College of Nursing

Environment

Team Work

Learning

Dedication

2015-2016
Graduate Student Handbook
I understand that it is my responsibility to read and understand all the policies and information contained in the College of Nursing Handbook. This includes the policies related to Academic Honesty.

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

Printed name: ________________________________

Signature: ________________________________

Date: ________________________________

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

_____ Master of Science in Clinical Nurse Leader (CNL)
_____ Doctorate of Nursing Practice (DNP) _____FNP_PHNL _AGPCNP__PMH
_____ DNP Completion
_____ PhD in Nursing (PhD)

I expect to graduate _____ Spring _____ Fall, 20____

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

______________________________
Disclaimer

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

College of Nursing Graduate Student Handbook

2015 - 2016
Faculty Welcome to Students

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

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

We are a force for innovation, learning and discovery in preparing culturally proficient nurses for leadership in health for a global community. We encourage and invite you to be an active participant within the College, a committee member or volunteer in many of the College’s activities.

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

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

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

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

History

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

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

The College of Nursing is one of the eight Colleges and colleges comprising the University of Massachusetts Amherst, founded in 1863. The University is a [Carnegie Designated Research University Very High (RUVH)] and the flagship campus of the five-campus public university system. Sponsored research now totals over $100 million a year, with increasing emphasis on the life sciences and biotechnology applications.

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

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

Accreditation

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

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

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

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

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

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

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

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

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

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

Engagement Goals

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

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

Teaching Goals

We prepare professional nurses by creating an innovative environment for inquiry, discovery, and learning with diverse populations. Our goals are to:

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

Scholarship Goals

Enhance the art and science of nursing by creating, translating, and disseminating knowledge. Our goals are to:

• Facilitate the scholarship of discovery, integration, application and teaching.
• Foster a creative environment that supports scholarship activities.
College of Nursing Deans and Program Directors  
2015 - 2016

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

Deans

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

Associate Dean for Academic Affairs and Graduate Program Director: Dr. Linda Lewandowski  
B.S.N. University of Michigan, Ann Arbor; M.S. (Pediatric Critical Care Nursing) University of California, San Francisco; M.S. (Psychology) University of Massachusetts at Amherst; Ph.D. (Clinical Psychology) University of Massachusetts at Amherst; Postdoc. Fellowship (Psychology), Yale University, Psychiatry Department –Professor, Associate Dean, of Academic Affairs-- Clinical area :Pediatric Psychology. Research interest: pediatric/adolescent health in African American populations, traumatic experience in families.

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 –Associate Dean of Research- Clinical area: Medical/Surgical; Research interest: Clinical Nursing Practices.

Clinical Nurse Leader Program Director (CNL) & Doctor of Nursing Practice Program Director (DNP) Dr. Pamela Aselton  
BSN, Southern Connecticut University; MPH, MSN & PhD University of Massachusetts/Amherst, FNP-BC – Interests- Nursing Education, Health Policy, Leadership, Clinical Area: College & Adolescent Health, Family Practice

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

Director of Development Olivia Frazier
Development Assistant Elaine Fuqua

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

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

Understand your NetID and Password

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

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

Before You Arrive: A Technology Checklist for New Students

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

Academic Advising

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

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

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

Plan of Study

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

Registering for Courses

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

Registration for courses offered through Continuing and Professional Education (CPE) [Courses in the DNP & CNL Programs]
Students will register through SPIRE. Students must follow their Plans of Study and must connect with their advisors each semester to discuss their Plan of Study, academic progress, and plans for completion of scholarly requirements.

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

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

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

Campus Resources, Student Support and Financial Aid

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

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<td>Obtain UCard (id card)</td>
<td><a href="http://www.umass.edu/ucard/">http://www.umass.edu/ucard/</a></td>
</tr>
<tr>
<td>Health Insurance Plans</td>
<td><a href="http://www.umass.edu/uhs/insurance/ship/">http://www.umass.edu/uhs/insurance/ship/</a></td>
</tr>
<tr>
<td>Graduate School Website</td>
<td><a href="http://www.umass.edu/gradschool/">http://www.umass.edu/gradschool/</a></td>
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<td>Graduate Student Funding Options</td>
<td><a href="http://www.umass.edu/gradschool/funding-support">http://www.umass.edu/gradschool/funding-support</a></td>
</tr>
<tr>
<td>Veteran’s Services</td>
<td><a href="http://www.umass.edu/veterans/">http://www.umass.edu/veterans/</a></td>
</tr>
<tr>
<td>International Students Office</td>
<td><a href="http://www.umass.edu/ipo/iss">http://www.umass.edu/ipo/iss</a></td>
</tr>
<tr>
<td>Apply for a Parking Permit</td>
<td><a href="http://parking.umass.edu">http://parking.umass.edu</a></td>
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Graduate Scholarly Writing

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

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

UMass Amherst Libraries

[http://www.library.umass.edu/](http://www.library.umass.edu/)

The UMass Amherst Library system has holdings that include more that 6 million books, periodical volumes and government documents. The W.E.B. Du Bois Library is the largest site, and is the location for most reference materials, many collections and reserve materials. Videos covering many nursing categories, including communication, community, culture, family, fundamentals of nursing care, gerontology, health assessment, home care, holistic care, leadership, maternity, medications, pediatrics, psychiatric, research and restorative nursing are now housed on the third floor in W.E.B. DuBois Library. Please visit their website at [http://www.library.umass.edu/](http://www.library.umass.edu/). Electronic references are available with a student OIT account. Online library databases and other resources may be accessed via: [http://www.library.umass.edu/distancelearning/index.html](http://www.library.umass.edu/distancelearning/index.html). *Please Note:* Firewalls may preclude your ability to access e-journals! Please take the necessary steps to ensure that you can access e-journals and other materials.

Use the UMass Amherst Libraries System and DNP Library Guide:

The UMass Library System is a wealth of information and a place you want to get to know quickly. The UMass Library has a guide specifically designed for students in the online DNP program.

You are required to visit [http://guides.library.umass.edu/DNP/PhD](http://guides.library.umass.edu/DNP/PhD) DNP library guide. Please browse, and go to the Citing Sources tab to review scholarly writing suggestions, citations, and [TurnItIn](http://www.turnitin.com) for submitting your papers before turning them in to professors.
Scholarworks

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

Financial Aid

General Information

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

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

Graduate Assistantships and Awards

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

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

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

2. Decisions on who will receive funding
A decision on who will receive assistantships is per the discretion of the Graduate Program Director when all the following criteria have been met:

- Student completes an application and submits a resume.
- Student is in good academic standing within the CON (no outstanding incompletes, or failing grades).
- Student holds the desired experience in order to properly match that of the faculty and the course being taught.
- Student is able to fulfill the commitment required by the course as determined by the faculty of record.
- PhD students will be given preference

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

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

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

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

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

Policies for Teaching Assistants/Teaching Associates

Definitions:

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

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

Student Principles

TA/TO positions provide:

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

Faculty Principles

TA/TO positions provide:

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

Faculty of record must offer TA/TO:

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

TA/TO Process Principles

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

University Ombuds Office

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

Student Scholarships, Awards and Recognitions

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

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

Awards are presented annually in the Spring. Recipients of undergraduate and community service awards will be honored at the Special Recognition Ceremony (Pinning) in May. Graduate Award recipients will be honored at their Graduate Dinner preceding commencement.

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

Organizations and Associations

Sigma Theta Tau International

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

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

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

College of Nursing Alumni Association

Every graduate of a nursing program of the College of Nursing is automatically a member of the CON Alumni Association. The Association's Board is a group of tremendously enthusiastic and loyal alumni engaged in many different areas of nursing. Nancy E. Thompson is the current Chair of the Alumni Board.

Each year, the College of Nursing organizes several events to provide opportunities for alumni networking. One such event is our annual luncheon during Homecoming Weekend, which includes an exciting and timely educational program as well as the presentation of Outstanding Alumni Achievement awards.

The CON Alumni Association is an important vehicle that creates and sustains alumni support, enthusiasm and participation essential for promoting the College's mission: "To enhance health and healing through nursing leadership in teaching, scholarship, practice and service".

