

School of Nursing

UNIVERSITY OF MASSACHUSETTS AMHERST



Team Work



Experience



Learning

The Place that Changes People and the World



Opportunity



Environment



Achievement

2011-2012
Undergraduate
Student Handbook

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

The School 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:

_____ Traditional Pre-Licensure

_____ Second Bachelor

_____ RN-to-BS

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 Liz Theroux in room 024 Skinner Hall.*

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**

**School of Nursing
Undergraduate Student
Handbook**

2011 - 2012

The University of Massachusetts Amherst
School of Nursing Handbook, 2011 - 2012,
Prepared with the support of faculty and staff of the
Office for Academic Affairs

Faculty Welcome to Students

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

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

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

Forward

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

The SON Student Handbook is reviewed annually and is as accurate and current as possible. Should there be a change in policies, procedures, or regulations, the change 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 continuing orientation to the programs, faculty and standards of the School of Nursing. If you have a problem or concern that is not adequately answered by the Handbook, please consult your faculty advisor or a SON staff member.

Download and sign the responsibility form on the first page of the Handbook and return it to Liz Theroux in room 024 Skinner Hall.

For the most up to date information, please visit the School of Nursing website at:
<http://www.umass.edu/nursing>

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I. School of Nursing History and Organization

History

At its founding in 1953, the SON offered the first baccalaureate nursing program in public higher education in the Commonwealth of Massachusetts. Four years later, the School launched the first Master of Science degree program, and in 1994, the Commonwealth's first publicly supported Ph.D. program in Nursing in collaboration with the University of Massachusetts Medical School and the Graduate School of Nursing. In 2005, the School offered its first Ph.D program sponsored uniquely by the School 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 School's programs, faculty, and curriculum.

The SON is one of the eight schools and colleges comprising the University of Massachusetts Amherst, founded in 1863. The University is a Carnegie Designated Research University Very High (RUVH) and the flagship campus of the five-campus public university system. Sponsored research now totals over \$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 SON 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.

Changes to the SON include moving to the renovated Skinner Hall, the new home of the SON. The completion of this renovation project sends a strong message that the Commonwealth and the University are committed to building a solid future for nursing education and scholarship that will benefit residents of the Commonwealth and beyond.

Accreditation

The Baccalaureate Program is accredited by the Commission on Collegiate Nursing Education (CCNE), a national nursing education accrediting body, and approved by the Massachusetts Board of Registration in Nursing.

Values, Vision, Mission and Goals

Approved by the Faculty Assembly May 21, 2008

Vision

The School 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 School of Nursing, are committed to:

Caring and Collaborative Relationships

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

Leadership

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

Excellence

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

Innovation

- Creative ways of acquiring, managing and sharing knowledge.

Diversity

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

Lifelong Learning

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

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).
- Facilitate and enhance an organizational culture of diversity that promotes the success of collaborative partnerships, relationships, and affiliations within a global community.
- Promote and expand faculty practice, which reflects the expertise of faculty and needs of our communities of interest.
- Promote faculty development and systematic understanding through a variety of mechanisms that would include:
 - 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 University of Massachusetts systems.
- Promote service to the underserved and vulnerable populations in our region.

Teaching Goals

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

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

Scholarship Goals

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

- Facilitate the scholarship of discovery, integration, application and teaching.
- Foster a creative environment that supports scholarship activities.
- Enhance mechanisms for interdisciplinary scholarship.

School of Nursing Deans, Program Directors, and Faculty 2011 - 2012

Faculty clinical and research interests are indicated below in italics.

Deans

Interim Dean: Dr. Jean Swinney*

BSN, MA, New York University; PhD, University of Texas at Austin - Professor - *Clinical area: public health/community health; research interest: health care issues involving African-Americans, and health disparities.*

Interim Associate Dean for Academic Affairs: Dr. Donna Zucker*

RN, Charles E. Gregory School of Nursing; BS, Loyola University Chicago; MS, University of Massachusetts Amherst; PhD, University of Rhode Island; - Associate Professor- *Clinical area: community health, rehabilitation nursing. Research interest: symptom management related to chronic health problems (chronic liver disease, infectious diseases; substance abuse) incarceration and social justice.*

Undergraduate Program Directors

Traditional Track, MaryAnn Hogan

BS, University of Massachusetts Amherst; MS, Anna Maria College; Clinical Assistant Professor - *Baccalaureate nursing education including textbook development and NCLEX passage, clinical simulation, health-related behavior changes in older adults*

Second Bachelor's Track, Margaret Curnin

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

RN to BS Online Nursing Track, Katharine Green

BSN, University of Pennsylvania, Philadelphia, PA; MS, University of Minnesota, Minneapolis, MN; Certified Nurse Midwife - Clinical Assistant Professor- *Midwifery, Surgical ICU, Maternal/Newborn, OBS, Women's Health*

Honors Program, 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*

*Indicates Graduate Faculty Membership

Graduate Program Directors

Master of Science Programs

Clinical Nurse Leader Program (CNL), Dr. Joan Roche*

BA, University of Dayton, APRN, MS, PhD, University of Massachusetts Amherst, CCRNC, - Clinical Associate Professor - *Coronary Care, managed care, medical surgical nursing, programs analyst, clinical educator program models*

MS/MPH Program, Dr. Jean Swinney*

BSN, MA, New York University; PhD, University of Texas at Austin - Professor - *Clinical area: public health/community health; research interest: health care issues involving African-Americans, and health disparities.*

Doctoral Program Director

Doctor of Nursing Practice (DNP), Dr. Jean Swinney*

BSN, MA, New York University; PhD, University of Texas at Austin - Professor - *Clinical area: public health/community health; research interest: health care issues involving African-Americans, and health disparities.*

Doctor of Philosophy (PhD), Dr. Jean Swinney*

BSN, MA, New York University; PhD, University of Texas at Austin - Professor - *Clinical area: public health/community health; research interest: health care issues involving African-Americans, and health disparities.*

Simulation Laboratory Director

Nursing Clinical Simulation Laboratory, Helene Cunningham

BSN, Western Connecticut State University; MS, Southern Connecticut State University; MSN, Boston College - Clinical Assistant Professor - *Wound care; instructional and technology strategies, discharge planning, diabetes, home care*

*Indicates Graduate Faculty Membership

Full Time Faculty, School Of Nursing

Blood, Peter

BSN, MSN, University of Pennsylvania; Board-certified in Psychiatric-Mental Health Nursing - Clinical Assistant Professor - *Certified marriage & family therapist, group therapy, community health, Residential Academic Programs.*

Chandler, Genevieve *

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

Choi, Jeungok *

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

Cunningham, Helene

BSN, Western Connecticut State University; MS, Southern Connecticut State University; MSN, Boston College - Clinical Assistant Professor - *Wound care; instructional and technology strategies, discharge planning, diabetes, home care*

Curnin, Margaret

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

DeMartinis, Jean*

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

Dion, Kimberly

AS in Nursing, Holyoke Community College; BS University of Massachusetts Amherst; MSN, University of Hartford, Certified Nurse Educator - Clinical Assistant Professor- *maternal newborn nursing, substance abuse, medical surgical nursing.*

Dundon, Edith (Emma) *

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

Green, Katharine

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

Henneman, Elizabeth*

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

*Indicates Graduate Faculty Membership

Hogan, MaryAnn

BS, University of Massachusetts Amherst; MS, Anna Maria College; - Clinical Assistant Professor - *Baccalaureate nursing education and NCLEX passage, clinical simulation, health-related behavior changes in older adults*

Jacelon, Cynthia S. *

BS, Trenton State College; MS, Boston University; PhD, New York University; Certified Rehabilitation Registered Nurse-Advanced - Fellow in the American Academy of Nursing - Associate Professor - *Independence in elders with chronic health problems*

Kalmakis, Karen, A. *

BSN, Elms College; MS, MPH, PhD, University of Massachusetts Amherst, Certified Family Nurse Practitioner - Assistant Professor - *Clinical area; advanced nursing practice in primary health care. Research interests; victimization and substance misuse, issues of access to health care in vulnerable populations.*

King, M. Christine*

BSN, University of Maryland; MS, Boston University; Ed.D, University of Massachusetts Amherst - Associate Professor - *Primary health care in women and children's health, violence against women, abuse and victimization of women and children.*

Lamontagne, Clare

BSN, American International College; MSN, University of Connecticut; PhD (c) 2011, University of Massachusetts Amherst- Clinical Assistant Professor- *Clinical Simulation- Medical/Surgical, Psychiatric, Gerontology, nursing education*

Lamoureux, Erin

BS, American International College; MS, University of Massachusetts Amherst; AACN Certification as a Clinical Specialist in Gerontology - Clinical Assistant Professor - *Gerontology, nursing education, simulation, stress management*

LeBlanc, Raeann

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

Low, Maud

BSN, Simmons College; MSN, Boston College - Clinical Assistant Professor – *MAT Newborn*

Mills-Wisneski, Sharon M. *

ADN, BSN, Wesley College; MSN, PhD, Widener University – Assistant Professor – *Adult Health – Women's Health Disparities, African American Women with Breast Cancer, and Cancer Survivorship*

Plotkin, Karen*

RN, Leominster Hospital; BSN, Fitchburg State; MS, University of Massachusetts Amherst; PhD, University of Massachusetts Amherst/Worcester Collaborative PhD program - Clinical Assistant Professor; Certified by ANCC as clinical nurse specialist in home health care. *Wound care/prevention, simulation relating to education and patient safety, chronic illness and symptom management (diabetes, CHF, COPD, adolescents and women with endometriosis).*

* Indicates Graduate Faculty Membership

Provost, Rene*

BSN, D'Youville College; MSN, Yale; PhD, Psychology, Capella University – Clinical Assistant Professor – *Psychopharmacology, Relational Therapy, Psychiatry (Geriatric)*

Roche, Joan P. *

BA, University of Dayton; MS, University of Massachusetts Amherst; PhD University of Massachusetts Amherst/Worcester Collaborative PhD program, - Clinical Associate Professor – APRN, CCRNC, *Coronary Care, managed care, medical surgical nursing, programs analyst, clinical educator program models*

Stanley, Barbara E.

