of request must include:
   a. Request to return/retake failed course and return to program progression.
   b. List of activities student participated in to remedy the deficiencies that led to course failure.
   c. A plan for success should the student is allowed to return/retake.
   d. The letter of request from the student MUST be received by the Undergraduate Standards Committee within two weeks.

The Undergraduate Standards Committee will review the letter, discuss the student’s case and make a decision to either accept or reject the request for return/retake. The student will be notified of the Committee’s decision within 10 business days of the meeting. If accepted the student will be allowed to return and retake the course; a) when the course is next offered, and b) if space is available. If accepted to return, the student must then make an appointment with his/her advisor for continued oversight regarding the remediation plan on return to the program.

(*) A meeting with the student may be via telephone, videoconference software, email, in person, etc.

Reapplication Procedure – Theory Course:

The student who earned a failing grade in a theory course must complete the following:

1. Contact* within two weeks of the final grade posting on Spire his/her academic advisor stating intent to return and retake the failed course.
2. Meet with the academic advisor to develop a remediation plan. Remediation plans may include but are not limited to: ATI focused test reviews, supporting external courses, outline course content, bibliography reviews, co-op or independent study in a health care facility, practice in the Nursing Clinical Simulation Laboratory.
3. Draft a letter of request to return/retake the failed course. The letter must include the plan of remediation the student will complete. The letter will be sent by the student to the Undergraduate
Standards Committee within one week of the final grade posting.

The Undergraduate Standards Committee will review the letter, discuss the student’s case and make a decision to either accept or reject the request for return/retake. The student will be notified of the Committee’s decision within 10 business days of the meeting. If accepted the student will be allowed to return and retake the course; a) when the course is next offered, and b) if space is available. Student must then make an appointment with his/her advisor for continued oversight regarding the remediation plan.

(*) A meeting with the student may be via telephone, videoconference software, email, in person, etc. Revised 2.26.14 Faculty Assembly

Registration

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

Changes in course schedules should be accomplished with Faculty Advisor consultation. Authorization for credits in excess of eighteen requires approval of the Faculty Advisor.
Policy for Undergraduate Electronic Testing - Students

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

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

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

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

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

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

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

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

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

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

11. Passwords may not be shared with other students.

12. Excused or make-up exam arrangements must be made with the instructor before the scheduled exam time.

13. In the event of an issue with the student’s device, the student should immediately bring their testing device to the proctor for assistance.

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

(Approved, Faculty Assembly 4/19/17, revised to reflect Examplify 7-10-17)
Clinical Setting Policies and Procedures

Health Requirements

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

HEALTH REQUIREMENTS 2017

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

CPR REQUIREMENT 2017

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

PROFESSIONAL LIABILITY INSURANCE 2017

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

MEDICAL MALPRACTICE INSURANCE

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

ANNUAL UPDATE

CastleBranch will send an email reminder for annual updates at least two weeks prior to their due date.

Healthcare agencies will not allow students to begin clinical experiences until this information has been received. Timely submission will prevent student’s clinical status from being in jeopardy.

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

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

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

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

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

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

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

### Undergraduate College of Nursing Credentialing Policy

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

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

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

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

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

4. As soon as you register with CastleBranch, you will get an email to begin uploading your documents into their secure site. You must have everything uploaded into CastleBranch by:
   - Accelerated students - July 1st for fall clinicals, November 1st for spring clinicals and March 1st for summer clinicals.
   - Nursing majors - May 1st for fall clinicals and November 1st for spring clinicals.
   - All students- Between August 1-15th **each year**, you must upload modules to Centralized Clinical Placements at [www.mcnplacement.org/orientation](http://www.mcnplacement.org/orientation).
   - All students – October 1st for flu immunization verification.
5. You may from time to time receive an email from Castle Branch informing you that something has expired and these must be attended to immediately. Never ignore reminders from CastleBranch, as it is likely you have a new requirement that has triggered a reminder email.

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

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

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

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

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

If you have questions or trouble uploading documents, please contact the Database Administrator, Jennifer Heim at the College of Nursing [jheim@umass.edu](mailto:jheim@umass.edu) phone #413-545-5049 (in room 20A, bottom floor of Skinner Hall).

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

*Adopted by Faculty Assembly December, 2016, edits approved 5/17*
Good Moral Character Policy

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

Guidelines for Conduct in Clinical Settings

Conduct

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

Clinical Evaluation Tool

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

Clinical Practice

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

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

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

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

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

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

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

Students must follow any course specific guidelines regarding medication administration.