Student Participation in College of Nursing Governance

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

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

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

Students Evaluate Courses

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

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

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

Academic Policies for Graduate Programs

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

University Graduate School Grading System

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

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

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

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

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

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

- **Incomplete Failure**: An Incomplete (INC) or blank grade reverts to an Incomplete Failure (IF) one year after initial enrollment in the course, (e.g., a course taken in the Fall 2007 semester reverts to an "IF" on the first class day of the Fall 2008 semester).
- **In Progress**: An interim grade of In Progress (IP) is routinely recorded for thesis/dissertation credits until the candidate receives his/her graduate degree. At that time, grades of Satisfactory (SAT) are assigned for all thesis/dissertation credits. Should a student choose not to complete his/her thesis/dissertation after registering for the credit, a grade of Drop (DR) is recorded for each registration.
- **Course Withdrawal**: Grades of Drop (DR), Withdraw Passing (WP), or Withdraw Failing (WF) are recorded when the student formally drops the course prior to the end of the semester. The instructor must indicate "WP" or "WF" and date last attended when signing the Add/Drop Card. A student may convert an otherwise passing course to an audit up to the last day of classes.
- **Audited Courses**: A grade of Audit (AUD) is recorded for students who register for and successfully complete the course requirements for auditing students. The instructor determines what constitutes successful completion. If an "audit" grade is not reported, the course will not be included on the student's transcript. No required courses for a graduate degree can be taken as an Audit.
- **Undergraduate Courses**: A graduate student who enrolled in an undergraduate level course (100-499) may receive any grade which is valid for undergraduate students enrolled in the same course. Grades of "C-" and "D+ and D" are valid only for undergraduate-level courses.

**Incomplete**

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

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

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

1. Extraordinary circumstances occur:
   a. Personal/medical
   b. Clinical placement challenge or issue
   c. Academic challenge or issue
d. If half or more of the course has been completed successfully

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

a. Complete a Teaching/Learning contract indicating the expectation for completing the incomplete, including measurable outcomes and a time frame for completion.
b. Review Plan of Study: students cannot proceed to courses for which the INC course is a pre-requisite until the INC grade is completed.
c. Review Plan of Study to see if there are other non-clinical courses that the student can progress to.

Failing a course

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

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

Course Waivers and Course Challenges

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

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

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

Online Courses and Posting Requirements

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

Continuous Enrollment/Program Fee

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

Leave of Absence

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

Academic Probation

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

Statute of Limitations

The Statute of Limitations (SOL) is the period within which all degree requirements must be
completed and it is determined during the acceptance process. Because SOL’s vary with
degree, please see the Graduate School website for a complete description of the SOL
guidelines:

http://www.umass.edu/gradCollege/handbook/enrollment_d.htm

A doctoral student may be granted additional time to complete his/her degree program by the
Dean of the Graduate School provided the Graduate Program Director makes such
recommendation and provided satisfactory and reasonable progress is being made.
Posting of Grades
Grades are recorded on SPIRE approximately 1 week following the date they are due from the instructors. The actual date grades will be available is posted to SPIRE each semester. As incomplete or missing grades are received and posted, they are uploaded to SPIRE. If a printed copy of your grades is required, you can print an unofficial transcript from SPIRE or an official transcript from the Graduate Records Office can be requested (see Transcripts).

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

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

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

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

Guidelines for Classroom Civility and Respect

AN ENVIRONMENT OF ACADEMIC FREEDOM

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

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

EXPECTATIONS FOR CLASSROOM BEHAVIOR

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

Differences of opinions or concerns related to the class should be welcomed if presented in a mutually respectful manner. The challenging of viewpoints is part of the academic experience, but should occur in a manner that opens up dialogue and does not threaten any member of the learning community. Each faculty member is responsible for the classroom environment, which includes creating a setting for the safe and open exchange of ideas by all students. Each student is responsible ensuring that his or her own behavior promotes these goals. Disruption of the learning process will not be tolerated and may lead to disenrollment or disciplinary action, as outlined in the accompanying procedures.

PROCEDURES RELATED TO DISRUPTIVE CLASSROOM BEHAVIOR

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

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

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

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

1. a solution cannot be achieved
2. the disruptive behavior continues
3. the student conduct seriously disrupts the learning process.

If disenrolled, a student may appeal to the Dean of Students Office within 5 business days. If the student appeals, the Dean of Students Office staff will keep the instructor, the department chair or supervising faculty and the student informed of the status of any action to be taken.
Academic Honesty Policy

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

All members of the University community must participate in the development of a climate conducive to academic honesty. Because of their unique role in the educational process, the faculty have the responsibility for defining, encouraging, fostering, and upholding the ethic of academic honesty, students have the responsibility of conforming in all respects to that ethic.

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

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

The American Nurses’ Association Code of Ethics

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

AMERICAN NURSES’ ASSOCIATION CODE OF ETHICS

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.
The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

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

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

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

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

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

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

**Guidelines for Conduct in Practicum Settings**

**Code of Student Conduct**

All graduate 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 which may be issued from time to time. Graduate students living in University housing are subject to applicable Housing Services regulations. Please refer to the Graduate School Handbook for a complete list of policies and procedures [http://www.umass.edu/gradschool/policies-forms/graduate-student-handbook](http://www.umass.edu/gradschool/policies-forms/graduate-student-handbook)

**Guidelines for Professional Conduct**

It is expected that each student will understand and act in accordance with the Philosophy of the College of Nursing. The Code of Ethics as promulgated by the American Nurses’ Association and the Academic Honesty Policy of the University. Failure to do so will constitute cause for dismissal regardless of academic standing. Please see section on professional conduct page 26.

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

Professional accountability and responsibility includes timely attendance at all scheduled clinical experiences, being adequately prepared for the respective experiences, and maintaining safety in clinical practice at all times. It is imperative that each student communicates respectfully in collaboration with the health care team and patients.
Students are required to wear business attire, a white lab coat, and a UMass College of Nursing Identification pin in the clinical setting. Clothes and lab coats must be neat and clean. Please use your professional judgment related to wearing piercings and ornamentation in the clinical setting. Students must also abide by the dress code at their assigned clinical agencies.

Unsafe Nursing Practices

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

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

- Excessive use of faculty time to ensure safe practice by one student to the detriment of other students in the clinical rotation.
- Inadequate or poor preparation for or understanding of nursing care, patient’s medications, or patients nursing needs.
- Acts of omission or commission in the care of patients including, but not limited to:
  - Physical abuse
  - Placing clients in hazardous positions, conditions or circumstances
  - Mental or emotional abuse of others
  - Failure to rescue
  - Failure to use appropriate judgment in administering safe nursing care consistent with the level of nursing preparation
  - Violating or threatening the microbiological safety of the client, such as by breaking aseptic technique
  - Failure to use standard and transmission-based precautions in clinical procedures
  - Inability to apply previously learned skills and principles in providing nursing care
  - Failure to assume responsibility for completing nursing actions

Good Moral Character Policy

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

Clinical Practicum Experiences

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

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

Before beginning a graduate practicum course students must complete and submit/update the following mandatory forms and items 4 weeks prior to the start of clinical:

- Student Affiliate Health Record Form (immunizations and titers required)
- Current copy of RN license
- Current professional liability insurance
- Preceptor CV or Resume

Forms are located in Appendix B of this handbook. Students should submit all items at least 6 weeks before a practicum course is set to begin. Students will not be allowed to begin a practicum course until all required items have been submitted and the course faculty member has approved the practicum site and preceptor. Agreement letters will be sent out to the preceptor and agency.

* Please be aware that the DNP program has limited certain states in which to do clinical practicums due to new regulations. If you are moving after you are admitted to the program we need to be notified immediately so that we may advise you of your options. It is not guaranteed that you will be able to complete clinical practicums in non-covered states if you move once accepted into the program.

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

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 15B, entitled "An Act Requiring Immunization of Certain College Students - 1985." 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.

1. **Student Affiliate Health Record:**
   Due Date: Minimum of Six (6) weeks before beginning your first practicum and updated as needed each semester. Complete the Student Affiliate Health Record Form (found in appendix of this handbook). Immunization Data is on the Student Affiliate Health Record Form. This form must be completed in its entirety to move forward to your clinical practicum.

2. **Current Copy of RN License:**
   Upon admission to the Graduate Program you provided a copy of your RN license. Please make sure a current copy of RN license is kept updated and on file, and that you possess the correct RN license for the state in which you wish to do your practicum (if you wish to do your practicum outside of the state you are registered in).

3. **Liability Insurance:**
   Due Date: Minimum of four (4) weeks before beginning your first practicum
   Liability Insurance – You must have independent liability insurance. It cannot be through your work setting as this type of insurance only covers you in your employment setting. You can obtain malpractice insurance from NSO by applying on-line (www.nso.com). The College of Nursing office needs a copy of the one-page Certificate of Insurance.

4. **CPR Certification:**
   Upon admission to the Graduate Program you provided a copy of your CPR Certification. Please make sure a current copy of CPR certification (front and back of card) is kept updated and on file. This CANNOT be an Online Certification Course. American Heart Association BLS for Healthcare Providers ONLY.