BS, Salve Regina University; MS, Boston University; MS, University of Massachusetts Amherst - Clinical Assistant Professor - *Clinical areas: community and public health. Special interest: community public health assessment. Research interest: cultural diversity in health care workplace environments, vulnerable populations including persons experiencing homelessness, incarcerated women and adolescents.*

Swinney, Jean Elizabeth*

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

Wolf, Lisa Adams

BA Amherst College; MFA Emerson College; Diploma St. Elizabeth's Hospital School of Nursing; MS Molloy College; PhD, Boston College – Clinical Assistant Professor - Clinical Area: Emergency Nursing, *Research interest: decision making, triage, communication across units, nursing education pedagogies.*

Woodfine, Pamela

AA, CUNY NY; BSN, Long Island University; MSN, University of Hartford -Clinical Assistant Professor- *Adult Health, Medical Surgical*

Zucker Donna*

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

Retired Faculty

Asselin, Micheline

RN, Springfield Hospital School of Nursing; BS, University of Massachusetts Amherst; MS, MPA, University of Hartford; Certification as Hospice and Palliative Nurse –Clinical Assistant Professor

* Indicates Graduate Faculty Membership

Faculty Emeritus

Bright, Mary Anne*

RN, St. Peter's Medical Center; BS, MS, Ed.D, University of Massachusetts Amherst - CS, American Nurses Association - Associate Professor

Cole, Ellen I.

BSN, Wayne State University; MS, MPhil, PhD, Columbia University – Associate Professor Emeritus

Friedman, Alice H.

RN, Massachusetts General Hospital; BS, Teachers College, Columbia University; MS, Boston University

Gilbert, Dorothy A. *

BSN, Cornell; PhD, Columbia University; MSN, University of Wisconsin, Madison; Professor Emeritus
Client-nurse interactions, Trans- cultural nursing and Gerontological nursing

McKenry, Leda M. *

BSN, University of Miami; MSN, University of California, San Francisco; MBS, PhD, University of Miami; ANA Certification as Family Nurse Practitioner; Fellow of the American Academy of Nursing – Associate Professor

Millette, Brenda M. *

BS, Boston University; MS, University of Connecticut; Ed.D, University of Massachusetts Amherst – Associate Professor

Ryan, Josephine M. *

RN, Greenwich Hospital; BSN, Catholic University; MS, University of Massachusetts Amherst, DNSc, Boston University – Associate Professor

Sheridan, E. Ann

RN, Catherine Laboure; BSN, Boston College; MSN, University of Pennsylvania; Ed.D, University of Massachusetts Amherst - Professor

Smith, Ruth A.

RN, Massachusetts General Hospital; BS, University of Connecticut; MN, University of Washington; PhD, University of Connecticut

Vanetziian, Eleanor*

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

Young-Mason, Jeanine*

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

*Indicates Graduate Faculty Membership

The Undergraduate Major

General Information

The School of Nursing offers an undergraduate program leading to the Bachelor of Science degree. This program is approved by the Massachusetts Board of Registration in Nursing and is fully accredited by the Commission on Collegiate Nursing Education (CCNE), a national nursing education accrediting body. Completion of requirements qualifies the graduate to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN®), a prerequisite to working as a registered nurse.

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

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

Objectives of the Bachelor of Science Program

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

1. Develop and sustain therapeutic and collaborative relationships that enhance health and healing.
2. Use assessment, communication, and technical skills to design, manage, and coordinate nursing care of clients in the context of environment.
3. Use critical thinking in creative problem solving and decision-making to provide competent nursing care to clients in the context of resources, current technologies, and outcome-based practice models.
4. Provide culturally competent nursing care to clients with diverse backgrounds.
5. Provide safe, competent nursing care to clients using the essential processes to promote, maintain and restore health and prevent illness within the context of environment.
6. Design, manage and coordinate nursing care of clients in collaboration with the interdisciplinary health care team using knowledge of health care systems and policy and global health care concerns.
7. Advocate for client, nurse, and profession incorporating ethical theory and professional values of altruism, human dignity, integrity, and social justice.
8. Assume the role of the professional nurse, valuing lifelong learning, continued professional growth and commitment to excellence.

(Approved by Faculty Assembly November 12, 2003; updated 4/11)

The Undergraduate Major: Traditional Track

Admission Requirements

Nursing is a major with limited enrollment. Since 2006, students interested in the traditional undergraduate track apply through the University Undergraduate Admissions office. Students are then notified of their acceptance to the nursing major by the Admissions Office. Acceptance to the University does not guarantee admission to the nursing major; students may be accepted to an alternate major, which is outlined clearly on the acceptance letter from the University.

Transfer Students:

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

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

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

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

There is no minor in Nursing.

Note on Clinical Experience and Transportation

The School of Nursing provides the best possible clinical experiences for students, utilizing a wide variety of in-patient, outpatient and community sites (with day, evening, weekend, and night shifts used seven days a week). For this reason, public transportation or sharing transportation has not been workable as a means to get to the clinical agencies. Instead, students must provide their own transportation to the clinical sites. Faculty assign students to clinical sites. To review a list of some clinical sites used, visit our website at www.umass.edu/nursing.

Traditional Track**The First Two Years: Pre-Clinical Course of Study (64 credits)**

Course	Credits	Course Title	Gen Ed Desig.
CHEM 110 (or 111)*	4	General Chemistry	PS
PSYCH 100*	4	Introductory Psychology	SB
ENGLWRIT 112*	3	College Writing	CW
NURSING 100*	3	Perspectives In Nursing	
NUTRITION* 130 or 230(3cr)	4	Human Nutrition	BS
KIN 270 <i>and</i> KIN 271 (lab)	3 and 1	Anatomy & Physiology I Anatomy & Physiology I Lab	
STATISTICS*	3	Stats 111, Stats 240, ResEcon 211 or 212, Soc 212 or Psych 240 (these 2 will only fulfill R2)	R1/R2
GEN ED	4		AL/AT
KIN 272* <i>and</i> KIN 273 (lab)	3 and 1	Anatomy & Physiology II Anatomy & Physiology II Lab	
PSYCH 380*	3	Abnormal Psychology	
NURSING 210*	3	Human Growth Development throughout the Lifespan	
GEN ED	4		HS
ELECTIVE	6	Two courses	
MICRO 255*	4	+ Introduction to Medical Microbiology	
NURSING 301*	3	+ Pathophysiology	
NURSING 312**	3	+ Cultural Diversity in Health & Illness	I/U
GEN ED	4		AL/AT/ SB/SI/I
Nursing 150	1	Faculty Seminar for Nursing Students (this course is for students enrolled in the nursing RAP)	

* Students must earn a grade of C or better in each of the asterisked pre-requisite courses. A minimum cumulative GPA of 2.5 is required to progress in the program.

+ Introduction to Medical Microbiology, Pathophysiology, Cultural Diversity in Health and Illness are only available to students during the semester **immediately prior** to entering the Upper Division Nursing clinical courses.

** Nursing 312 fulfills a U.S Diversity general education requirement.

Students must also add one global diversity component ("G" for Global) to their General Education Courses.

Students are strongly encouraged to take a foreign language, preferably Spanish.

Upper Division Course Requirements for Traditional Track of the Nursing Major (56 credits)

All upper division Nursing courses must be completed with a grade of C or higher for graduation as a nursing major.