Professional Conduct and the American Nurses’ Association Code of Ethics

The College of Nursing abides by and adheres to the Code for Nursing, which is set forth by the American Nurses’ Association as it relates to the professional conduct of nurses. The website where the code can be viewed, read, and purchased is:
http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx

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

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

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

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

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

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

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

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

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

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

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

Unsafe Nursing Practice Policy (Policy adopted 2011)

The faculty of the College of Nursing has an academic, legal, and ethical responsibility to prepare graduates who are competent in safe nursing practice to protect health of individuals and communities. It is within this context that students are disciplined or dismissed from the College of Nursing for unsafe practice or unsafe behavior that threatens or has the potential to threaten the safety of a client, a family member or substitute familial person, another student, a faculty member, or other health care provider.

Practices or behaviors that warrant disciplinary action include, but are not limited to:

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

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

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

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

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

• A faculty member who removes a student from the clinical area due to unsafe clinical practice during his or her clinical assignment is required to notify the course coordinator within 24 hours, and to consult with the Assistant Dean of Undergraduate Education or Associate Dean for Academic Affairs.
The faculty member will identify and document in writing the student’s unsafe clinical practice, advise the student regarding the unsafe clinical performance and the requirements for addressing the deficiencies, and if appropriate, refer the student for remediation or assistance using the CON clinical learning contract. Students are expected to respond to the remediation plan within 48 hours by contacting the designated person who will assist them with remediation. Students need to be self-directed for remediation because unsafe practice involves skills that have been previously taught. This means that the independent use of class material, practice in lab, and use of recommended resources is expected.

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

A student may be reinstated to the assigned clinical area only after the recommended action plan has been followed, successfully completed, and appropriately documented.

If, following the remediation plan completion, the student’s clinical performance continues to remain unsafe; the Assistant Dean of Undergraduate Education or Associate Dean for Academic Affairs in collaboration with the faculty member, may require additional remediation or may remove the student from clinical activities.

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

Uniform Policy

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

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

8. Clinical agency dress code policies, if stricter than College of Nursing policy, must be adhered to while in that setting.

Students who do not comply with the uniform policy will not be allowed in the clinical setting.

Health/Illness/Injury Incident Policy
(Refer to university policy)

PURPOSE:

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

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

II. PROCEDURE:

A. On Campus

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

B. Off Campus

1. If the incident is in a clinical facility the policies and procedures set forth by that site must be followed. Neither the faculty nor the CON is responsible for the cost of any treatment involved in the student’s care.

2. The faculty member will notify the Undergraduate Dean, Graduate Program Director, or the Associate Dean for Academic Affairs office at 413-545-1343 as appropriate and report the location and nature of the incident as well as the student’s name and contact information.

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

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

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

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

Code of Student Conduct

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

Academic Honesty Policy

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

Intellectual honesty requires that students demonstrate their own learning during examinations and other academic exercises and that other sources of information or knowledge be appropriately credited. Scholarship depends upon the reliability of information and reference in the work of others. No form of cheating, plagiarism, fabrication, or facilitating of dishonesty will be condoned in the University community.
Formal definitions of academic dishonesty, examples of various forms of dishonesty, and the procedures that faculty must follow to penalize dishonesty are contained in the ACADEMIC HONESTY POLICY, which follows ACADEMIC REGULATIONS herein. A student identified by an instructor or another student of having committed a breach of the academic honesty regulations has the right to appeal before any penalty can be imposed. Appeals must be filed within ten days of notification by the instructor that s/he suspects dishonesty. Information on the appeals process is also contained in ACADEMIC HONESTY POLICY, or can be obtained from the Ombuds Office, where appeals are filed.

In addition, the Academic Standards Committee adopted the Policy Concerning Academic Honesty in June of 2004, which states the following:

**POLICY CONCERNING ACADEMIC HONESTY**

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

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

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

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

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

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

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

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

**E-Mail Etiquette**

**A. Policies**

1. Know your college and university’s E-mail policies  
   [www.oit.umass.edu/policies/acceptable_use/guidelines.html](http://www.oit.umass.edu/policies/acceptable_use/guidelines.html)

2. Use professionalism, efficiency and protect yourself from liability.
B. Addresses and Subject Lines

1. Check with the List Administrator of your college for faculty/student assignments to groups and e-mail distribution lists. Know who can use what lists and for what use.
2. Always use a brief but relevant subject heading (avoid using this space for your message).
3. Always use a salutation, “Hello Sue,” and end with your name, “Jane Doe”.
4. Your address should ideally be a personal name and not a string of letters and numbers that cannot identify you.

C. Content, Message, Length

1. Keep to the subject.
2. Use proper grammar and spelling.
3. Do not e-mail credit card numbers or social security numbers.
4. Do not send person’s names or any information that could breach confidentiality.
5. Do not send angry messages. If there is a conflict, it is best to meet in person to discuss.
6. Do not type messages in all lower case or all upper case – they are hard to read and hard to interpret.
7. Do not SPAM. Use your list administrator to send broadcast e-mails of importance to students or the College. If you have important class related information, include it in your website or use the class home page announcements feature.
8. Proof read and make sure the appropriate people are on the e-mail.