5. **Preceptor Letter of Agreement** (see sample agreement) Student and Preceptor sign, then email to Lisa Turowsky (lturowsky@nursing.umass.edu) with a copy of the Preceptor’s CV and/or Resume.

6. **Affiliation Agreement – as needed:** An individual agency may require you to complete forms that have been generated by their agency called AFFILIATION AGREEMENTS which are different than our standard Preceptor Letter of Agreement discussed above. Make sure if agency needs an Affiliation Agreement on file for you, as a student of our DNP program, provide the Agency with the College of Nursing’s contact information to begin the process of negotiation.

7. **CORI (Criminal Offender Record Information) Form:**
   CORI (Criminal Offender Record Information) checks are required by many clinical agencies and will be completed on all faculty and students once they are admitted to the program. Progression and clinical placements in the nursing program may be contingent upon a satisfactory CORI investigation. Please review the website at www.mass.gov/hhs/cori for more details on CORI checks.

The CORI Form is completed and submitted upon admission to the Graduate Program, and MUST be submitted each year even when not taking a practicum. You must also attach a copy of your driver's license to this form. Results must be on file early in program.
8. **Clinical ID Badge & Student ID Badge:**
All students who will be in clinical are required to have a Clinical ID badge that identifies you as a student. To facilitate this process, please forward an electronic photo of yourself to Maureen Bailey. This photo needs to be of head & shoulders, with a light background. Further information can be obtained by contacting Maureen’s office for specific details.

In addition to the Clinical ID badge, students are required to purchase a Student Name badge at the University Store identifying yourself as a nursing student. These name badges are to be ordered and paid for, than they will be mailed to your home. Please contact the Graduate Program Office if you have questions regarding this.

9. **Clinical Agency Requirements:**
Some clinical agencies may require a urine drug screen test before beginning clinical rotation. The student is responsible for any fees incurred during this process.

**Preceptor Contact Info:**
Email Lisa Turowsky at ltorowsky@nursing.umass.edu with your preceptor contact information as soon as you have secured the preceptor or preceptors:

- Preceptor Name and Title
- Facility Mailing Address
- Preceptor email

**Entering Year (When a student matriculates into program)**
Students will be required to obtain a physical examination prior to the beginning of the first practicum course. The findings will be noted on a Student Affiliate Health Record Form. In compliance with Massachusetts General Laws and the health policy of affiliating agencies, the student must document evidence of immunizations against or positive titers for measles, mumps, rubella, tetanus/diphtheria, varicella (chicken pox), along with evidence of Serology testing and 2-step Tuberculin (TB) testing, and immunizations against Hepatitis B are required.

**Annual Update**
All students must submit evidence of an initial 2-step TB test with dates and results to the College of Nursing and one TB test annually thereafter. Health forms and annual renewal information should be returned to Academic Affairs, Skinner Hall, College of Nursing, 651 North Pleasant Street, Amherst, MA 01003-9304. Current TB test results need to be submitted 4 weeks prior to beginning your first clinical experience to allow the College time to transmit this information to clinical agencies according to agency timetables. 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 the health status that may affect clinical experiences.**

**NOTE:** It is the student's responsibility to make arrangements with the University Health Services (UHS) or his/her 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.
**TYPHON**

Typhon is the computer program that you will be using with your preceptor to track your practicum experiences. You will be assigned a login id and password to enter the system. When the College of Nursing receives your Preceptor/Student/Faculty Agreement Form, you will receive this information at the same time as your preceptor. **COST: $80 (one-time fee)** is the responsibility of the student.

There are tutorials within the system that will explain how to use Typhon. Like all computer programs, there may at times be issues. Please email or call Lisa Turowsky with any questions or concerns.

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

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

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

Students must parcel out their time with preceptors over the course of the semester. **This allows students to “mirror” course content as it is received to apply the knowledge within the practicum setting as the weeks go by.** For example: It will be hard for students to perform optimally if they see women with onset of menopause before receiving the content in class. It is not possible to do this efficiently in the first couple weeks of class, but it will be possible as students move along in the courses. Also, make sure your preceptor knows what content you are receiving and share course syllabi for both courses with your preceptor/s.

Students will work within TYPHON for practica. Students must log patient cases in TYPHON that are appropriate for the practicum course for which they are enrolled. As suggested earlier, family practice sites and preceptors are often the best sites for primary care experiences. **However, when students work with family practice providers they must make sure they are seeing the “right” patient mix.** For example: Students enrolled in Primary Care of Women may work in a family practice site—but can only see female patients for their contact time and case logs. Students in the pediatric rotation cannot see older adults; students in Adult/older adult rotation cannot see babies or children. Also, students will see only patients with simple acute or stable chronic conditions in each special population course. When students reach N798K Complex Health Problems in Primary Care course, they will see the most complex patients in primary care across the lifespan—it is in this course that all patients within a family practice are able to be seen as they arrive on schedule for the day.
Documents to be shared with Preceptor each semester prior to beginning practicum hours:

- **Check to see if an Affiliation Agreement is needed.**
- Preceptor Handbook – found on website [www.umass.edu/nursing](http://www.umass.edu/nursing) under the heading “Students”.
- Preceptor/Student/Faculty Agreement Form, preceptor CV form, course outlines (both theory and clinical) and share course syllabi when course begins.
- Evaluation Tools (Preceptor of Student). Evaluation tools are available on the Typhon Tracking System.

**Complete all required health forms and submit original documents by mail to:**

Lisa Turowsky  
College of Nursing  
651 North Pleasant Street  
Amherst, MA 01003-9299.

You may also fax your documents to 413 577-3060 or email-attach documents to Lturowsky@nursing.umass.edu and then follow with mailed originals, if time is essential.

Note:
- Once Signed Preceptor Agreement is returned to Lisa and the Faculty of Record has signed the form, it will be copied and sent back to the Preceptor with the CON official thank you and contract letter.
- Upon completion of the Experience, the Preceptor shall receive a thank you letter and Certificate of Appreciation.
IV. Description of Graduate Programs

1) GRADUATE CERTIFICATE IN NURSING EDUCATION (GCNE)

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

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

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

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

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

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

- **Nur 690T**: Curriculum Development and Evaluation Process in Nursing: This course focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation and related processes in nursing education.

Selective Courses (Students will take two of the following)

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

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

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

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

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

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

Teaching Practicum

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

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

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2) Master of Science/Clinical Nurse Leader Program

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

**Clinical Nurse Leader (CNL) – Online program**
The University of Massachusetts, Amherst, College of Nursing offers the Nationally recognized Master of Science in Nursing degree with the Clinical Nurse Leader (CNL) role concentration to prepare nurse leaders as Advanced Education Nurse Generalists who design, provide, manage, and coordinate health promotion, risk reduction, disease prevention and illness management services to individuals at the point of care and clinical populations.
The CNL is accountable for the application of research-based information and the efficient and cost effective use of resources to improve clinical and environmental care outcomes and effect change in health care organizations.

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

The Master of Science Degree Program in the College of Nursing was created through the collaborative efforts of faculty in the College of Nursing and leaders in nursing practice arenas cross-nationally.

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

The CNL program is a distance accessible program offered through predominantly asynchronous delivery methods. All course work is offered through Continuing and Professional Education (CPE) [www.umassulearn.net](http://www.umassulearn.net).

### CNL Program Objectives

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

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

### Course Requirements

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

Students enrolled in the MS CNL Program must progress through coursework as specified in their individualized Plans of Study. Courses are sequenced throughout the program and there is little room for adjusting the Plan. Students need to take informatics, theory, research, and epidemiology before or concurrent with the launch of care core courses. In terms of the sequence of the care core courses: students must take *N615 Advanced Pathophysiology and N619 Advanced Pharmacology* before they progress to *N614/N698A*. Students are expected to apply learned content from the previous two courses throughout the didactic course N614, in the form of case analyses and in the Practicum Course, N698A, as application of the *ART* of Clinical Reasoning during direct care of patients at the point of care in acute or primary care settings (see box below for details). See tutorial and instructions regarding TYPHON, the clinical practicum tracking program that faculty within the CON and preceptors use to monitor and evaluate students’ clinical performance.

Details related to the N614/N698A Practicum course:

| N614 Advanced Health Assessment and Clinical Reasoning (3 cr.) | N698A Practicum (1 cr.) – must be taken concurrently. N698A is the first practicum course in the MS CNL role concentration sequence. It is the ONLY Direct Care course in the CNL program. Content and practicum focus is on acquiring the knowledge and skills needed to perform comprehensive health assessments and develop enhanced capacity for clinical reasoning and laboratory test interpretation. Application of this knowledge occurs in the concurrent clinical practicum N698A, that the N698A UMass faculty will supervise this practicum course in conjunction with the student's approved preceptor. |

This first practicum experience, which starts mid-way through the semester, concentrates on the “Art” of Clinical Reasoning and, therefore, preceptors from a variety of healthcare settings can be appropriate.