Course	Title	Credits
Junior Year Fall	Semester Total	16 credits
Nurse 315	Health & Physical Assessment	3 credits
Nurse 316	Principles of Nursing Care	3 credits
Nurse 317	Writing in Nursing: Ethics	3 credits
Nurse 332	Pharmacology in Nursing	3 credits
Nurse 398E	Principles of Nursing Care: Practicum	4 credits
Junior Year Spring or Senior Year Fall	Semester Total	15 credits
Nurse 325	Maternal-Newborn Nursing	2 credits
Nurse 398I	Maternal-Newborn Nursing: Practicum	2 credits
Nurse 326	Nursing Care of Children	2 credits
Nurse 398F	Nursing Care of Children: Practicum	2 credits
Nurse 327	Psychiatric-Mental Health Nursing	2 credits
Nurse 398G	Psychiatric-Mental Health Nursing: Practicum	2 credits
Nurse 420 ***	Introduction to Nursing Research	3 credits
Senior Year Fall or Junior Year Spring	Semester Total	17 credits
Nurse 432	Nursing Care of Adults: Acute	3 credits
Nurse 433	Nursing Care of Adults: Chronic	3 credits
Nurse 489	Clinical Practicum IIIA: Community-Based Care	3 credits
Nurse 498C	Nursing Care of Adults: Practicum	4 credits
	Integrative Experience (TBA)	4 credits
Senior Year-Spring	Semester Total	12 or 14 credits
Nurse 438	Professional Role in Nursing	3 credits
Nurse 498E	Nursing Internship	4 credits
Nurse 439	Community Health Nursing IV: Community	3 credits
Nurse 498D	Clinical Practicum IVA: Community Intervention	2 credits
Nurse 497E	ST-Decision Making Strategies for Professional Nursing	2 credits (elective)

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

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

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

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

Estimated Costs for the Traditional Track

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

Financing Your Education: <http://www.umass.edu/admissions/financing/>

Bursar's Office Explanation of Fees: <http://www.umass.edu/bursar/explanation.html>

Estimated Meal Plan Costs: <http://www.umass.edu/diningservices/index.php>

Other Estimated Supplies and Miscellaneous Costs for the Nursing Program as of April 2011: (Costs are subject to change without notice)

<p>Estimated Fees and Expenses ⁽¹⁾</p> <ul style="list-style-type: none"> • Uniforms, shoes, pants: Approx \$150 • Textbooks (per year): \$1000 • Course Packets: \$109 • Personal and transportation expenses: \$700 - \$1400 • Professional liability insurance (per year): \$36.50 • Student name badge: \$19 • Assessment Technology Institute Testing Product (ATI): \$159 • Lab Kits: \$125 • Stethoscope and second hand watch: \$50 • Graduation Fee: \$75 ⁽²⁾ • Nursing Pin (for graduation): \$57-\$178 • NCLEX-RN Professional Licensure Exam (post-graduation): \$200 • MA State Board Application Fee (post-graduation): \$230 • Other costs may include cost of binding group project materials and other project supplies as needed. 	<p>\$3,621.60 - \$3,731.50</p>
<p>Estimated Technology Costs</p> <ul style="list-style-type: none"> • Computer: \$480 - \$2500. Computers offering all <i>essential</i> features are available at the lower end of this range. A good online source to review computer features and prices is http://www.cnet.com • Internet Access: Monthly fees range from Dial-up (\$10+) to high-speed DSL or Cable (\$30 - \$60). • Software: \$40.00 - \$200.00 	<p>(Variable)</p>

1. Based on two years taken to complete the upper division of the program.

2. Graduation fee is required regardless of whether student attends the graduation ceremony.

The Undergraduate Major: RN to BS Online Track

General Information

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

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

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

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

Pre- Program Coursework

Sixty credits of non-Nursing coursework are distributed over three areas.

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

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

As a first step, an evaluation of your transfer credits must be completed by the University Undergraduate Admissions Office. **To request an evaluation of transfer credits send copies of previous college records to: Continuing Education Online Coordinator, Undergraduate Admissions, University of Massachusetts, 37 Mather Drive, Amherst, MA 01003. Phone: (413) 577-0746.**

Admission Requirements

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

Application deadline: February 1.

Please review section III of the Handbook for School of Nursing Policies and Procedures.

RN to BS Online Track Program of Study

- There is a recommended orientation in May before beginning classes.
- A grade of C or higher is required in all coursework.

There is a one-year and two-year plan of study.

One-Year Plan of Study

SUMMER	Course Title	
N312	Cultural Diversity in Health and Illness	3
N317	Writing in Nursing: Ethics	3
N415	Community Focus in Nursing	3
FALL		
N315	Health & Physical Assessment	3
N440	Vulnerable and Underserved Populations	3
N498S	Vulnerable and Underserved Populations: Practicum	2
WINTER		
N290	Introduction to Healthcare Informatics	3
SPRING		
N420	Intro to Research in Nursing	3
N438	Professional Role	3
N418	Nursing Care of Families	3
N498R	Nursing Care of Families: Practicum	1

Two-Year Plan of Study

SUMMER I	Course Title	
N317	Writing in Nursing: Ethics	3
N415	Community Focus in Nursing	3
FALL I		
N440	Vulnerable and Underserved Populations	3
N498S	Vulnerable and Underserved Populations: Practicum	2
WINTER		
N290	Introduction to Healthcare Informatics	3
SPRING I		
N418	Nursing Care of Families	3
N498R	Nursing Care of Families: Practicum	1
Summer II		
N312	Cultural Diversity in Health and Illness	3
Fall II		
N315	Health & Physical Assessment	3
Spring II		
N420	Intro to Research in Nursing	3
N438	Professional Role	3

General note

For additional information, contact: Katharine Green, Director of the RN to BS Online Track, School of Nursing, Skinner Hall Building, 651 N. Pleasant St., University of Massachusetts, Amherst, MA 01003-9299. Check the Web for the most up to date information at <http://www.umass.edu/nursing/>.

Adding and Dropping Courses in Online Programs

In our ongoing efforts to better serve students, Continuing and Professional Education (CPE) now has an online electronic form available for students who wish to drop a course. Starting from the main web page at www.UMassULearn.net, navigate to it via Student Services/Forms → Forms → Electronic Course Drop Form. This form can be used for either credit or non-credit courses.

Honors

Honors are available to RN to BS Students including:

Sigma Theta Tau, International Honor Society of Nursing
<http://www.nursingsociety.org/Membership/Pages/Default.aspx>

Undergraduate Students must

- have completed ½ of the nursing curriculum;
- have at least a GPA of 3.0 (based on a 4.0 grading scale);
- rank in the upper 35 percentile of the graduating class;
- meet the expectation of academic integrity.

The University of Massachusetts School of Nursing's Chapter is Beta Zeta At Large Chapter. Our website is <http://www-unix.oit.umass.edu/~betazeta/> Invitations are made in the spring of your senior year.

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

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

Technical Requirements for the RN to BS Online Track

The following are required to take full advantage of the University of Massachusetts Amherst's distance learning online programs:

1. Computer requirements:

System requirements for PC:

- Windows 2000 or XP
- 64 MB of RAM (128-256 MB recommended)
- 56 kbps modem. While a dial-up modem can be used for online classes, we strongly recommend a DSL or cable modem connection.
- Sound card
- Speakers (headset w/microphone recommended)

System requirements for MAC:

- Mac OS X (version 10)
- 64 MB of RAM (128-256 MB recommended)
- 56 kbps modem. While a dial-up modem can be used for online classes, we strongly recommend a DSL or cable modem connection.
- Sound card
- Speakers (headset w/microphone recommended)

2. Internet Service Provider (ISP):

You must have Internet access to take an online class. An ISP is a company that provides you with the software necessary to connect to the Internet. Note: classes cannot be accessed using Web TV Accessibility, and functionality is limited with AOL, Prodigy, and CompuServe.

3. Java-capable browser:

In order to participate in your classes, you need to use a Java-capable web browser. For a listing of supported browsers, or to download browsers free of charge, please visit www.webct.com/tuneup.

Recommended Browsers:

- **PC:**
Internet Explorer 6 SP2
Firefox 1.5X, 2.0 x
- **Mac:**
Safari 1.3, 2.X

4. University of Massachusetts Amherst e-mail account:

You must activate your University e-mail account (UMail) to receive class log-in information. If you are a new student, directions will be sent to your non-university e-mail address explaining how to activate your UMail account. After this initial e-mail, all future communications will be sent to your UMail address. If you already have a UMail account, make sure your account is active. If you have questions or problems with UMail, please contact OIT (Office of Information Technologies) at 413-545-9400 or submit a help request online at www.oit.umass.edu/help.html for further assistance.

For more information and technical assistance:

If you need help with technical issues, please e-mail umassamhersthelppdesk@perceptis.com or call 1-888-300-6407 (24-hours a day, 7 days a week). You may also want to take advantage of the Live Text Chat available on the UMassOnline course login page <https://login.umassonline.net/amherst.cfm>

Estimated Costs for Tuition, Fees and School-Related Costs of the RN to BS Online Track (Costs Subject to Change without Notice)

(As of April 2011)

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

<p>Estimated Tuition *</p> <p>Summer Tuition (9 credits): \$4,590 Fall Tuition (8 credits): \$4,125 Winter Tuition (3 credits) \$1,575 Spring Tuition (10 credits): \$5,220</p> <p>* Based on \$510 per credit plus registration fees. These are additional fees, which are subject to change any time.</p>	<p>\$15,555</p>
<p>Estimated Fees and Expenses</p> <ul style="list-style-type: none"> • Health Insurance: All students are required to carry health insurance. Insurance is offered through UMass University Health Services (UHS); for more information, visit their website at www.umass.edu/uhs and click the 'Student Health Insurance Plan' link. This coverage runs from February 1st through July 31st (covering the spring and summer terms), and then from August 1st through January 31st, at approximately \$855.00 per semester. • Graduation Fee: \$75 ⁽²⁾ • Professional Liability Insurance (purchased through Nurses Service Organization): \$85 - \$180 • Nursing Textbooks: \$1000 • Course Packets: \$109 • Nursing Pin (for graduation): \$57-\$178 • Other costs may include cost of binding group project materials and other project supplies as needed. <p style="text-align: right;">\$1,315 – 1,412</p> <p style="text-align: right;">\$700 to \$1,400 per year</p> <p>Supplies, Transportation, and Misc. Personal Costs</p> <p style="text-align: right;">(Variable)</p> <p>Estimated Technology Costs</p> <ul style="list-style-type: none"> • Computer: \$480 - \$2500. Computers offering all <i>essential</i> features are available at the lower end of this range. A good online source to review computer features and prices is http://www.cnet.com • Internet Access: Monthly fees range from Dial-up (\$10+) to high-speed DSL or Cable (\$30 - \$60). • Software: \$40.00 - \$200.00 	<p>\$2,565 ⁽¹⁾</p>

Note: (1) Estimated cost for three semesters, *if* insured via University Health Services

(2) Graduation fee is required regardless of whether student attends the graduation ceremony.