D. Replies and Reply-All’s

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

E. Signatures

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

F. Courtesy and Timing

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

**Technology Policy**

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

II. **CLASSROOM**

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

III. **CLINICAL**

A. The College of Nursing abides by the National Council of State Boards of Nursing Social Media Policy [https://www.ncsbn.org/NCSBN_SocialMedia.pdf](https://www.ncsbn.org/NCSBN_SocialMedia.pdf) and the ANA’S Principles for Social Networking (2011).

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

B. **6 Tips to Avoid Problems**

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


University Policy on Student Absence for Religious Observance
(Sen. Doc. NO. 89-037)

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

Students have the right to make up examinations, study or work requirements that they miss because of absence from class for religious observance, but they also have an obligation to inform the course instructor as to the days on which they may be absent for religious reasons at the beginning of each semester.

If they feel that it is important for course planning, instructors have the right to require students to provide a written list of days they will be absent for religious observance within one full calendar week after the student’s enrollment in the course, provided the course instructor lists this requirement and corresponding deadline on the course outline or other handouts.

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

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

The University of Massachusetts has developed policies on the use of alcohol, tobacco and other drugs on and off campus. Undergraduates, see the Code of Conduct.

Responding to a Critical Incident

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

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

1. Your name
2. Location of the incident (be as specific as possible)
3. Number of shooters (if known)
4. Identification or description of shooter(s)
5. Number of persons who may be involved
6. Your exact location
7. Injuries to anyone, if known.

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

**IV. The Nursing Student’s Guide**

**Academic Advising**

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

**Process of Academic Advising**

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

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

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

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

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

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

**Course Evaluations**

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

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

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

**Program Evaluation**

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

**Grievance Procedure**

Formal academic grievance procedures are processed by the University Ombuds Office. Please visit their website at [http://www.umass.edu/ombuds_office](http://www.umass.edu/ombuds_office) to learn more about their services.
Support Services on Campus

The Library System
The UMass Amherst Library System has several sites, with 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.

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

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

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

Information Technology
All students are required to have a NET ID, which is generated by IT once the students pay their deposit and are matriculated into the program. The NET ID will be sent via their non-UMass email address or to their home if there is no non-UMass email address on file. Consultants are available in each area to check out materials and to assist users with machine malfunctions and basic software problems. Additional software help is available from the IT HELP Desk in A109 LGRC (545-9400). Walk-in consulting for academic computing data analysis is available Monday-Friday, 9am-5pm, in LGRC room A121. For more extensive consulting, phone: (413) 545-2836. A complete list of services can be viewed on their website at http://www.it.umass.edu/search/apachesolr_search?keys=list+of+services&op=Sea%20rch
Offices for Programs and Services for Students

Center for Multicultural Advancement and Student Success (CMASS)
www.umass.edu/cmass
101 Wilder Hall
221 Stockbridge Road
413-545-2517
CMASS is comprised of four integrated functional areas: Academic Support, Student Development, Cultural Enrichment and Institutional Diversity. Using a student--centered approach that values collaboration, dialogue and action, the programs and services offered engage first-generation and ALANA (African, Latino/Latina, Asian and Native American) students and colleagues in courageous, inclusive and supportive learning experiences. We aim to create partnerships and collaborative possibilities, provide resources and advocate for students of color and other underrepresented constituencies to ensure academic success and personal growth.

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

Native American Student Support Services (NASSS)  www.umass.edu/native/nasss
Suite 11 Bartlett Hall
413-577-0980
The goals of the Native American Academic Support Services program at the University of Massachusetts are to provide an academically and culturally enriched environment for the Native American students through the following resources: mentoring, personal counseling, and connections with indigenous communities and organizations. The program was conceived by Native American students and other members of the campus community to provide culturally informed academic support.

Women of Color Leadership Network (WOCLN)
www.umass.edu/wocln
180 Infirmary Way, New Africa House, Room #127
413-545-1671
The Women of Color Leadership Network (WOCLN) celebrates and supports the accomplishments and endeavors of Black/African American, African, Latina, South American, Chicana, Asian-Pacific Islander, South Asian, Native American, Middle Eastern, Arab/Arab American, Caribbean, Biracial and Multiracial, and all Indigenous women in the Five College region of Western Massachusetts.

Writing Center
www.umass.edu/writingcenter

W.E.B DuBois Library Learning Commons  413-577-1293
The Writing Center is a place where students, faculty, and staff in the university can work with a
knowledgeable tutor on their writing. We meet individually with writers in 45-minute consultations. After the writer tells us a little about the writing project and his/her concerns, a writing tutor will ask questions, offer advice, and generally respond as an interested reader.