N698A affords students the opportunity to develop competence and confidence in a precepted clinical experience while applying knowledge obtained in the concurrent theory course. Students will select an agency and a preceptor in their community and engage in 56 hours of practicum experiences to meet course objectives. The concentration of the practicum is for students to learn the techniques and practices of the “Focused Case Visit” and the “Complete History and Exam Visit” to acquire a sound knowledge base in diagnostic reasoning and differential diagnosis. CNL students can be placed with MS CNSs, NPs or MDs who see patients of all ages in primary or acute care settings.

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

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

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

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

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

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

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

Here is an example of the final project from a recent CNL graduate student:

**CNL Capstone Example**

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

Actualizing my Capstone project was an exciting period of time for me wherein I experienced significant professional and personal growth. The faculty support I received was exemplary. The endeavor began as I thought how best these two semesters could broaden my scope of practice, knowledge, and ability to change practice while advancing me in my Leadership role.
Selecting a preceptor was foremost in my mind so I could be successful. For some this may be a difficult find. Luckily, I had been working at a large teaching hospital and had many options. My goal was to become more familiar with quality improvement to provide better outcomes for patients. Hence, I approached the Outcomes Manager for Heart and Vascular to seek her guidance as a preceptor. She enthusiastically accepted.

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

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

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

**Key areas for success I would like to pass on are:**
1. Find topic for which you have a passion!
2. Find a knowledgeable person who wants to share in that passion and guide you.
3. Engage support persons in your efforts.
4. Be flexible, plan well ahead, and be persistent!

**Clinical Requirements**- CNL students are to follow the guidelines for clinical practica for all College of Nursing students as outlined on page 26 of this book. All students must submit CORI upon admission to the program, then before starting Health Assessment and its’ accompanying practicum course, all health related documents must be complete and on file at a minimum of one semester before starting a practicum.

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

**CNL Program Office**
University of Massachusetts Amherst, College of Nursing
Skinner Hall
Amherst, MA 01003-9304
Tel: (413) 577-2322  Fax: (413) 577-2550
**The Clinical Nurse Leader Curriculum (37 credits)**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>N735</td>
<td>Healthcare Informatics</td>
<td>3</td>
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<tr>
<td>N603</td>
<td>Theoretical Components of Nursing Science</td>
<td>3</td>
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<tr>
<td>N630</td>
<td>Research Methodology in Nursing</td>
<td>3</td>
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<tr>
<td>PUBHLTH 630</td>
<td>Principles of Epidemiology</td>
<td>3</td>
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<tr>
<td>N615</td>
<td>Advanced Pathophysiology</td>
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<td>N619</td>
<td>Advanced Pharmacology</td>
<td>3</td>
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<tr>
<td>N614</td>
<td>Advanced Health Assessment and Clinical Reasoning</td>
<td>3</td>
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<tr>
<td>N698A</td>
<td>Practicum: Advanced Health Assessment and Clinical Reasoning (56 contact hours for direct care of patients)</td>
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<tr>
<td>N725</td>
<td>Leadership of Public Health Systems</td>
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<td>N701</td>
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<tr>
<td>*N698N</td>
<td>Clinical Practicum: Clinical Nurse Leader (168 contact hours)</td>
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<tr>
<td>*N798N</td>
<td>Practicum: Clinical Nurse Leader (336 contact hours)</td>
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**TOTAL CREDITS 37**

*N698N & N798N Clinical contact hours are devoted to the design, implementation and evaluation of the CNL Capstone Project.*
General Information

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

Doctor of Nursing Practice Program Terminal Objectives & Core Competencies

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

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

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

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

Course Requirements

The DNP Program requires completion of foundation and upper level core courses and either courses in the FNP, AGPCNP, and PMHNP role concentrations or PHNL role concentration (see sample plans of study). If a student already holds a master's APN degree, a transcript evaluation and an individually tailored plan of study is created, reflecting the DNP completion plan. A post master's student must complete a minimum of 36 semester credits to complete the DNP degree.
DNP Curriculum

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

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

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

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

**Adult Gerontology Primary Care Nurse Practitioner (AGPCNP)**

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

**Psychiatric Mental Health Nurse Practitioner (PMHNP)**

N614 Advanced Health Assessment and Clinical Reasoning (3)
N615 Advanced Pathophysiology (3)
N619 Advanced Pharmacology (3)
N670 Family Systems and Intervention (3)
   N690N Integrative Therapies (2)
N703 Pharmacotherapy Management (3)
N690M Assessment and Diagnosis of Psychiatric and Mental Health Disorders (3)
N797NP Neuropsychopharmacology (3)
N612 Psychiatric Mental Health I – Children & Adolescents (3)
N622 Psychiatric Mental Health II – Middle aged & Older Adults (3)
N721 Psychiatric Mental Health III – Individual (2)
N722 Psychiatric Mental Health IV – Group (2)
N698 to N898 Practica & Role Seminar (11)

**DNP Completion (for currently certified APN’s)**

EPI 630 Principles of Epidemiology (3) or N690M Assessment and Diagnosis of Psychiatric and Mental Health Disorders (3)
N735 Informatics for Nursing Practice (3)
N715 Intermediate Biostatistics (3)
N701 Healthcare Quality (3)
SCH-MGMT 680 Organizational Behavior (3)
N690E Nursing Ethics, Health Policy & Politics (3)
N725 Leadership of Public Health Systems (3)
N704 Health Disparities and Social Justice (3)
N790B Capstone 1: Defining Evidence-Based Problems & Solutions (3)
N790C Proposal Development {Capstone II} (2)
N798W DNP Project proposal {Capstone III} (1)
N890A DNP Project Implementation and Monitoring {Capstone IV} (3)
N898A DNP Project Completion, Evaluation and Dissemination {Capstone V} (3)

For a complete list of course descriptions, please browse the University Course Catalog

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

Specific Requirements for Progression in the DNP Program

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

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

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

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

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

Guidelines for the Comprehensive Examination:

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

Comprehensive Exam Instructions:


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

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

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

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

CAPSTONE SCHOLARLY PROJECT

The Capstone Project Proposal cannot be formally approved until after the student has completed the DNP Comprehensive Examination. Students work within their Capstone Courses and with their adviser to complete this scholarly project.
Capstone Scholarly Project Description

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

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

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

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

The Capstone Project Process

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

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

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

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

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

The Capstone Committee has final grading authority on the Project. A student must receive a grade of SATISFACTORY in order to pass the Capstone Project requirement. Once complete, Capstone Projects must be submitted to the College of Nursing DNP Program Office with a Title Page. An electronic copy of the final approved Capstone Scholarly Project, with Capstone Title Page, must also be submitted (signatures are not required, names may be typed on the Capstone Title Page). All capstone scholarly projects will be archived on the UMASS Scholar Works and must be presented to a professional audience.

Final Completion Requirements

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

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

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

**Present Capstone Scholarly Project to a professional audience; Suggested venue Graduate Scholarly Presentations’ Day before Graduation.**

**IRB Approval**

Students starting the capstone sequence in the Fall of 2015 will be required to obtain IRB approval from the UMass Human Research Protection Office. Students should complete the
“Determination of Human Subjects” research form which is available on their website once their proposal is written.

http://www.umass.edu/research/forms/determination-human-subject-research

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

**INSTRUCTIONS for INVESTIGATORS:**

1. See [Determining Whether IRB Review is required for an Activity](http://www.umass.edu/research/forms/determination-human-subject-research)

2. Complete this form in its entirety and submit via email attachment to the Human Research Protection Office at delek@umass.edu

3. The UMass Amherst IRB will determine whether your research needs additional IRB review and notify you with a Memorandum of determination in an email attachment

4. Do **NOT** begin data collection prior to receiving IRB determination
Capstone Project Proposal and Final Write-up Guideline

Sections 1-3 included in Capstone Proposal Document

1. Problem identification and evidence/justification/rationale
   a. Statement of the problem
   b. Evidence of the problem

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

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

Sections 4 & 5 below not included in proposal – this information is included as critical component of final write-up

2. Evaluation
   a. Results, findings, data analysis
   b. Interpretation, discussion, and conclusions

Plan for post-project continuation and implications for future practice and translational research initiatives
DNP Role Course Sequencing and Preceptor Selection

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

How to Select Preceptors

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

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

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

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

Family Nurse Practitioner (FNP) Role Courses and Sequencing

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

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

Course Descriptions:

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

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

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

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

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

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

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

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

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

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

Content and practicum focus is on building knowledge and skills beyond the provision of primary care for singular simple acute or stable chronic conditions of separate populations of patients to a focus on health care of patients of all ages with complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798K. Students will select an agency and a preceptor(s) in their community and engage in 168 hours of practicum experiences to meet course objectives. The N798K UMass faculty will supervise this practicum course in conjunction with the student's approved preceptor. Students must recruit a family provider or a pediatric and an adult provider in order to assure that complex patients of all ages will be seen – providers can be NPs or MDs or a combination of both.