The Undergraduate Major: Second Bachelor's Track

General Information

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

The program builds on the students' previous education, experience, and required prerequisites. Lectures, case studies, group projects, seminars, clinical practice, simulated laboratory, independent study, multi-media web enhanced courses and self-paced modules provide the foundation for an approach to nursing that is humanistic and scientific. Clinical practice is arranged under faculty direction with the cooperation of community agencies and health care facilities including senior citizen centers, schools, ambulatory care centers, community hospitals, medical centers, and home care agencies.

Completion of the program prepares the graduate for entry-level professional practice, to take the NCLEX-RN® licensure exam and to have the academic foundation for graduate study in nursing. Students who satisfactorily complete the 57 residence credits will be awarded a Bachelor of Science Degree with a major in Nursing. This 17-month track begins in September, effective in 2011. In addition to graduation, the Board of Registration in Nursing requires that graduates sitting for the NCLEX-RN® licensure exam meet standards of 'good moral character'. For further information, see their Web site at <http://www.state.ma.us/reg/boards/rn> under Rules and Regulations: Determination of Good Moral Character.

Admission Requirements

- Evidence of bachelor's degree in a field other than Nursing, as documented by official transcripts (including translations of non-English transcripts).
- C or better (2.0) in the following prerequisite courses: Human Nutrition, General (or Medical) Microbiology w/lab, Human Anatomy (or Anatomy & Physiology I with lab), Human Physiology (or Anatomy & Physiology II with lab), Statistics, and Human Growth and Development throughout the Lifespan.
- Overall GPA in the six prerequisite courses of B or better (3.0).
- Two letters of reference.
- Completion of essay (complete essay instructions are included in application packet).
- Non-native speakers of English on Foreign Student Visas that apply for admission to the school must submit their TOEFL Scores. The TOEFL test is no longer being offered as a paper-based or computer-based test. Instead, it is now offered only as an internet-based test. A minimum passing score on the internet-based test is 80.

Selection Procedure

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

Application deadline for class that starts September 2012 is April 1, 2012.

Second Bachelor's Track Program of Study

The program starts with an orientation session before the fall semester begins. There are at least two days per week of clinical experience in the fall and spring semesters that can occur on weekends and on day, evening and night shifts. In the summer session there are 4 days of clinical. Each didactic class credit is equivalent to one hour per week. Each clinical credit hour equals 42 hours per semester. The total time commitment is 24-30 hours per week, plus study time.

The Second Bachelor track is a full time commitment with little room to accommodate personal schedules. The student may be required to rearrange other responsibilities to meet the demands of the program.

For additional information, contact the Director of the Second Bachelor's Track, Margaret Curnin, School of Nursing, Skinner Hall Building, 651 North Pleasant Street, University of Massachusetts, Amherst, MA 01003-9299 and on the Web for the most up to date information at www.umass.edu/nursing/

Course	Course Title	Credits
Orientation – one day before semester begins		
SEMESTER I (Fall)		
N315	Health & Physical Assessment	3
N332	Pharmacology in Nursing	3
N301	Pathophysiology	3
N406	Nursing Process: Clients with Common Health Disruptions	3
N407	Clinical Practice I	4
SEMESTER II (Winter)		
N100	Perspectives in Nursing	3
SEMESTER III (Spring)		
N420	Introduction to Nursing Research	3
N436	Comprehensive Nursing I	3
N437	Clinical Practice III	4
N439	Community Health Nursing IV: Community	3
N498P	Clinical Practicum: Community	3
SEMESTER IV (Summer)		
N325	Maternal-Newborn Nursing	2
N326	Nursing Care of Children	2
N327	Psychiatric-Mental Health Nursing	2
N398F	Nursing Care of Children: Practicum	2
N398G	Psychiatric-Mental Health Nursing: Practicum	2
N398I	Maternal-Newborn Nursing: Practicum	2
SEMESTER V (Fall)		
N438	Professional Role	3
N498	Internship*	7

The Second Bachelor's Track is revised in response to rapid advances in scientific technology, new trends in health care delivery, and evidence from nursing research. Refer to the School of Nursing's website for the most up-to-date information: www.umass.edu/nursing

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

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

Estimated Costs for Tuition, Fees and School-Related Costs of the Second Bachelor's Track (Subject to Change without Notification)

(As of April 2011)

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

<p>Estimated Fees and Expenses (<u>In addition</u> to prevailing tuition and fees)</p>	
<ul style="list-style-type: none"> • Health Insurance: All students are required to carry health insurance. Insurance is offered through University of Massachusetts Amherst University Health Services (UHS); for more information, visit their website at www.umass.edu/uhs and click the 'Student Health Insurance Plan' link. This coverage runs from February 1st through July 31st (covering the spring and summer terms), and then from August 1st through January 31st. 	\$3,420 ⁽¹⁾
<ul style="list-style-type: none"> • Uniforms, shoes, pants: Approx \$150 • Textbooks (per year): \$1000 • Course Packets: \$60 - \$70 per course • Personal and transportation expenses: \$700 - \$1400 • Professional liability insurance (per year): \$36.50 • Student name badge: \$19 • Clinical Facility ID badges: \$10 - \$15 • Clinical Site Travel: \$20 - \$50 per week • Assessment Technology Institute Testing Product (ATI): \$159 • Lab Kits: \$125 • Stethoscope and second hand watch: \$50 • Graduation Fee: \$75 ⁽²⁾ • Campus Parking permits: varies from \$100 to \$310 per year • Nursing Pin (optional for graduation): \$57 - \$178 • NCLEX-RN Professional Licensure Exam (post-graduation): \$200 • MA State Board Application Fee (post graduation): \$230 	\$4,002 - \$4,779
<ul style="list-style-type: none"> • Other costs may include cost of binding group project materials and other project supplies as needed. 	\$700 to \$1,400 per year
<p>Supplies, Transportation, and Misc. Personal Costs</p>	(Variable)
<p>Estimated Technology Costs</p>	
<ul style="list-style-type: none"> • Computer: \$480 - \$2500. Computers offering all <i>essential</i> features are available at the lower end of this range. A good online source to review computer features and prices is http://www.cnet.com • Internet Access: Monthly fees range from Dial-up (\$10+) to high-speed DSL or Cable (\$30 - \$60). • Software: \$40.00 - \$200.00 	

(1) Estimated cost for four semesters, *if* insured via University Health Services

(2) Graduation fee is required regardless of whether student attends the graduation ceremony.

Description of Nursing Courses in the Undergraduate Tracks

All courses are 3 credits unless otherwise noted.

100 – Perspectives in Nursing

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

150 – Faculty Seminar for Nursing Students 1 cr

Faculty seminars are used to explore the role of the professional nurse through discussions with nurse leaders, group discussions, critical thinking exercises, values clarifications and self discovery.

210 – Human Development throughout the Life Cycle

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

290B - Introduction to Healthcare Informatics

This survey course will provide a state-of-the-art overview of the role of information technology in healthcare with emphasis on essential content and applications in healthcare informatics.

297B – Professional Role Development (Inactive)

This elective course addresses selected theories of leadership, management, teaching/learning, communication and empowerment to provide the foundation for developing agency in community. Leading a weekly small group discussion is required. Offered to students who have successfully completed Nursing 100: Perspectives in Nursing. Students will function in the role of undergraduate teaching assistant for N100.

301 – Pathophysiology

This course explores the major elements of altered disease processes at the cellular, tissue, and organ levels as well as the effect of disease on the individual.

312 – Cultural Diversity in Health and Illness

The theoretical foundations for understanding cultural diversity in health and illness beliefs and behaviors, and selected practical implications of this understanding will be explored. Cultures within the United States are emphasized.

315 – Health and Physical Assessment

Students organize, interpret and document data using process interviewing, physical exam and clinical reasoning.

316 –Principles of Nursing Care

Nursing processes are discussed in relation to health promotion, protection, health maintenance and health restoration. Students analyze data, choose appropriate nursing diagnosis, plan and evaluate basic nursing interventions and outcomes for adults.

317– Writing in Nursing: Ethics

This course is designed to meet the Junior Year Writing Requirement in the Major. Nursing practice and the role of the nurse in the health care system are used as the contexts for the development of writing skills. The techniques of specific types of writing are learned through writing assignments and critiquing.

320H – Holistic Health and Complementary Alternative Medicine

Current trends in the integration of complementary and alternative therapy into conventional Western biomedicine will be examined in light of comparative philosophical approaches to understanding human health. Critical analysis of political, cultural and environmental influences on health and health care contribute to understanding of the larger systems and individual processes that enhance health. In this course, complementary/alternative medicine is critically examined in light of holistic and biomedical perspectives of health, cultural contexts of health and health care, dynamics of systems and individual change, and evidenced-based analysis of therapeutic effectiveness. Sophomore and Junior Nursing/Commonwealth College students have enrollment priority. Other Commonwealth College students must have at least one course related to human health or permission of instructor.