Disability Services
www.umass.edu/disability
161 Whitmore Administration Building 413-545-0892
Disability Services at the University of Massachusetts Amherst is a component of the Office of Equal Opportunity and Diversity. Services are provided for students, faculty, and staff with disabilities, so that they may successfully learn and work at UMass. Disability Services promotes the empowerment of people with disabilities and their full integration into campus life and the community. The staff of Disability Services works with people who have documented disabilities under the following categories:

Attention Deficit Disorder or Attention Deficit/Hyperactivity Disorder Autism & Asperger’s Syndrome
Blind/Visually Impaired Brain Injury
Deaf/Hard of Hearing Learning Disabilities
Medical Disabilities
Mobility Disabilities Temporary Disabilities Psychological Disabilities

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

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

In addition, certain nursing organizations such as the Nurses’ Educational Funds, Inc. (http://n-e-f.org/) and Sigma Theta Tau International (www.nursingsociety.org) offer scholarships.

Scholarships for baccalaureate students in good academic standing, with at least one full year of college remaining, are available through the National Black Nurses Association. Additional information is available on the web at http://www.nbna.org/scholarship.

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

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

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

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

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

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

**Awards and Recognition**

College and University awards are presented at the end of the spring and fall semesters. Recipients of undergraduate and community service awards will be honored at the Special Recognition Ceremony (Pinning) in May. Graduate Award recipients will be honored at their Graduate Dinner preceding commencement. Please contact conscholar@nursing.umass.edu if you have questions regarding the College of Nursing awards.

**COLLEGE OF NURSING PEACE AND SOCIAL RESPONSIBILITY AWARD:** This award honors the student(s) who have demonstrated activism in promoting social and environmental change, which supports the context of health and social welfare.

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

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

**COLLEGE OF NURSING DIVERSITY AWARD:** This award recognizes the work of an individual or group in the College of Nursing community who is committed to the health of the ALANA community through teaching, outreach or scholarship.
ESSENCE OF SNA AWARD: This award is given to a member of the University of Massachusetts Student Nurses’ Association who exemplifies leadership, commitment, enthusiasm, and work above and beyond for the local organization.

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

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

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

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

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

University Awards

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

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

Organizations and Associations

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

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

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

All nursing majors at the university are encouraged to participate actively in SNA. In this way, students are able to learn leadership and organizational skills, which are expected in the practice of professional nursing. Several programs that SNA has sponsored throughout the years have gained the support of the student body and has contributed to the ongoing success of this organization within the Commonwealth and nationally. The President for the 2017-2018 academic year is Nick Morey, who can be contacted by e-mail at nmorey@umass.edu or at the bi-weekly meetings.

Sigma Theta Tau International

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

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

The Beta Zeta-At-Large Chapter at the University of Massachusetts at Amherst was established in 1972 as the fifty-second chapter of Sigma Theta Tau International. It amended its charter in 2002 to include affiliation with the Elms College, Chicopee, MA. In 2006 the chapter again amended its charter to include American International College in Springfield MA. It is committed to serving its growing membership in the development of knowledge, encouragement of professional achievement and the advancement of nursing through research.

Membership is conferred upon students in baccalaureate and graduate nursing programs and nursing leaders in the community, who demonstrate exceptional achievement in the nursing profession. Membership is by invitation and takes place in the Fall Semester for those students at the senior level. Membership criteria and further information are available on the Sigma Theta Tau Website at http://betazeta.nursingsociety.org/BetaZetaChapter/Home/

College of Nursing Alumni Association

Every graduate of a nursing program of the College of Nursing is automatically a member of the college Alumni Association. The Association’s Board of Directors is a group of tremendously enthusiastic and loyal alumni engaged in many different areas of nursing. Nancy Thompson is the current chair of the association.
Each year, the College of Nursing organizes several events to provide opportunities for alumni networking. One such event is our annual luncheon during Homecoming Weekend, which includes an exciting and timely educational program as well as the presentation of Outstanding Alumni Achievement awards. The Alumni Association is an important vehicle that creates and sustains alumni support, enthusiasm and participation essential for promoting the college’s mission, “To provide an affordable and accessible education to enhance health and healing through nursing leadership in teaching, scholarship, practice and service.”