**N797KA Complex Health Problems in Primary Care II and N798K Practicum Complex Health Problems in Primary Care II (2 cr.) – must be taken concurrently.**

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

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

**N898X Final Immersion Practicum (2 cr.)**

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

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

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

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

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

**PHNL Specialty Course Sequence**

**N640 Advanced Public Health Nursing I (3 cr.) (Fall) and N698G Practicum: Advanced Public Health Nursing I (3 cr.)** Content and practicum focus is on conducting a Comprehensive Community Assessment and a targeted Needs Assessment. Application of this knowledge occurs in the concurrent clinical practicum N698L. Students will engage in 168 hours of practicum experiences to meet course objectives. This practicum is conducted in a community that the student chooses. The N698L UMass course faculty member will supervise this first practicum course. Students will not need an outside community preceptor for this course. However, by mid-semester students should be identifying a preceptor and an agency that they will affiliate with in the next practicum course, N798P, offered in next spring semester.

**N790P Advanced Public Health Nursing II (3 cr.) (Spring) and N798LL Practicum: Advanced Public Health Nursing II (3 cr.)** Content and practicum focus is on program
development and evaluation in the field of public health. Application of this knowledge occurs in the clinical practicum N798P. This practicum should be conducted in the same community as the previous practicum course, N698L. Students will select an agency and a preceptor in the community and engage in 168 hours of practicum experiences to meet course objectives. The N798P UMass faculty member will supervise this practicum course in conjunction with the student’s community preceptor.

**N797M Advanced Public Health Nursing III Contemporary Issues in Public Health Practice (3 cr.) and N798M Practicum: Contemporary Issues in Public Health Practice (3 cr.)**

Content and practicum focus is on current issues in public health nursing practice. Students will select an agency and a preceptor in the community and engage in 168 hours of selected practicum experiences to meet course objectives. The N798M UMass faculty member will supervise this practicum course in conjunction with the student’s community preceptor.

**Adult Gerontology Primary Care Nurse Practitioner (AGPCNP)**

**Role Courses and Sequencing**

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

In the DNP/AGPCNP program curriculum, there is a series of 4 theory courses with 4 concurrent practicum courses that provide content and experience in the specialty area of the advanced primary care/adult gerontology nurse practitioner. Students will engage in the Final Immersion Practicum and Residency (the 6th and final practicum course), taken during their final semester in the DNP program. All AGPCNP students are required to take these courses, unless they have a Master’s degree in a nurse practitioner specialty, and have received some course waivers at the time of admission. These courses build upon each other and must be taken in the sequence outlined in the DNP/AGPCNP Plan of Study. This course sequence is offered every year, and students must follow their Plan of Study in order to efficiently progress in the program. Any deviance from the signed, current, Plan of Study will place students in jeopardy of falling out-of-sequence and will require a new Plan of Study with a new trajectory to graduation.

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

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

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

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

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

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

**N697AA Primary Health Care of Adolescents and Young Adults (2 cr.) and N698AA Practicum: Primary Health Care of Adolescents and Young Adults (2 cr.)** – must be taken concurrently.

Content and practicum focus is on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse adolescents and young adults. Application of this knowledge occurs in the concurrent clinical practicum N698AA. Students will select an agency and a preceptor in their community and engage in 112 contact hours of practicum experiences to meet course objectives. The N698AA UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a provider who services adolescents and young adults in a primary care practice. Primary care and family practice, internal medicine NPs and MDs are appropriate choices for preceptors for this semester. Students will concentrate their experiences with patients with simple acute or stable chronic health problems.
N620 Primary Health Care of Adults and Older Adults (3 cr.) and N698X Practicum: Primary Health Care of Adults (3 cr.) – must be taken concurrently.
Content and practicum focus is on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse adults and older adults. Application of this knowledge occurs in the concurrent clinical practicum N698X. Students will select an agency and a preceptor in their community and engage in 168 hours of practicum experiences to meet course objectives. The N698X UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a provider who adult patients either in a family practice or in a practice that specializes in the care of adults and older adults. Primary care NPs and MDs and ANPs and AGPCNPs are preferred choices for preceptors. Internal Medicine Specialists, GNPs, or Geriatricians can be appropriate choices for preceptors for this semester as approved by the faculty. Students will concentrate their experiences with patients with simple acute or stable chronic health problems.

N705 Complex Health Problems with Multiple Chronic Conditions 1 (2 cr.) and N798 Practicum: Complex Health Problems with Multiple Chronic Conditions 1 (2 cr.) – must be taken concurrently. This course provides students specializing in the advanced practice role of the Adult Gerontological Primary Care (DNP) Nurse Practitioner student the opportunity to build knowledge and skills beyond that of the singular simple acute or stable chronic conditions. This course affords the opportunity to focus on health care of adult and older adult patients (including frail elders) with multiple chronic conditions (MCC) and complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798. The N798 UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a MD or NP geriatric/gerontology and adult provider in order to assure that complex patients will be seen – providers can be NPs or MDs or a combination of both. 52 hours needs to be in sub-acute rehabilitation and long-term care practice environments.

N706 Complex Health Problems with Multiple Chronic Conditions 2 (2 cr.) and N798 Practicum: Complex Health Problems with Multiple Chronic Conditions 2 (2 cr.) – must be taken concurrently. This course provides students specializing in the advanced practice role of the Adult Gerontological Primary Care (DNP) Nurse Practitioner student the opportunity to build knowledge and skills beyond that of the singular simple acute or stable chronic conditions. This course affords the opportunity to focus on health care of adult and older adult patients (including frail elders) with multiple chronic conditions (MCC) and complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798. The N798 UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a MD or NP geriatric/gerontology and adult provider in order to assure that complex patients will be seen – providers can be NPs or MDs or a combination of both. 52 hours needs to be in Sub-acute rehabilitation and long-term care practice environments.

Final Spring Semester of Study in the DNP Program

N890X Final Immersion Practicum (2 cr.) -

This final practicum is an essential component of the DNP program that affords students the opportunity to immerse themselves in their area of specialty practice as they complete 2 credit hours of practicum experiences in one semester. This practicum provides an intensive immersion opportunity for students to further enhance and integrate their prior learning and to gain experience with designated DNP essentials and specialty competencies.
Psychiatric Mental Health Nurse Practitioner (PMHNP) Role Courses

Course Descriptions:

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

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

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

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

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

Specialty courses include:

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

N697Q Integrative Therapies in Health Care - This course will examine integrative health therapies including the cultural contexts of health and health care, telehealth, dynamics of
systems and individual change, and evidence-based analysis of therapeutic effectiveness.

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

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

**N698 Practicum Advanced Practice Psychiatric Mental Health Nursing with Children and Adolescents** – This course will consist of a supervised clinical practicum experience in a community based health care agency providing advanced practice psychiatric mental health nursing care to children, adolescents and their families.

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

**N698 Practicum Advanced Practice Psychiatric Mental health Nursing with Adults and Older Adults** - This course will consist of a supervised clinical practicum in a community based health agency or facility providing advanced practice psychiatric mental health care to adults and older adults.

**N712 Advanced Psychotherapy Modalities with Individuals, Groups and Families** – This course continues preparing students in developing advanced skills to deliver individual, group and family psychosocial therapeutics using evidence based psychosocial treatment models across the lifespan.

**N69A Practicum Advanced Psychotherapy Modalities with Individuals, Groups and Families** – This course consists of a supervised clinical practicum experience in a community based inpatient or outpatient mental health care agency providing psychotherapeutic mental health care to individuals, groups and families.

**N722 Psychiatric Mental Health- Complex Health Problems** - A refinement of advanced knowledge and skills required to deliver psychiatric mental health care to culturally diverse individuals of all ages with complex mental health and psychiatric issues.

**N698 Practicum Psychiatric Mental Health- Complex Health Problems** - This course will consist of a supervised clinical practicum experience in a health care agency/facility providing psychiatric mental health care to individuals.