325 – Maternal-Newborn Nursing 2 cr

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

326 – Nursing Care of Children 2 cr

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

327 – Psychiatric-Mental Health Nursing 2 cr

This course provides the theoretical basis for community mental health nursing with individuals, families, and groups. Strategies for prevention, nursing interventions and rehabilitation are emphasized.

332 – Pharmacology in Nursing

This course focuses on pharmacology and nursing therapeutics by presenting a firm theoretical foundation and a practical approach to drug therapy applicable in many settings – the home, the clinic, the extended care facility, the office, the classroom and the hospital. The course reviews general principles, theories, and facts about drugs and how they are given. Practical information is presented on how the nursing process is integrated with pharmacology, and general principles of action are discussed to facilitate the student's learning in the clinical environment. Specific drug information is discussed in relation to assessment, nursing diagnoses, interventions, client education, and evaluation of safe and effective drug therapy.

398E – Principles of Nursing Care: Practicum 4 cr

This clinical course provides an opportunity to apply theory to nursing practice and to develop beginning proficiency in basic nursing and health promotion skills with the individual in the community.

398F – Nursing Care of Children: Practicum 2 cr

This course focuses on providing care that positively affects health of pregnant women, newborns, parents and families. Principles of health and illness states, professional development, anticipatory guidance, parenting safety, assessment and management of individuals and families will be employed.

398G – Psychiatric-Mental Health Nursing: Practicum 2 cr

This clinical course will focus on the development of competencies in providing care to clients in need of psychiatric mental health nursing services with the goal of promoting optimal mental health.

398I - Maternal-Newborn Nursing: Practicum 2 cr

This course focuses on providing care that positively affects the health of pregnant women, newborns, parents and families. Principles of health and illness states, professional development, anticipatory guidance, parenting safety, assessment and management of individuals and families will be employed.

406 – Nursing Process: Clients with Common Health Disruptions (Second Bachelor's Degree Track)

This course will develop a theoretical foundation for nursing, introducing nursing process and the underlying rationale for fundamentals of nursing practice. Nursing process is applied to the care of clients throughout the life span who are either at risk for or are experiencing common disruptions of health.

407 – Clinical Practice I (Second Bachelor's Degree Track) 4 cr

This course provides opportunities for experience in application of nursing knowledge through nursing process and development of fundamental nursing skills. Clinical experiences will be offered primarily in secondary care settings including community hospitals, long-term care and/or rehabilitation facilities with clients across the life span. The emphasis is on health promotion and nursing care of individuals across the life span who are experiencing, or at risk for, common health disruptions.

415 – Community Focus in Nursing (RN to BS Track)

The application of public health theory, epidemiology, nursing theory and selected social, cultural, political, economic and environmental theories provides the student with knowledge to apply the nursing process to a selected community. The outcome will be: identification of health concerns, barriers to access, and strategies for community health promotions and wellness

418 – Nursing Care of Families (RN to BS Track) - This course provides the exploration of theoretical foundations for the understanding of family theory as it relates to health and illness. We will examine the promotion of health, restoration, and rehabilitation within traditional and non-traditional families across the life span.

420 – Introduction to Nursing Research

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

432 – Nursing Care of Adults: Acute

This required theory course focuses on concepts of restorative nursing care of adults.

433 – Nursing Care of Adults: Chronic

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

436 – Comprehensive Nursing I (Second Bachelor's Track)

This required theory course focuses on concepts of restorative nursing care of adults.

437 – Clinical Practicum III: Medical/Surgical (Second Bachelor's Track) 4 cr

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

438 – Professional Role in Nursing

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

439 – Community Health Nursing IV: Community

Synthesis of public health theory, epidemiology, theories of health promotion, and nursing theory enable students to identify health concerns and become involved in promoting health and wellness in selected communities, while emphasizing diversity.

440 – Vulnerable and Underserved Populations (RN to BS Track)

Emphasis is placed on synthesis of new and previously acquired knowledge with community and aggregate nursing practice. Special attention will be placed on providing care to vulnerable and underserved populations.

489 – Clinical Practicum IIIA: Community-Based Care

This clinical course focuses on application of the nursing process in community-based settings. Outcomes are identification of health concerns, strategies to optimize wellness and identification of community resources.

497E – Decision-Making Strategies for Professional Nursing Practice

This course, offered the semester before graduation, assists students to further develop and practice decision making skills needed for entry level-clinical nursing practice using case scenarios and practice questions

498 – Internship (Second Bachelor’s Degree Track) 7 cr

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

498C – Nursing Care of Adults: Practicum 4 cr

In this clinical practicum students provide and manage nursing care for select clients with restorative health care needs. Emphasis is on providing care to sick clients in inpatient settings.

498D – Clinical Practicum IVA: Community Intervention 2 cr

Clinical course focusing on application of the nursing process, public health theory, epidemiology, nursing theory, and selected social cultural, political, economic and environmental theories in selected communities for health promotion.

498E –Nursing Internship 4 cr

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

498P – Clinical Practicum: Community (Second Bachelor’s Degree Track)

This clinical course focusing on application of the nursing process in a community-based setting, and the implementation of a theory-based community health intervention with a population, based on a community assessment.

498R – Nursing Care of Families: Practicum (RN to BS Track) 1 cr

This clinical course focuses on nursing care of individuals and families in homes or home-substitute settings including shelters for the homeless. Emphasis is on primary, secondary, and tertiary prevention: wellness, health promotion, early case-finding, teaching, counseling, referring and family-level interventions, quality of life and continuity of care are major goals.

498S – Vulnerable and Underserved Populations: Practicum (RN to BS Track) 2 cr

Emphasis is placed upon refinement of nursing skills, including methods of health promotion across the life span, with vulnerable and underserved populations. Includes individual and group decision-making, leadership, and professional role transition

Special Academic Programs

Departmental Honors in Nursing: Commonwealth College

Admission Requirements:

- To participate in Departmental Honors, students must be members in good standing of Commonwealth College with the ability to complete 45 graded (not pass/fail) credits in residence (registered at UMass Amherst, not transferred);
- Students must meet with the Departmental Honors Coordinator (Dr. Cynthia Jacelon, Tel: 545-9576, Skinner Hall) to discuss requirements and departmental opportunities. The Coordinator will sign a Change of Major form initiating a change to Nursing Departmental Honors (NURSE HN-CCDEPT) to indicate an intention to admit the students to the NURSE DH track;
- Finally, the Change of Major form must be co-signed at the Commonwealth College Office to finalize admission to the track.

Requirements for the Distinction of Departmental Honors in Nursing:

Completion of Commonwealth College honors course requirements as specified on the student's Commonwealth College contract. The following honors courses are required unless accommodations are contracted in the student's Commonwealth College file:

- ENGLWP112H or approved substitution with grade of B or better (or exemption)
- GenEd honors course with grade(s) of B or higher
- GenEd "I" honors course with grade(s) of B or higher
- Honors 291G, Commonwealth Honors Seminar (2 credits)
- Honors 391D, Advanced Honors Seminar" (1 credit)
- 2 NURSE honors courses at or above the 300 level with grades of B or higher
- Culminating Experience Option A or B sequence below as noted
- Culminating Experience Option A
 - NURS 499Y "Honors Research"*
 - NURS 499T "Honors Thesis" or
 - NURS 499P "Honors Project"*
- Culminating Experience B: for 2nd Bachelors Candidates only
 - NURS 499K "Internship"* (in lieu of non-honors NURS internship in final semester)

Nursing Residential Academic Program (Nurse RAP)

The Nursing residential academic program (RAP) is designed exclusively for first year Nursing majors. This positive living and learning environment helps first year students excel academically and adjust to the University. All students accepted to the Nursing major are invited to join. Nurse RAP provides an opportunity for first year students to live in the same residence hall, have access to a peer mentor, form friendships with other Nursing students, and share common classes in the fall semester, including College Writing (ENGLWP 112) and Faculty Seminar for Nursing Students (150). The faculty advisor to nursing RAP is Peter Blood (see Faculty Directory earlier in this handbook).

III. School of Nursing Requirements, Policies and Procedures

Health Requirements

Students in the School 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. The health maintenance plan is as follows:

Entering Year

The student will be required to obtain a physical examination prior to the beginning of the first clinical semester. The findings will be noted on a HEALTH 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 with pertussis, chicken pox, along with evidence of Serology testing and Tuberculin testing. Immunizations against Hepatitis B are required. BLS for the Healthcare Provider (adult, child, & infant CPR) through the American Heart Association is required.

Annual Update

All students must submit evidence of 2-step TB testing with dates and results to the School of Nursing annually (see page 46 for further information). Health forms and annual renewal information should be returned to School of Nursing, Academic Affairs, Skinner Hall, 651 North Pleasant Street, Amherst, MA 01003-9299. For more information please contact Maureen Bailey at 020 Skinner Hall, via her e-mail at bailey@nursing.umass.edu or call (413) 545-5056. Current TB test results need to be submitted approximately 2 months prior to beginning clinical experience (July 1st for fall semester and November 1st for spring semester), to allow the School time to transmit this information to clinical agencies according to agency timetables. Healthcare agencies will not allow students to begin clinical experience until this information has been received. Timely submission will prevent student's clinical status from being in jeopardy. **Students are required to notify the School of Nursing of any significant change in the health status that may affect clinical experiences.** Examples include serious illness, accidents, injuries, or surgery, which would require health care provider clearance prior to returning to the clinical setting. **An annual flu vaccination is required.**

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

STUDENTS MUST PROVIDE THE SCHOOL OF NURSING WITH THE REQUIRED APPROPRIATE DOCUMENTATION OF HEALTH STATUS TO PARTICIPATE IN THE CLINICAL PRACTICUM. A delay in returning the necessary documentation will prevent a student from attending clinical experiences. Documentation is required each July 1st for fall semester or November 1st for spring semester.