**Student Participation in College of Nursing Governance**

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

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

Appendix A
Deans, Directors, and Administrative Offices

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

Undergraduate Program Directors
- Director of International Programs: Dr. Emma Dundon
- Honors Program Director: Dr. Stephanie Griggs
- Clinical Simulation Lab Director: Dr. Heather Hamilton

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

Office of the Dean

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

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

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

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

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

Annette Wysocki, Associate Dean for Research
Ian Cooke, Office Assistant

Office of Academic Affairs

The Office of Academic Affairs has the following responsibilities:

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

Donna Zucker, Interim Associate Dean for Academic Affairs
Jenn Heim, Administrative Assistant
Maeve Howett, Assistant Dean of Undergraduate Education
Reggie Lamothe, Undergraduate Academic Advisor
Liz Theroux, Program Assistant, Undergraduate Nursing Major and RN to BS
Jackie Montgomery, Program Assistant, Accelerated Track in Springfield
Stephanie Griggs, Director, Honors Program
Emma Dundon, Director, International Program
Heather Hamilton, Director, Clinical Simulation Laboratories
Jason Steele, Lab Assistant, Nursing Clinical Simulation Laboratory
Cynthia Jacelon, Director, PhD Program
Pamela Aselton, Director, Clinical Nurse Leader Track, Master’s Program, DNP Program
Karen Ayotte, Program Assistant, DNP Program
Office of Development

The Development Office is responsible for the design, implementation and evaluation of a comprehensive fundraising program to increase private support to ensure and advance the College of Nursing’s vision, mission and strategic plan. This involves annual fund raising from alumni and friends as well as focused individual, corporate, foundation and planned giving.

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

Olivia Frazier, Director
Elaine Fuqua, Development Assistant

Dean’s Advisory Board

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

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### College of Nursing Faculty Roster 2017-2018
(as of 8/1/2017)

<table>
<thead>
<tr>
<th>Name, Credentials, Title</th>
<th>Telephone</th>
<th>Skinner</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abelard, Gabrielle, DNP, PMHNP, PMHCNS- BC, RN, BSN Clinical Assistant Professor</td>
<td>545-9755</td>
<td>102</td>
<td><a href="mailto:gabelard@gmail.com">gabelard@gmail.com</a></td>
</tr>
<tr>
<td>Aselton, Pamela, PhD, MPH, FNP Clinical Associate Professor</td>
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<td>124</td>
<td><a href="mailto:paselton@nursing.umass.edu">paselton@nursing.umass.edu</a></td>
</tr>
<tr>
<td>Black, Terrie, DNP MBA CRRN FAHA Clinical Assistant Professor</td>
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<td>102</td>
<td><a href="mailto:tblack@nursing.umass.edu">tblack@nursing.umass.edu</a></td>
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<tr>
<td>Briere, Carrie- Ellen, PhD, Assistant Professor</td>
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<tr>
<td>Burke, Mary Ellen, MSN, RN, CNM Clinical Assistant Professor</td>
<td>545-0859</td>
<td>125</td>
<td><a href="mailto:mburke@nursing.umass.edu">mburke@nursing.umass.edu</a></td>
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<tr>
<td>Callahan, Christine, MSN, RN Lecturer</td>
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<tr>
<td>Carvalho, Lucy MSN, RN-BL Clinical Assistant Professor</td>
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<tr>
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<tr>
<td>Chandler, Genevieve RN, PhD Assistant Professor</td>
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<tr>
<td>Chiodo, Lisa, BA, MA, PhD Associate Professor</td>
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<td>228</td>
<td><a href="mailto:lisachiodo@nursing.umass.edu">lisachiodo@nursing.umass.edu</a></td>
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<tr>
<td>Choi, Jeungok, PhD, RN Associate Professor</td>
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<td>120</td>
<td><a href="mailto:jeungokc@nursing.umass.edu">jeungokc@nursing.umass.edu</a></td>
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<tr>
<td>Curnin, Margaret, MSN, RN Clinical Assistant Professor</td>
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<tr>
<td>DeMartini, Jean, PhD, FNP-BC Associate Professor</td>
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<td><a href="mailto:jdemart@nursing.umass.edu">jdemart@nursing.umass.edu</a></td>
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<tr>
<td>Dion, Kimberly, RN, MSN CNE Clinical Assistant Professor</td>
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<tr>
<td>Dundon, Edith, PhD, RN, CPNP Clinical Assistant Professor</td>
<td>545-1737</td>
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<tr>
<td>Gaudet, Cynthia, PhD, RN, CNE Clinical Assistant Professor</td>
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<tr>
<td>Green, Katharine, PhD©, CNM Clinical Assistant Professor</td>
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<tr>
<td>Griggs, Stephanie MSN, RN Clinical Assistant Professor</td>
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<td>Groden, Maureen MS, RN</td>
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<tr>
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</tr>
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</table>
### Faculty Governance: By-Laws

By-laws were revised May 12, 2010 by the College of Nursing Faculty Assembly of the University of Massachusetts Amherst. “The purpose of the Faculty Assembly is to consider, discuss, recommend and establish policies affecting the College of Nursing. The Faculty has a major responsibility to formulate policies in all academic matters. The Faculty shall promote faculty and student participation in the college through the medium of standing and special committees, “ which include: Committee on Undergraduate Curriculum, Committee on Graduate Academic Matters, Committee on Faculty and Student Matters, Committee on Social Justice and Diversity.
Appendix B
UNIVERSITY OF MASSACHUSETTS AMHERST - COLLEGE OF NURSING
CLINICAL EVALUATION TOOL
NURSING <course number>
Semester: Year:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>Instructor:</td>
<td>Days absent</td>
</tr>
<tr>
<td>Clinical Site:</td>
<td>Days tardy</td>
</tr>
<tr>
<td>Clinical dates:</td>
<td></td>
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**Grading Scale:**
Follows the College of Nursing policy. A grade of C (2.0) is required for passing.