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

**N890X Final Immersion Practicum (2 cr.)** -

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

4) Ph.D. in Nursing Program

PhD Curriculum

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

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

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

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

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

Curriculum Requirements

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

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

Comprehensive Examination

*Students may take these 6 credits as cognates rather than as nursing electives
Post Baccalaureate students who are matriculated before Fall 2014 complete the following additional 21 credits of coursework:

**Total Program Credits 78**

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

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

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

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

**Pre-requisites**
N603: Theoretical Components of Nursing (or equivalent) (3 cr)
N697s: Introduction to Statistics for Health Research: Computer Application and Analysis of Data (or equivalent) (3 cr)

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

**Comprehensive Examination**

*Mentored Research Experience (120 hours minimum)*

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

**Total Program Credits 78**

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

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

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

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

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

Synchronous Distance Education

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

Faculty Advisors

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

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

Comprehensive Exam Policy/Application to take Exam

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

Information for the 2016 Comprehensive Examination will be available by January 2016

All students in the PhD program are required to take a comprehensive examination at the end of their first year of course work. In order to request to sit for the examination the following courses must be successfully completed: N700, N710, N716, N730, and N820. The examination questions provide students the opportunity to demonstrate mastery and synthesis of the content in the 1st year courses. The examination will be a two-part exam that will take place over one 8-hour day in May of each year at a predetermined location. Synchronous distance students will be expected to come to campus for the examination (exceptions to this rule may be made by the program director based on individual circumstances). A 3-person Comprehensive Committee will be responsible for identifying questions and grading all student answers. The PhD Program Director and the Associate Dean of Academic Affairs will choose committee members. Students will receive a separate grade of Pass or Fail for each part 1 and part 2. In order to progress in the program, students must receive a grade of Pass in both sections of the exam. Students who fail one part of the exam, will be provided feedback on their performance and given an opportunity to sit for an oral exam at the end of August. All committee members and the PhD Program Director will be present for the oral exam. Students who fail both parts of the exam will be provided feedback on their performance and referred to the PhD Program Director and Associate Dean of Academic Affairs.

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

PhD Compressive Examination Policy Spring 2015

When Students Take the Exam
Taken after completion of the following courses: N700, N710, N716, N730, and N820. Students will not be able to progress in the program until they have successfully completed the comprehensive exam.
Specific date and time information for Spring 2015 Exam is May 19, 2015, Skinner Room 12, 8:00AM.

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

Exam Procedures
1) Students have 8 hours to complete the exam over the course of one day in a predetermined location
   a. Part 1: 8:00 am – 12:00 pm
   b. Lunch: 12:00 pm – 1:00 pm
   c. Part 2: 1:00 pm – 5:00 pm
2) The exam will be in the College of Nursing room 12.
   a. Students will only use computers provided
3) Students, including distance students, will be expected to come to the College of Nursing.
4) Students will not be allowed to bring into the exam their computer or course textbooks.
   a. Student may bring with them a document that contains important information that they might need to write their exam such as literature/citations from their area of interest.
   b. This printed, typed, document may not be longer than 20 pages (1" margins, 10pt font min).
      i. No USB or external hard drives allowed
      ii. The Comprehensive Exam Preparation Document should not contain pre-prepared answers for the questions for part 1
      iii. This document will be turned in along with their exam for the committee to review
      iv. If the student would like the committee to review their exam preparation document prior to the exam that may be requested
5) The examination will be proctored at all times by members of the PhD Comprehensive Committee.

Exam Content
1) Exam questions will allow students to demonstrate mastery and synthesis of 1st year course content.
2) Content will questions that focus on philosophy and theory as well as statistics and methods.
3) There will be two parts to the exam.

Part 1
The following is the question for the morning portion of the exam. Part 1 must be completed in 4 hours.
Propose a study to evaluate an important research question in your area of interest.

1) Describe the problem, its significance, what is known.
2) Include Specific Aims and Research Questions and hypotheses as appropriate.
3) How will you incorporate the philosophical underpinnings and theoretical framework into the study design?
4) Study design:
   a) If your design is quantitative, include all of the following:
      1. Information about the population and sample
      2. Study Design
      3. Study Methods
         i. Measures
         ii. Reliability and Validity
      4. Study Procedures
      5. Statistical Analysis Plan
   b) If your design is qualitative, include all of the following:
      1. Research question(s)
      2. Study Design & Method
      3. Information about setting and sampling strategy(ies)
      4. Procedures for Generating Data
      5. Procedures for Data Analysis/Coding
      6. Plans for addressing trustworthiness & any ethical considerations

Part 2
Faculty who have taught the required five courses over the past two years will be asked to supply content-specific questions.

1) Each response will be in the form of an essay not to exceed 5-10 pages each.
2) Part 2 must be completed in 4 hours.
3) The overall page limit to Part 2 is 15-30 pages.

Of the following questions you must answer three. Choose either Question A or B, either question C or D, AND question E

1) Question A - Philosophy of Science OR Question B - Emerging Theory in Nursing
2) Question C - Qualitative Research OR Question D - Quantitative Research
3) Question E - Statistical Analysis

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

1) Responsiveness
2) Clarity: Wording is clear, consistent, and concise.
3) Logic: The development of the paper flows smoothly from point to point throughout the paper.
4) Accuracy: Information is accurately presented and referenced. Research terminology and theoretical terminology are used appropriately.
5) Breadth: An appropriate variety of information is integrated in the paper to show a breadth of understanding.
6) Depth: Specific information, including the studies of identified investigators, is included to illustrate or otherwise support the point being made and to show a depth of understanding.

7) Analysis: The student demonstrates an ability to critically evaluate the theoretical and empirical literature, prioritize information, and come to warranted conclusions.

8) Synthesis: The student demonstrates the ability to integrate content to form an independent synthesis.
**Doctoral Dissertation**

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

The first step is to assign the dissertation committee (Appendix A, memorandum 2). The dissertation research is conducted under the supervision of a dissertation committee, a group of at least three faculty members from the University of Massachusetts Amherst who have graduate faculty appointments with dissertation advising privileges. Two of the dissertation committee members must be chosen from the College of Nursing with one member serving as chairperson. The third graduate faculty member must be chosen from a department outside of nursing. This person must also be a member of the graduate faculty.

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

The third step is the dissertation defense. The dissertation must have the tentative approval of the Dissertation Committee before arrangements are made for the dissertation defense. The time and date of the dissertation defense shall be submitted to the Graduate Dean when all the Dissertation Committee members agree that the dissertation is sufficiently complete to stand defense (Appendix B, memorandum 5).

All Dissertation Defenses will be announced in the UMass Amherst electronic journal, *In the Loop*, to invite interested Graduate Faculty and others to attend. The Office of Degree Requirements must receive written notification of the scheduling of a Final Oral Examination at least four weeks prior to the date of the defense. A defense cannot be held unless it has been publicly announced in *In the Loop*. All members of the Dissertation Committee must be present at the defense. (Note: All Graduate Faculty are invited to attend and cannot be excluded from the Dissertation Defense. Departments differ in allowing others to attend. Courtesy suggests that the Chair of the Committee, whose name is published in *In the Loop*, be consulted by others attending the Defense, with the stipulation above). Members of a student’s dissertation committee must be present in person or via video-teleconference for the final oral defense. While other faculty may attend the defense, only the three members of the Dissertation Committee may cast a vote. A unanimous vote is required for the student to pass the Dissertation Defense. The dissertation must be approved and signed by all members of the Dissertation Committee and the Dean.