Criminal Offender Record Information (CORI) Checks

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

Good Moral Character Policy

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

Code of Student Conduct

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

Academic Honesty Policy

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

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

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

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

POLICY CONCERNING ACADEMIC HONESTY

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

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

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

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

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

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

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

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

E-mail Etiquette

A. Policies

1. Know your School and University's e-mail Policies
www.oit.umass.edu/policies/acceptable_use/guidelines.html
2. Use professionalism, efficiency and protect yourself from liability.

B. Addresses and Subject Lines

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

C. Content, Message, Length

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

D. Replies and Reply Alls

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

E. Signatures

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

F. Courtesy and Timing

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

University Policy on Student Absence for Religious Observance

(Sen. Doc. NO. 89-037)

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

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

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

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

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

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

Responding to a Critical Incident

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

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

- a. Your name
- b. Location of the incident (be as specific as possible)
- c. Number of shooters (if known)
- d. Identification or description of shooter(s)
- e. Number of persons who may be involved
- f. Your exact location
- g. Injuries to anyone, if known.

Individuals not immediately impacted by the situation are to take protective cover, staying away from windows and doors until notified otherwise. If you are directly involved in an incident and exiting the building is not possible, the following actions are recommended:

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

Academic Policies

General Academic Policies

- 1.1 Students are advised to follow the recommended sequence of courses. THE STUDENT CARRIES THE RESPONSIBILITY FOR ENSURING THAT THE PREREQUISITES FOR COURSEWORK ARE MET AND THAT COURSEWORK IS TAKEN IN SEQUENCE.
- 1.2 The academic standard for students in the School of Nursing is a cumulative grade point average (CGPA) of 2.5 or above, with no grade in a required course below a "C" (2.0). Those courses include: CHEM 110, KIN 270/271 and, KIN 272/273, MICRO 255, any Human Nutrition course, PSYCH 100, PSYCH 380, STATISTICS and all Nursing Coursework.
- 1.3 Successful completion of the physical and biological science prerequisites, college writing, and the R1 and R2 Math Tier requirements are required before progression into Junior year of the nursing major.
- 1.4 If the CGPA falls below a 2.5 or the student has a grade below "C" in a required course, the student will not be allowed to progress to the next semester of required courses. Such students are encouraged to meet with their academic advisor.
- 1.5 Each semester of required courses must be successfully completed before progression to the next semester, as outlined in the plan of study.
- 1.6 Students who do not progress satisfactorily through the nursing curriculum in its regular sequence or who take a leave of absence are not guaranteed that the curriculum and courses from which they departed will be in place upon their return. They will be expected to complete the curriculum of their new graduation date. Continuation in the program is based on space availability.
- 1.7 Nursing courses may be repeated only once. Failure to pass an undergraduate nursing course with a grade of C or better on the second attempt will lead to dismissal from the program. If an unacceptable grade is received in a required course, the student is on probation from the School of Nursing. The student must petition in writing to the Undergraduate Academic Standards Committee to be allowed to repeat the nursing course. If the student is denied a repeat of the clinical course, the student is considered dismissed from the School of Nursing. Repeating a nursing course is on a space-available basis and requires payment of course tuition and fees.
- 1.8 Standardized examinations are scheduled during the Junior and Senior Years and taking these examinations is required for progression in the program.
- 1.9 Students attending class or clinical under the influence of alcohol and other intoxicating substances will be asked to leave. If this behavior occurs in a clinical setting, it will be grounds for disciplinary action and dismissal.
- 1.10 Students must abide by all University policies in addition to those of the School of Nursing.
- 1.11 Students will be cleared for graduation and application for the RN licensure examination (NCLEX-RN®) when all graduation requirements of the University have been met.

Revised by SON Faculty Assembly 05/12/10

Grading

- 2.1 The standardized grading system used in all courses offered by the School of Nursing is as follows:

Theory Grading Scale

A	= 93 -100	C	= 73 – 76
A-	= 90 - 92	C-	= 70 – 72
B+	= 87 - 89	D+	= 67 – 69
B	= 83 - 86	D	= 63 – 66
B-	= 80 - 82	F or IF	(< 62)
C+	= 77 - 79		

Clinical Grading Scale

A	= 4.0 (3.86 - 4.0)	C	= 2.0 (2.0 – 2.29)
A-	= 3.7 (3.7- 3.85)	C-	= 1.7 (1.7- 1.99)
B+	= 3.3 (3.3 - 3.69)	D+	= 1.3 (1.3- 1.69)
B	= 3.0 (3.0-3.29)	D	= 1.0 (1.0 – 1.29)
B-	= 2.7 (2.7 - 2.99)	F or IF	= 0 (0- 0.99)
C+	= 2.3 (2.3 - 2.69)		

- 2.2 No course required for the Nursing major may be taken on a Pass/Fail basis.
- 2.3 The University Policy for Incomplete grades will be followed:
Students who are unable to complete course requirements within the allotted time because of severe medical or personal problems may request a grade of Incomplete from the instructor of the course. Normally, Incompletes are warranted only if a student is passing the course at the time of the request and if the course requirements can be completed by the end of the following semester. Instructors who turn in a grade of "INC" are required to leave a written record of the following information with the departmental office of the academic department under which the course is offered: (1) the percentage of work completed, (2) the grade earned by the student on the completed work, (3) a description of the work that remains to be completed, (4) a description of the method by which the student is to complete the unfinished work, and (5) the date by which the work is to be completed. In the case of an independent study where the entire grade is determined by one paper or project, the instructor should leave with the department information pertaining to the paper or project which will complete the course. To avoid subsequent misunderstanding it is recommended that the student also be provided with a copy of this information.

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

Grades of Incomplete recorded prior to Fall 1987 are not subject to the above policy.

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

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

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

Note on grading policy: Retroactive to Fall 2004, the Faculty Senate has approved grade forgiveness for repeating C- grades, and is effective immediately as of May 22, 2006. All students who have repeated C- grades will have their records updated.

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

Registration

- 3.1 Before registering for courses, students are required to review course selections with their respective faculty academic advisor during the scheduled Academic Counseling period each fall and spring.
- 3.2 Changes in course schedules should be accomplished with faculty advisor consultation. Authorization for credits in excess of eighteen requires approval of the faculty advisor.

Professional Conduct

- 4.1 It is expected that each student shall understand and act in accordance with the values, vision and mission of the School 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.
- 4.2 Confidentiality of information related to clinical experiences and anonymity of patients and families are to be preserved.
- 4.3 Professional accountability and responsibility includes attendance at all scheduled clinical and classroom course experiences and being on time and well prepared for the respective experiences.

Guidelines for Independent Learning Contract

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

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

Assumptions

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

Process

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

Clinical Setting Policies and Procedures

Guidelines for Conduct in Clinical Settings

Conduct

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

Clinical Practice

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

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

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

Transportation

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

Medical Malpractice Insurance

Students are required to acquire and submit proof of medical malpractice insurance before entering courses with a clinical laboratory component. Students are also responsible for ensuring that a copy of the one-page certificate of insurance is on file at least 3 weeks prior to the start of the semester. Students are not allowed to participate in clinical experiences until this documentation is on file with the School. Submit documentation to Academic Affairs, Skinner Hall, School of Nursing, 651 North Pleasant St, Amherst, MA 01003-9299.

CPR Certification:

Students are required to hold a current certification in CPR to include adult, infant and child, at the health care provider level, from the American Heart Association. The course must include a skills demonstration component; therefore, an online course alone will not meet the requirement. To enable the School to transmit this information to the clinical agencies according to the agency timetables, a copy of the certification and subsequent annual recertification must be on file by the School 3 weeks prior to the beginning of the semester. Submit documentation to Academic Affairs, Skinner Hall, School of Nursing, 651 North Pleasant St, Amherst, MA 01003-9299. Students are not allowed to participate in clinical experiences until this documentation is on file with the School. Timely submission will prevent the student's clinical status from being in jeopardy.

Annual Update

All students must submit evidence of 2-step TB testing with date and result to the School of Nursing by July 1st for fall semester and November 1st for spring semester. Health forms and annual renewal information should be returned to School of Nursing, Academic Affairs, Skinner Hall 651 North Pleasant St, Amherst, MA 01003-9299. For more information, please contact Maureen Bailey, via her e-mail at bailey@nursing.umass.edu or call (413) 545-5056. Current TB test results need to be submitted 3 weeks prior to the beginning of the clinical experience to allow the School time to transmit this information to clinical agencies according to agency timetables. Health care agencies will not allow students to begin clinical experiences until this information has been received. Timely submission will prevent the student's clinical status from being in jeopardy. **Students are required to notify the School of Nursing of any significant change in their health status that may affect clinical experiences.** Examples include serious illness, accidents, injuries, or surgery, which would require health care provider clearance prior to returning to the clinical setting.