<table>
<thead>
<tr>
<th>Clinical courses</th>
<th>3.86-4.0</th>
<th>2.0-2.29</th>
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<tr>
<td>A = 4.0</td>
<td></td>
<td></td>
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<tr>
<td>A- = 3.7</td>
<td>3.70-3.85</td>
<td>1.7-1.99</td>
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<tr>
<td>B+ = 3.3</td>
<td>3.3-3.69</td>
<td>1.3-1.69</td>
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<tr>
<td>B = 3.0</td>
<td>3.0-3.29</td>
<td>1.0-1.29</td>
</tr>
<tr>
<td>B- = 2.7</td>
<td>2.7-2.99</td>
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</tr>
<tr>
<td>C+ =2.3</td>
<td>2.3-2.69</td>
<td></td>
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</tbody>
</table>

**Midterm Evaluation:**
Faculty Comments:

Student Comments:

Instructor Signature: Date:
Student Signature: Date:

---

**Final Evaluation:**
Met all clinical behaviors with a grade of 2 or higher: □ Yes □ No
Faculty Comments:

Student Comments:

Instructor Signature: Date:
Directions for Use of This Tool

1. Students and faculty use the tool on an ongoing basis throughout the semester to monitor student progress in the course.
2. Students and faculty use the tool as a template to guide selection of clinical learning experiences.
3. Students review the tool at least weekly as a means of self-evaluation and goal setting for future clinical experiences.
4. Students and faculty complete the tool at midterm and at end of course. A formal meeting between faculty and student is required to evaluate progress toward meeting course objectives at these times.
5. Ratings given at midterm reflect a midcourse assessment of student progress in the course, and reflect an expectation of continued growth and learning for the remainder of the clinical course.
6. Midcourse ratings for a clinical behavior are not averaged with the final rating for that behavior to determine the final rating. Instead, ratings given at the end of the course alone will factor into the clinical grade, although the ratings will reflect progress throughout the course.
7. The final ratings for each clinical behavior under a specific course objective are then averaged together to form a final rating for each course objective.
8. The overall ratings for each course objective are then averaged together to determine an overall course grade according to the grading scale on the face sheet of the tool.

Glossary

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

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

4=A  Meets objective at this time.  
Meets objective consistently over time.  
Seeks opportunities to attempt to meet objective independently.  Requires no or minimal supportive cues from instructor/preceptor.  
Is consistently able to state theoretical rationale for behavior chosen to meet objective.  
Focuses consistently on client while maintaining self-awareness.

3=B  Meets objective at this time.  
Meets objective usually over time.  
Seeks opportunities to attempt to meet objective that are usually student-initiated.  
Needs some supervision and occasional supportive or directive cues from instructor/preceptor.  
Is usually able to state theoretical rationale for behavior chosen to meet objective.  
Focuses usually on client while maintaining self-awareness.

2=C  Meets objective at this time.  
Meets objective more often than not over time.  
Relies often on instructor/preceptor to identify situations for attempting to meet objective.  
Needs assistance often with frequent supportive and occasional directive cues to meet objective.  
Is sometimes able to state theoretical rationale for behavior chosen to meet objective.  
Focuses sometimes on client while frequently focusing on self.

1=D  Does not meet objective at this time.  
Meets objective inconsistently over time.  
Needs to be directed to situations for meeting objective.  Needs frequent directive cues from instructor/preceptor.  
Is not usually able to state theoretical rationale for behavior related to objective.  
Focuses consistently on self while rarely focuses on client.

0=F  Does not meet objective at this time.  
No evidence of meeting objective over time.  No evidence of attempts to meet objective.  
Depends on instructor/preceptor for continuous directive cues  
Focuses consistently on self while rarely focuses on client.

NO = No opportunity to observe (May not use NO for final evaluation).

The student must meet all clinical behaviors with a minimum rating of 2 to pass this course. If not, a learning contract will be initiated. This may occur at any time during the course. Faculty and students need to have ongoing communication about progress in the course. It is permissible to utilize a number midway between two ratings (i.e., 2.5 or 3.5) if needed to
most accurately reflect a student’s actual clinical performance.