Successful completion of the dissertation defense is reported to the Graduate School in the form of a memorandum (Appendix b, memorandum 6). A copy of this memorandum and the signatory page will be placed in the student’s file.
Manuscript Instructions:

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

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

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

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

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Date/Year</th>
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<tbody>
<tr>
<td>Tetanus, Diphtheria and Pertussis (Tdap)</td>
<td></td>
</tr>
<tr>
<td>Measles #1 (Rubeola, Red Measles) Must be AFTER age 12 months</td>
<td></td>
</tr>
<tr>
<td>Measles #2 (Rubeola, Red Measles) Must be AFTER age 12 months</td>
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<tr>
<td>Mumps - Must be AFTER age 12 months AND Positive Mumps Titer (blood test) with results</td>
<td></td>
</tr>
<tr>
<td>Rubella (German Measles) Must be AFTER age 12 months</td>
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<tr>
<td>Hepatitis B series (3 doses required)</td>
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<tr>
<td>Antibody to Hepatitis B Surface Antigen (blood test) with result</td>
<td></td>
</tr>
<tr>
<td>Varicella (Chicken Pox) for (blood test) - Calculate result and appear blood levels</td>
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<tr>
<td>2-Step Tuberculosis - Mantoux Date (within 3 months) and results</td>
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<tr>
<td>Seasonal Flu Vaccine or Signed Declination: If decling, you will need a note from your physician giving the reason for the declination and attach it to your declination form. Date of flu shot:</td>
<td></td>
</tr>
</tbody>
</table>

### Dates of Immunization Given (Month/Day/Year) with Results

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Date/Year</th>
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<tbody>
<tr>
<td>Measles #1 Date:</td>
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<td>Measles #2 Date:</td>
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<td>Mumps Date:</td>
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<td>Rubella Date:</td>
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<td>Hep B #1 Date:</td>
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<td>Hep B #2 Date:</td>
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<td>Hep B #3 Date:</td>
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<td>Varicella Test Date:</td>
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<td>Antibody Date:</td>
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<td>TB Test #1 Date:</td>
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<td>TB Test #3 Date:</td>
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</tr>
<tr>
<td>X-Ray Date:</td>
<td></td>
</tr>
<tr>
<td>Date of flu shot:</td>
<td></td>
</tr>
</tbody>
</table>

### Health Care Coverage
- Company Name: [Provide company name]
- Policy Number: [Provide policy number]
- Signature: [Provide signature]
- Address: [Provide address]

**Mandatory Drug Screening Tests:** Beginning September 1, 2015. Pertinent information will be shared with you. Note: Random drug testing can/will occur in many of your clinical facilities.
College of Nursing

Please complete the attached CORI form and include a copy of government issued photo identification (for example, a driver’s license).

Please mail this form, the attached CORI form, and copy of I.D. to:

Lisa Turowsky
Coordinator, Student Support Services
030 Skinner Hall
651 North Pleasant Street
Amherst, MA 01003-9299

Criminal Offender Record Information (CORI)
REQUEST FORM INFORMATION

Representatives for the University of Massachusetts – Amherst have been certified by the Criminal History Systems Board for access to conviction and pending criminal case data.

As a student enrolled with the College of Nursing and working in associated clinical locations, I understand that a criminal record check will be conducted for conviction and pending criminal case information only and that it will not necessarily require me to be withdrawn as a student of the University of Massachusetts – Amherst, College of Nursing.

Signature _______________________________________  Date ___________________
CORI REQUEST FORM

University of Massachusetts Amherst has been certified by the Criminal History Systems Board for access to conviction and pending criminal case data. As an applicant/employee for __________________________, I understand that a criminal record check will be conducted for conviction and pending criminal case information only and that it will not necessarily disqualify me. The information below is correct to the best of my knowledge.

**APPLICANT/EMPLOYEE INFORMATION (PLEASE TYPE OR PRINT)**

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>MIDDLE NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAIDEN NAME OR ALIAS (IF APPLICABLE)</th>
<th>PLACE OF BIRTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE OF BIRTH</th>
<th>SOCIAL SECURITY NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Requested, not required)</td>
<td>ID Theft Index PIN*</td>
</tr>
<tr>
<td></td>
<td>(if applicable)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOTHER’S MAIDEN NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**CURRENT AND FORMER ADDRESSES:**

<table>
<thead>
<tr>
<th>STATE DRIVER’S LICENSE NUMBER</th>
<th>(include state of issue)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEX:**

<table>
<thead>
<tr>
<th>HEIGHT: __________ ft. ______ in.</th>
<th>WEIGHT: _____</th>
<th>EYE COLOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REQUESTED BY:**

**SIGNATURE OF CORI AUTHORIZED EMPLOYEE**

*The CHSB Identity Theft Index PIN Number is to be completed by those applicants that have been issued an Identity Theft Index PIN Number by CHSB. Certified agencies are required to provide all applicants the opportunity to include this information to ensure the accuracy of the CORI request process. All CORI request forms that include this field are required to be submitted to the CHSB via mail or by fax to 617-660-4614.*
University of Massachusetts Amherst - College of Nursing
Student-Preceptor-Faculty Agreement

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

______________________________________________
(Clinical site name, please print)

Conditions of this program are as follows:
The Affiliation period will be: __________________ to __________________
       (Start date)            (End date)
The student, ____________________________________________

Will be under the supervision of __________________________ acting as
(Preceptor Name)
preceptor of the College of Nursing serves as the Liaison with Professor __________________ at your
facility for the above course(s).

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

Agency Responsibilities:
1. Retain ultimate responsibility for the care of clients or the maintenance of programs.
2. Retain responsibility for preceptor's salary, benefits, and liability.
Nursing Program/Faculty Responsibilities:

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

Student Responsibilities:

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

Signatures, on the following page, confirm that the above conditions reflect correctly your understanding of and agreement to this affiliation.
Confirmation of Student-Preceptor-Faculty Agreement to Clinical Preceptorship

University of Massachusetts Amherst, College of Nursing – Student

Print │ Sign │ Date

Preceptor/Clinical Agency

Print │ Sign │ Date

University of Massachusetts Amherst, College of Nursing - Clinical Faculty

Print │ Sign │ Date

Site Name: ____________________________________________

Address: ____________________________________________

City/State/Zip _________________________________________

Location phone: _______________________________________

Email: __________________________________ Fax: _________

Curriculum Vitae or Resume Required with this Form

Please return this signed form and your CV or Resume by mail to: Maureen Bailey, College of Nursing, University of Mass, 651 North Pleasant Street, Amherst, MA 01003-9290.

Preceptor will receive the following documents:

- Copy of Signed Preceptor Agreement
- Letter to Practicum Preceptor from the University of Massachusetts College of Nursing
Professional Conduct Standards

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

- Student will adhere to HIPAA privacy requirements at all times, which include, but are not limited to: not removing, photocopying, or scanning documents that have personal identifiers from the clinical area, not leaving workstation computers open, and not engaging in discussion of clients outside accepted work area.
- Student will notify appropriate personnel before leaving a clinical learning assignment or changing or canceling hours.
- Student will practice within education level, experience, and responsibilities while in the role of graduate nursing student.
- Student will not engage in unauthorized photography in the clinical environment

Acknowledgement

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

Name_________________________________________ Date__________________

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

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

**For students who matriculated before Fall 2014**

<table>
<thead>
<tr>
<th>Submission of Intent to Schedule the Comprehensive Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Submission to the Graduate Program Director: ____________</td>
</tr>
<tr>
<td>Title: ________________________________________________________</td>
</tr>
<tr>
<td>Student: _____________________________________________________</td>
</tr>
<tr>
<td>Committee Members:</td>
</tr>
<tr>
<td>Chair: _______________________________________________________</td>
</tr>
<tr>
<td>Second Member: _______________________________________________</td>
</tr>
<tr>
<td>Optional Member: _____________________________________________</td>
</tr>
</tbody>
</table>

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

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

Student name: ____________________________

Date __________________________

Examination date: _______________________

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

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

Student Signature: __________________________________

Date __________________________

Advisor Signature: ________________________________

Date __________________________

PhD Program Director Signature: __________________________

Date __________________________

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

MEMORANDUM

Date:

To: John McCarthy, Dean of the Graduate School

From: , Graduate Program Director, Nursing

Re: Doctoral Dissertation Committee for ________________

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

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

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

(sample memorandum approved proposal)

TITLE OF PROSPECTUS

A Dissertation Prospectus Presented

By

STUDENTS NAME

Approved as to style and content by:

______________________________
Chair, Nursing

______________________________
Member, Nursing

______________________________
Member, Department

______________________________
Graduate Program Director, Nursing
MEMORANDUM

Date: 

To: John McCarthy, Graduate Dean

From: Graduate Program Director, Nursing

Re: Final Doctoral Examination for ________________

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

Day of the week: ________________

Date: ________________

Time: ________________

Place: ________________

Major: Nursing

Committee Chair: ________________

Dissertation Title: ________________

The student’s dissertation has been received and examined by all members of the Dissertation Committee and their approval has been given to conduct this exam.
Sample memorandum to be sent by the Graduate Program Director to the Graduate Dean once the final dissertation defense has been successfully passed

MEMORANDUM

Date:

To: John McCarthy, Graduate Dean

From: ____________________________, Graduate Program Director, Nursing

Re: Completion of Dissertation

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

The Dissertation Committee Members conducting the examination are:

________________________
Chair, Nursing

________________________
Member, Nursing

________________________
Member, Department
Appendix C
UNIVERSITY OF MASSACHUSETTS  
College of Nursing  

LEARNING CONTRACT  
FOR INDEPENDENT STUDY  

Student Name: ________________________  Instructor: ________________________
Address: ____________________________  Office: ____________________________
Telephone #: ________________________  Telephone #: ________________________