Uniform Policy

As nurses and nursing students it is our role to care for the public in many settings. The rationale for a consistent uniform policy is to present a professional image as well as to be mindful of disease transmission. It is therefore our professional responsibility to have a uniform policy that maintains a consistent professional image and considers medical asepsis and is congruent with dress code policies of agencies used for clinical experience. The uniform for clinical for the University of Massachusetts School of Nursing (with the exception of clinical settings which have different uniform requirements) will include:

- a. Plain navy blue uniform quality bottoms, and a white scrub/uniform top are required. A white scrub/uniform jacket is optional. No shirts beneath scrub top are allowed. No shorts are allowed. If females chose to wear a full dress, an all-white or all navy scrub dress/uniform must be worn. The School of Nursing emblem (patch) is required and is to be worn on the left shoulder of the scrub/uniform top and if you choose to wear one, the scrub/uniform jacket. The University of Massachusetts name badge must be worn on the front of the scrub/uniform top or jacket. Nursing shoes or clean white sneakers are required. Nursing clogs, closed toe and heel, are permitted unless conflicting with agency policy. White nylon stockings or socks must be worn. The School of Nursing Emblem may be purchased at the University Store.
- b. Hair must be restrained and off the collar.
- c. Make-up must be kept to a minimum.
- d. No artificial nails or nail polish shall be worn. Fingernails must be neat and clean and length should not exceed ¼". There is strong evidence that artificial nails harbor bacteria and can cause infection.
- e. Facial piercings (nose, tongue, eyebrows, etc.) must be removed in the clinical area.

- f. Jewelry must be limited to watches, small inconspicuous rings such as a wedding band and neck chains. No bracelets are allowed. Earrings must be stud type, no dangling earrings.
- g. Strong cologne and perfumes may have an adverse effect on individuals and must be avoided.
- h. Clinical agency dress code policies, if stricter than School of Nursing policy, must be adhered to while in that setting.

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

Clinical Evaluation Tool

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

Professional Conduct and the American Nurses' Association Code of Ethics

The School of Nursing abides by and adheres to the *Code for Nursing*, which is set forth by the American Nurses' Association as it relates to the professional conduct of nurses. The website where the code can be viewed, read, and purchased is:

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx>

AMERICAN NURSES' ASSOCIATION CODE OF ETHICS

1. 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.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. 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.
5. 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.
6. 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.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. 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)

IV. The Nursing Student's Guide

Academic Advising

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

Process of Academic Advising

At the beginning of the program you will be assigned a faculty advisor. All questions about program, schedule, courses, retention and graduation are to be directed to your advisor.

An academic folder is maintained for each student, which includes advising notes, transcripts, and clinical evaluations. These folders are kept in the undergraduate program assistant's office. You may (by written request) review your folder during an appointment with your academic advisor.

Advisors are available for student consultation either during their posted office hours or by appointment. Advisors can be reached by telephone, by e-mail, or by mail via mailboxes in Skinner Hall building.

The University designates a week each fall and spring for students to pre-register for courses the following semester. The School of Nursing holds a mandatory class-wide pre-advising session each fall and spring for students in the traditional track to learn general information applicable to all students in that class. Next, you make an appointment with your academic advisor to plan or update your program of study. Once you have met with your advisor, the advising hold will be removed from your record in Spire, and you may enroll for courses when your registration date/time opens.

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

The following information should be brought to each appointment with your academic advisor:

a) selection of courses for next semester; b) print out of a SPIRE academic requirements report (ARR); c) copy of current scores on the ATI or Kaplan standardized exam(s), d) current resume or summary of work experience (past and present), honors received, activities on campus, and summary of activities in the School of Nursing.

Course Evaluations

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

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

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

Program Evaluation

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

Grievance Procedure

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

Support Services on Campus

The Library System

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

Online library databases and other resources may be accessed via:

<http://www.library.umass.edu/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.

The Nursing Clinical Simulation Laboratory

The School of Nursing has a state-of-the-art Nursing Clinical Simulation Laboratory (NCSL) in Skinner Hall. The renovated lab has 5 state of the art clinical simulation rooms (one Maternity and Pediatric), 16 hospital bed areas and 2 health assessment rooms. It includes 1 brand new high fidelity 3G Sim Man, 4 high fidelity Sim Men manikins, 1 Sim Baby, 1 Noelle Maternity manikin, 5 Adult Vital Sim manikins, 2 Vital Sim Babies, 1 Vital Sim Kid, and many other up to date items of equipment for student and faculty use.

The NCSL offers the latest in simulation technology to develop a student's clinical and decision-making skills in a safe and controlled environment. The UMass Amherst School of Nursing is a leader in this innovative teaching methodology. Faculty develop realistic clinical case scenarios and advanced simulation manikins serve as "patients." Clinical scenarios related to Maternal Child Health, Pediatric, Medical Surgical and/or Critical Care Nursing are implemented with students. Students are able to practice critical thinking skills related to the nursing process (assessment, diagnosis, intervention, and evaluation), medical error detection, communication and/or team building. The NCSL simulates a realistic patient environment where students and faculty engage in enjoyable learning experiences with the potential to improve the effectiveness, efficiency and safety of patient care. The simulations challenge and test student's clinical and decision-making skills, helping them to develop as a baccalaureate nurse. Students also practice nursing skills on more basic mannequins. These skills include: injections, wound care, intravenous therapy, catheterization, oxygen therapy, central venous care, tube feedings, ostomy care and health assessment skills. The NCSL is dedicated to supporting the School's vision, mission, values and goals.

For more information consult www.umass.edu/nurselrc,

Office of Information Technologies (OIT)

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

OIT Computer Classrooms

OIT Computer Classrooms are teaching spaces for faculty using computer technology in their coursework. When not being used for teaching, students, faculty and staff have access to the Computer Classroom facilities. Most word-processing, e-mail, Web access and computing are currently done using microcomputers. The university has 14 PC platform microcomputer classrooms and labs, 9 with PC platforms and 2 with MAC platforms. A complete list of computer lab locations is provided by OIT when registering for an OIT account or can be found on the PCCO web site <http://www.oit.umass.edu/classrooms/index.html>. Hours of computer lab operation are announced by OIT during the first weeks of the semester. These facilities are shared by all university students on a first-come, first-serve basis. Students may make reservations for one two-hour block of time and are limited to three hours a day and six hours a week of reserved time. Reservations are recommended during public hours. A flash drive or use of the UDrive is recommended in all areas. Making a backup copy of all work is highly recommended. Work can not be stored on the hard drives of PCCO machines. The Learning Commons at the Library provide computer terminals and printers for student use.

The Office of Programs and Services for ALANA Students

www.umass.edu/multiculturalaffairs

302 Student Union Building

413-545-2517

The Office of Programs & Services for ALANA (Asian, Latino (a), African-American and Native American) Students provides academic support, cultural enrichment, student development as well as support for institutional diversity on the University of Massachusetts Amherst campus.

The programs within this office include:

Bilingual Collegiate Program

www.umass.edu/bcp

101 Wilder Hall

413-545-1968

BCP was founded in 1974 to ensure the recruitment, retention and graduation of Hispanics and other bilingual students at the University of Massachusetts, Amherst. We provide many essential academic and cultural services to students interested in pursuing an undergraduate degree.

Committee for the Collegiate Education of Black and other Minority Students (CCEBMS)

www.umass.edu/ccebms

205 New Africa House

413-545-0031

The primary mission of the CCEBMS program is to facilitate the enrollment, development, retention and graduation of those students who historically have been under-represented through the admission process. The program provides encouragement and motivates students to become self-reliant, confident, and excel in their academic endeavors. The program provides leadership to the University of Massachusetts Amherst community in the recruitment, matriculation and graduation of students of color.

United Asia Learning Resource Center (UALRC)www.umass.edu/ualrc**Knowlton Building****413-545-1844**

Founded in 1990 by Dr. Lucy Nguyen, the UALRC provides a variety of culturally sensitive support services to Asian and Asian American students at the University of Massachusetts Amherst. Asian and Asian American students constitute the largest minority group on campus. The UALRC provides leadership training through peer mentoring programs, information about resources on and off campus, tutoring services, academic support and advocacy, and a space for students to get advice on all aspects of university life.

Native American Student Support Services (NASSS)www.umass.edu/native/nasss**Suite 11 Bartlett Hall****413-577-0980**

The goals of the Native American Academic Support Services program at the University of Massachusetts are to provide an academically and culturally enriched environment for the Native American students through the following resources: mentoring, personal counseling, and connections with indigenous communities and organizations. The program was conceived by Native American students and other members of the campus community to provide culturally informed academic support.

Women of Color Leadership Network (WOCLN)www.umass.edu/wocln**Wilder Hall****413-545-1671**

The Women of Color Leadership Network (WOCLN) celebrates and supports the accomplishments and endeavors of Black/African American, African, Latina, South American, Chicana, Asian-Pacific Islander, South Asian, Native American, Middle Eastern, Arab/Arab American, Caribbean, Biracial and Multiracial, and all Indigenous women in the Five College region of Western Massachusetts.

Writing Centerwww.umass.edu/writingcenter**W.E.B DuBois Library Learning Commons****413-577-1293**

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

Disability Serviceswww.umass.edu/disability**161 Whitmore Administration Building****413-545-0892**

Disability Services at UMass Amherst is a component of the Office of Equal Opportunity and Diversity. Services are provided for students, faculty, and staff with disabilities, so that they may successfully learn and work at UMass. Disability Services promotes the empowerment of people with disabilities and their full integration into campus life and the community.