1. Implement strategies that demonstrate culturally competent care for intervening with clients.

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>
| _______ | _______        | 1. Discuss culturally competent care (bulletin board).
| _______ | _______        | 2. Complete a cultural assessment on assigned clients.
| _______ | _______        | 3. Develop plans of care for assigned clients that consider the client’s values, beliefs, lifestyle, practices, and problem-solving strategies.
| _______ | _______        | 4. Implement plans of care that demonstrate cultural awareness, sensitivity, knowledge, and skills with diverse clients.

Final Numeric Rating For Objective

Midterm Comments:

Final Comments:

2. Demonstrate development of the professional nursing role.

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>
| _______ | _______        | 1. Practice within the ANA Standards of Practice.
| _______ | _______        | 2. Adhere to the ANA Code of Ethics.
| _______ | _______        | 3. Demonstrate professional conduct regarding clinical experiences.

Final Numeric Rating For Objective

Midterm Comments:

Final Comments:

3. Assume an advocacy role with clients.

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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</table>
| _______ | _______        | 1. Identify clients (including vulnerable clients) whose needs are unmet by the current plan of care or whose health status is changing.
| _______ | _______        | 2. Act as a client and family advocate.

Final Numeric Rating For Objective
Midterm Comments:
Final Comments:
4. Analyze the process of clinical decision-making.

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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<tr>
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1. Integrate concepts from natural and social sciences and pathophysiology, pharmacology and nursing sciences when making decisions for client care.

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<th>Midterm</th>
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2. Apply evidence-based knowledge to the decision making process.

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<th>Midterm</th>
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3. Identify appropriate interventions with correct rationales.

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4. Utilize accurate assessment data to formulate appropriate and prioritized nursing diagnoses.

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5. Utilize reflective processes with clinical experience.

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1. Maintain a weekly, self-reflective journal.

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6. Initiate collaborative and collegial relationships in selected settings.

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</table>

1. Collaborate with clinical educator and other health team members in planning and implementing clients’ care.

<table>
<thead>
<tr>
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</table>

2. Collaborate with unlicensed assistive personnel when implementing clients’ care.

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
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<tbody>
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</table>

Final Numeric Rating For Objective

Midterm Comments:

Final Comments:

Midterm Comments:

Final Comments:

Midterm Comments:

Final Comments:
7. Facilitate goal setting with clients. Midterm Final

1. Demonstrate effective communication with clients and families.
2. Assess client goals for hospitalization.

3. Negotiate realistic client goals for pertinent problems based on standards of care.

Final Numeric Rating For Objective

Midterm Comments:

Final Comments:

8. Implement a plan to restore and maintain health that addresses the physical, psychological, epidemiological and social factors affecting the health of the client.

1. Perform accurate and complete client assessments at beginning of shift and appropriate intervals thereafter.
2. Use assessment findings to diagnose, plan, implement and evaluate quality care.
3. Provide safe and knowledgeable care for a group of two clients by the 8th week of clinical.
4. Provide emotional and psychosocial support for assigned clients.
5. Implement plans that meet the learning needs of assigned clients.

Final Numeric Rating For Objective

Midterm Comments:

Final Comments:

9. Evaluate the outcomes of interventions implemented to restore and maintain health of selected clients.
1. Identify clients' achievement of goals.
2. Relate the outcomes to the nursing interventions.

3. Modify clients’ goals based on evaluation.

Final Numeric Rating For Objective

Midterm Comments: Final

Comments:

10. Perform selected advanced nursing procedures in a safe and skilled manner.

Midterm Final

1. Administer medications, including IV’s in a safe and knowledgeable manner.

2. Demonstrate proper use and care of therapeutic tubes and drains.

3. Provide perioperative teaching and care.

4. Demonstrate recognition of basic cardiac arrhythmias. (Lab)

5. Demonstrate care of artificial airways. (Lab)

Final Numeric Rating For Objective

Midterm

Comments: Final

Comments:

11. Discuss the cost, time, technology, and other resources necessary to provide restorative health care to the client.

Midterm Final

1. Identify resources necessary to implement the clients’ plan of care for discharge. (Bulletin Board and care plans)

2. Discuss the management of resources to care for clients after discharge with appropriate resource coordinator (i.e., care manager, discharge planner, CE coordinator).

Final Numeric Rating For Objective
Midterm Comments:

Final Comments:
Appendix C

University of Massachusetts,
Amherst College of Nursing

CONSENT FOR DRUG TESTING

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

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

_________________________________________  Date: __________  Student Signature

Name (please print)

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

Signature:
Date: ____________________________
Appendix D

University of Massachusetts,
Amherst College of Nursing

Faculty Report of Reasonable Suspicion of Drug/Alcohol Use

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

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

6. Did the student admit to use of drugs/alcohol? ____________No ________Yes Comments:

7. Were drugs/alcohol discovered? ____________No ________Yes Comments:

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

   Date: ____________________

   Faculty Member
   Signature
Other Professional Witness (if available)

Date:
Appendix E

University of Massachusetts,
Amherst College of Nursing

Student Drug Testing Notification Form for Random Drug Testing

Student Name: ___________________ Student ID: ______

Notification Date & Time: __________________________________________

I, the Undersigned:

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

Location and Time: __________________________________________ Date: __________

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

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

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

Student’s Signature: __________________________________________

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

Note: Report to the test site with picture identification.