Independent Study: N      Credit Allocation: __________  Proposed Completion Date: __________

Title: __________________________________________________________

Statement of Objectives:  

Learning Activities:  

Criteria for Evaluation:  

Comments:  

Approved By______________________________  
Student                                     Date

Approved By______________________________  
Instructor                                  Date

Completion Date: __________  Grade: ______

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

Full Title of the Proposal

Author’s Name (no professional initials)

UMass College of Nursing

Capstone Chair: Type your advisor’s name here

Capstone Committee Member: Leave this blank for now

Capstone Mentor: Type your mentor’s name here

Date of Submission: Month, Day, Year
Table of Contents

You can just change the page numbers on this TOC to correspond with your numbering – then delete this instruction

Abstract ................................................................................................................................3

Introduction and Background ..............................................................................................4

Problem Statement ...............................................................................................................4

Review of the Literature ......................................................................................................5

Theoretical Framework ........................................................................................................6

Project Design and Methods ................................................................................................6

Settings and Resources .......................................................................................................7

Description of the group, population or community ..........................................................7

Organizational analysis of project site ..................................................................................7

Evidence of stakeholder support .........................................................................................7

Facilitators and barriers ......................................................................................................7
Abstract

This template is a guide to writing a capstone project proposal in APA Style, 6th edition. It provides the necessary sections, headings, and subheadings required in a proposal, as well as the line and paragraph spacing, page breaks, page numbering, and referencing styles. It is formatted with one inch top, bottom, left, and right margins; Times New Roman font in 12 point; double-spaced; aligned flush left; and paragraphs indented 5-7 spaces. The page number appears one inch from the right edge on the first line of each page. There should be two spaces between sentences. Without changing the formatting, insert your own text into each template section. This section of the template provides an example of what an abstract would look like. An abstract is a brief (approximately 250 words) one-paragraph summary of the contents of the proposal. The abstract, typically written last, includes an overview of the proposed project's background and review of literature, purpose, method, results, and conclusion. It is non-evaluative, that is, does not contain personal comments. It is not indented nor does it contain citations. Keywords, such as those below, are words you used to perform database searches for the proposal. For more information about APA Style, see the Publication Manual of the American Psychological Association (6th ed.), the APA Style web site found at http://www.apastyle.org, and the Purdue Owl Writing Center website found at http://owl.english.purdue.edu/owl/resource/560/01/.

Keywords: APA style, sixth edition, publication manual
Introduction and Background

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

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

Problem Statement

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

**Review of the Literature**

The goal of a review of literature is to present an in-depth, current state of knowledge about your particular topic. Rather than just summarizing and listing research studies performed on your topic, summarize, compare and contrast the works, and then *synthesize* the key concepts of the literature you have read. Identify any major trends, patterns, or gaps you may have found in the literature and identify any relationships among studies. In general, there is a five-year span from the present for the date of literature you should use except for an older, landmark study, which should be identified as such.

Think of a review of literature as a puzzle that you will put together with individual pieces from various sources of literature in order to reveal a whole picture of the state of knowledge about your problem and interventions that have been used to address the problem. The review of literature for your proposal should provide the context your future capstone project.

Organize your main findings by using subheadings called Level 2 headings, which are typed in bold face type, in upper and lower case letters, and typed flush with the left side of the paper. Examples of Level 2 headings can be found in this paper under **Project and Methods Design**. Use Level 3 headings to further subdivide topics. Level 3 headings are indented, typed in lowercase letters, in boldface, indented, and followed by a period. The APA Manual or the
Purdue Owl Writing Center website provides more information about all five levels of headings in APA Style, 6th edition.

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

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

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

**Theoretical Framework**

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

**Project Design and Methods**

In this section, clearly explain your project design (type of study) and the methods you will use to obtain the desired outcomes of your project. Use the future tense to explain what you will do in your capstone project. Convince the reader that your approach is practical and will lead to credible answers to your proposed problem. Write a paragraph describing each of the following subheadings as they apply to your project. Make sure to include both quantitative and qualitative methods if you plan to use both.

**Setting and resources**

Describe where the project will take place and any resources necessary for the project. This section contains several components to be complete. See them in italics in the next paragraphs. You can use a separate paragraph for each of the following.

**Description of the group, population or community.** This includes the assessment of the community, its makeup, current services, etc. Also, describe the study participants and stakeholders, and the role they will play in the project. Describe sampling method, the sample size and characteristics of participants, and selection or recruitment strategies, if applicable. List the inclusion and exclusion criteria (a table may work well for this). Describe the groups with emphasis on the characteristics (variables) that may have bearing on the interpretation of the results.
Organizational analysis of project site. Describe how the project site or practice is organized, the services offered, current procedures, staffing patterns, etc. and how you will interact with practice personnel and patients to implement your project.

Evidence of stakeholder support. Include the letter of agreement in the Appendix of the proposal only. It is not to be included in final write up to protect confidentiality of site.

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

Goals, Objectives, and Expected Outcomes

Describe your goals, objectives, and expected outcomes for the project. Remember the acronym SMART when writing your objectives. They should be Specific, Measurable, Assignable (specify who will carry them out), Realistic, and Time-specific. You can include a table or bulleted list in this section. Remember to be conservative in listing your expected outcomes so you are realistic in your excitations of results of your project.

Implementation Plan

Describe all the steps of your project in narrative form, including your plan for implementation and plan for evaluation (listed toward the bottom of the outline in the graduate student handbook). Include projected recruitment, steps in actualizing the intervention, data collection procedures, and evaluation. Fully address the statistical planning, if applicable, and the methods of collection such as surveys, interviews, or document analysis. Be specific about who
will be responsible for each part of the project. You can refer to yourself as the DNP student (rather than using first person).

**Cost-Benefit Analysis/Budget**

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

**Timeline**

Outline in detail the timeline you propose for actualization of your project, starting with proposal approval and continuing through data collection through analysis of and interpretation of outcomes. Remember that your proposal will likely not be approved until two weeks into the fall semester. A Gantt chart works well to visualize the timeline.

**Table 1**

*Simplified Project Timeline*

<table>
<thead>
<tr>
<th>Task</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of eligible participants</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Intervention</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Post-test and Analysis of outcomes</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Results presented to local providers

Ethics and Human Subjects Protection

Discuss ethical considerations and use of the Institutional Review Board, as well as any risks and benefits, if applicable.

Conclusion

Write your conclusions here. Summarize very briefly your clinical problem and your plan for addressing the problem in your specific practice setting. Include your plan for dissemination of results. Include how you plan to disseminate your outcomes locally (on-site), regionally, and/or nationally.

Once you complete the entire proposal, go back to the Table of Contents to fill in the page numbers that are appropriate for each section. When you do revisions, you’ll have to go back to the TOC to make sure the page numbers are still correct.
VI. References
As previously mentioned, all literature cited in the proposal must be referenced in APA Style, 6th edition, on a separate reference page(s). The following list shows the more commonly used references. For more information on how to reference, refer to the *Publication Manual of the American Psychological Association* (6th ed.), the APA Style tutorial web site found at http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx, and the Purdue Owl Writing Center website found at http://owl.english.purdue.edu/owl/resource/560/01/.

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

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

---

*This page is for informational purposes only – You will only use the centered heading of References on the first page of your reference list.*
VII. References


VIII.

## X. Appendix

### B. Basic APA, 6th ed. Citation examples

<table>
<thead>
<tr>
<th>Type of Citation</th>
<th>Appearance: Beginning of sentence; first mention in text</th>
<th>Appearance: Beginning of sentence; subsequent mention in text</th>
<th>Appearance: End of sentence; first mention in text</th>
<th>Appearance: End of sentence; subsequent mention in text</th>
</tr>
</thead>
<tbody>
<tr>
<td>One work/ six authors</td>
<td>Ramirez et al. (2005)</td>
<td>Ramirez et al. (2005)</td>
<td>(Ramirez et al., 2005)</td>
<td>(Ramirez et al., 2005)</td>
</tr>
</tbody>
</table>
UNIVERSITY OF MASSACHUSETTS AMHERST
COLLEGE OF NURSING
Doctor of Nursing Practice

Final Approval of DNP Capstone Scholarly Project

DNP Student:__________________________________________________________

Title of Capstone Scholarly Project:

Committee Members
Nursing Chair:______________________________________________________

Second Nursing Member:______________________________________________

Outside Mentor: ______________________________________________________
Title: __________________________________________________________________
Address: __________________________________________________________________
________________________________________________________________________

Date of approval of the completed Capstone Scholarly Project: ____________

Signed by Chair: ______________________________________________________

Date submitted to DNP Program Office: ________________________________

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