DO NOT DRINK TOO MANY FLUIDS
Appendix F

University of Massachusetts,
Amherst College of Nursing

Health Incident Report Form

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

Today’s Date: ____________________________

Date & Time of Incident: __________________________________________

Location of Incident: _____________________________________________

Student’s Name: ___________________________________________ ID#: __________________

Email: __________________________________________________ Phone #: __________________

Faculty Member’s Name: ___________________________ Phone #: __________________

Email: __________________________________________________

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

2. List any testing/treatment that were provided.

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

Student’s Signature: ____________________________________________ Date: __________________

Faculty Signature: _____________________________________________ Date: __________________

Name of Witness (If present): ______________________________________

Phone #: ____________________________ Email: ____________________________

For Office Use Only

Environmental Health and Safety Office notified: Date: __________ Follow/Up Remediation Plan: Actions taken:
Completion Date:__________________Signature:__________________________________________
APPENDIX G: Undergraduate College of Nursing Credentialing Policy

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

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

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

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

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

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

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

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

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

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

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

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

If you have questions or trouble uploading documents, please contact the Database Administrator, Jennifer Heim at the College of Nursing jheim@umass.edu phone #413-545-5049 (in room 20A, bottom floor of Skinner Hall).
Appendix H: ATI Testing Policy- Working Document, Fall 2017

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

Academic Regulations: As with all testing in the College of Nursing, students are expected to abide by the honor system and work alone when taking ATI tests whether supervised by a faculty member or not. A total of up to 10 points (10% of course grade) can be achieved by the student. Students are expected to complete the following requirements as outlined in the table below.

1. **Practice Assessment and Focused Review: 4 points** Completing a Practice Assessment with a score of 80% or greater is due the week prior to the Proctored Assessment. Students may retake Practice Assessments multiple times and continue to review content using their Focused Reviews. After taking a Practice Assessment, students should access their individualized ATI Focused Reviews and spend at least one hour reviewing content before retaking the Practice Assessment. Students must review content and retake Practice Assessments until they earn a score of 80% or greater. Retaking Practice Assessments without reviewing content is not recommended. Rationales will not be enabled in the Practice Assessment until after the Proctored Assessment. Successfully achieving an 80% on the Practice Assessment and doing at least one-hour of focused review earns 4 points. Failure to prepare with a Practice Assessment score of at least 80% and doing at least one hour of focused review means the student forfeits all points and earns zero for the ATI grade.

2. **Proctored Assessment: 0-6 points** Students will be required to provide proof of completion of Practice Assessments, with a score of 80% or better, and at least one hour of Focused Reviews before being allowed to take the Proctored Assessment. Failure to take the Proctored Assessment as scheduled will result in loss of course grade points (see table below for details).

3. **Focused Review for Remediation: 2 points** Students must complete remediation time (see table below) based on their Proctored Assessment score. For students scoring Level 1 or below Level 1, a retake of the Proctored Assessment is required. All students are strongly encouraged to complete Focused Reviews after taking a Proctored Assessment in preparation for the NCLEX. If a student earns a Level 1 or Below Level 1 on the Proctored Assessment retake, they will create an individualized remediation plan and submit to the course faculty. Points for time spent preparing, remediating, and doing Proctored Assessments are assigned as follows:

<table>
<thead>
<tr>
<th>Score a Level 3 on the Proctored Assessment and earn 6 points.</th>
<th>Score a Level 2 on the Proctored Assessment and earn 3 points.</th>
<th>Score a Level 1 on the Proctored Assessment and earn 1 point.</th>
<th>Score below Level 1 on the Proctored Assessment and earn 0 points.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do at least one hour of Focused Review and earn 2 points.</td>
<td>Do at least three hours of Focused Review and required retake of Proctored Assessment and earn 2 points.</td>
<td>Do at least four hours of Focused Review and required retake of Proctored Assessment and earn 2 points.</td>
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</tr>
</tbody>
</table>

**Study content and take a Practice Assessment.** Then create and spend at least one-hour practicing with a customized Focused Review and repeat this process as many times as necessary to earn at least 80% for admission to Proctored Assessment. **Earn 4 points.**

**Four points awarded for preparation.**
University of Massachusetts Amherst
College of Nursing
Skinner Hall Building
651 North Pleasant St
Amherst, MA 01003-9299