The staff of Disability Services works with people who have documented disabilities under the following categories:

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

Financial Aid General Information

Financial Aid for Undergraduates

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

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

In addition, certain nursing organizations such as the Nurses' Educational Funds, Inc. and Sigma Theta Tau International also offer scholarships.

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

Student Scholarships, Awards and Recognition

Scholarships are presented annually in the Fall at the School of Nursing Scholarship Reception. For 2012, the reception will be held in early September. Scholarship recipients will be expected to attend this event.

Eligible student groups will be notified in May that they may apply for certain scholarships with a deadline date of July 15th; other selections for scholarships are made by the School based upon eligibility criteria. Many other University-wide scholarship opportunities can be found by visiting <http://www.umass.edu/umfa> and clicking on "links" followed by a click on "Scholarship Resources and Guides." From there students can search the scholarship resource guide. 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 in May.

Scholarships

ELIZABETH BATTEY MARCHESE MEMORIAL SCHOLARSHIPS – The late Mr. Lawrence Marchese, a long-time supporter of nursing education at Baystate Medical Center in Springfield, MA, established the Elizabeth Battey Marchese Memorial Scholarship Fund at the School of Nursing in memory of his late wife who was a nurse. The Fund supports scholarships for students pursuing baccalaureate degrees within the School and was offered for the first time in May of 2000. Selections are based upon a resume, completed essay and academic merit. The selection process is a collaborative one between the School of Nursing and Baystate Health Systems. Preference is for students affiliated with Baystate Health Systems, however other applicants will also be considered.

DR. LILLIAN R. GOODMAN AND DR. MARY K. ALEXANDER FELLOWSHIP FUND – This scholarship was established in 2004 by Drs. Goodman and Alexander to provide support to students pursuing graduate degrees at the School of Nursing. Dr. Lillian R. Goodman is a former Associate Dean and Acting Dean of the School of Nursing at UMass Amherst and the former Dean of the Graduate School of Nursing at UMass Worcester. Dr. Mary K. Alexander received her MS degree in Nursing from the Amherst campus as well as her Ed D from the School of Education and is the former Associate Dean of the Graduate School of Nursing at UMass Worcester. The fund will endow scholarships for students enrolled in the PhD Program in the School of Nursing. Selection is based on financial need, a grade point average of 3.5 or more, as well as leadership potential within the profession.

DR. RACHEL E. TIERNEY NURSING SCHOLARSHIP – Established in 2010, the Dr. Rachel E. Tierney Nursing Scholarship is for students pursuing a doctoral degree in nursing. The University of Massachusetts, both the School of Nursing and the School of Public Health Sciences, has been Dr. Tierney’s educational home. It is her privilege to give back to the University with this scholarship to assist an individual who is pursuing doctoral work in one of the following areas: behavioral/mental health, public health or health policy.

KATHLEEN HORAN BERMAN NURSING SCHOLARSHIP FUND – Established in 2006 by Robert Berman, to honor the memory of his wife Kathleen Horan Berman, alumna from the UMass Amherst School of Nursing Class of 1976, established an endowed fund to be known as the Kathleen Horan Berman Nursing Scholarship Fund. The fund will endow scholarships for students pursuing undergraduate degrees in the School of Nursing. The scholarship shall be awarded to students primarily based on financial need; priority will be given to students who will broaden the race and ethnic diversity of the School of Nursing. Junior students from the Traditional Undergraduate Track, entering RN to BS Online Nursing Mobility Track students and Junior Second Bachelor’s Track students may apply.

ELIZABETH CZAPRAN SCHOLARSHIP FUND – Illustrating her recognition of the important role of nurses in our nation’s health care, the late Elizabeth Czapran, BS ’58 and M Ed ’72, established an endowed fund through her will to be known as the Elizabeth Czapran Scholarship. The fund will endow scholarships for students pursuing undergraduate or graduate degrees in the School of Nursing.

ELIZABETH WOOLRICH SCHOLARSHIP FUND – Established in 2004 by Robert Woolrich, ’66G an alumnus from the School of Public Health and Health Sciences and his wife, Noeline, a registered nurse. This gift honors the memory of Mr. Woolrich’s late mother Elizabeth and pays tribute to Mr. and Mrs. Woolrich’s personal and professional interests in end-of-life care. The fund will endow scholarships for students pursuing undergraduate or graduate degrees in the School of Nursing.

LINDA PETERS MEMORIAL SCHOLARSHIP – This scholarship was established in 1997 by the Peters family, to honor the memory of Linda Peters, a student in the School of Nursing. It recognizes academic excellence in an undergraduate student who has completed their junior year of the nursing major. Selection is based on a completed essay, academic merit and financial need. Final selection is by the Peters family.

LISA WHITE SCHOLARSHIP - The Lisa White Scholarship was established in 2010 for students pursuing an undergraduate degree in the School of Nursing.

MARGARET WALLENIOUS CRAIG SCHOLARSHIP - This scholarship was established in 1998 by James Craig, Biological Sciences librarian at UMass Amherst and long-time supporter and advocate of the School of Nursing. It honors the memory of his late mother, Margaret Wallenius Craig. Mrs. Craig strongly believed in the value of higher education and wanted to herself become a nurse however financial constraints did not allow this dream to become a reality. This scholarship will help nursing students to realize their dream and to complete their education at the School of Nursing. The selection of students is based on financial need and information provided by Financial Aid Services.

ARMAND AND JEANNE PARISEE PEDIATRIC NURSING SCHOLARSHIP – This scholarship was established in 2009 by UMass Amherst alumna Lisa Eckhoff to recognize excellence in the nursing care of children and their families. This gift is given in memory of her parents, who instilled admiration and respect for children, and a desire to advocate for those who are most vulnerable. This scholarship is given to a graduating nursing student who has demonstrated a commitment to providing competent and compassionate care to his/her pediatric clients. Applicants must have a strong desire to improve the health and well-being of children and their families, and must have demonstrated this in the clinical setting.

MARY A. MAHER SCHOLARSHIP FUND - This scholarship fund was established to honor the founding Dean of the School of Nursing, Mary A. Maher, who was instrumental in establishing the School in 1953. She initiated both the first baccalaureate program and the first graduate program in the public education system in Massachusetts.

NANCY S. ANTON SCHOLARSHIP – This scholarship was established in 1991 by family and friends to honor the memory of Nancy S. Anton, a student in the School of Nursing. The scholarship recognizes outstanding achievement by an undergraduate student who is completing his/her junior year of the nursing major. The selection process includes the completion of an essay and an interview with members of the Anton family.

ENID S. SILVERMAN NURSING SCHOLARSHIP FUND – This scholarship fund is to endow scholarships for students pursuing undergraduate or graduate degrees in the School of Nursing. The scholarship shall be awarded to students primarily based on financial need.

THE DANIEL FLYNN SCHOLARSHIP – Established in 2011, this scholarship will provide tuition support for an undergraduate nursing student. This scholarship shall be awarded to a student primarily based on financial need.

WILLIAM F. FIELD ALUMNI SCHOLARSHIP PROGRAM – This University program honors students in their junior year with outstanding academic achievement.

Awards

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

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

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

SCHOOL OF NURSING GRADUATE SCHOOL LEADERSHIP AWARD - The School of Nursing distinguishes leadership activities of students in the graduate program. The award recipient is a graduate student who: 1) has a 3.5 grade point average or higher; 1) has a 3.5 grade point average or higher; 2) actively participated in a current research project; 3) has shown evidence of consistent leadership relative to student activities and School of Nursing activities; and 4) A graduate student who has enhanced the visibility of the School of Nursing on the University campus and in the community at large.

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

SCHOOL OF NURSING DEAN'S GRADUATE CLINICAL SCHOLAR AWARD – Special recognition is given by the clinical faculty of the School of Nursing to a graduate student. Among their attributes are: 1) Grade point average of 3.2 or higher; 2) Actively participates in a scholarship project while matriculated in the program; 3) Exceptional abilities in caring for clients and families; 4) Confidence and competence in practice; 5) Ability to work collaboratively with peers and staff; and, 6) Evidence of leadership.

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

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

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

PART-TIME CONTRACT FACULTY AWARD – This award was established to honor a contract faculty member here at the University of Massachusetts Amherst School of Nursing who has served as an instructor for undergraduate or graduate nursing students for at least two or more semesters preceding the award ceremony. This person should have demonstrated exceptional teaching skills and investment of time and effort in mentoring nursing students.

CLINICAL PRECEPTOR AWARD – The award was established to honor a clinical preceptor who is employed by an agency used for clinical placement of University of Massachusetts Amherst School of Nursing undergraduate or graduate students for at least one full semester during the year preceding the award ceremony. The clinical preceptor should have demonstrated exceptional teaching skills and investment of time and effort in mentoring nursing students.

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

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

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

Organizations and Associations

ALANA Student Nursing Association

The ALANA Nursing Association is a registered student organization, founded in 1999, dedicated to the support of minority nursing students. The goal is to provide a supportive atmosphere and to help each student successfully complete the nursing program. All African-American, Latino, Asian, Native American and all students in the nursing majors are encouraged to actively participate in the ALANA Student Nursing Association.

The aims of this organization are to: support and represent students in the nursing program; provide tutorial services for students in need; provide enrichment to the community with mentorship and community activities; facilitate personal growth and professional growth and enhance students' leadership skills.

The Faculty Sponsor is Dr. Jean Swinney. She can be e-mailed at jswinney@nursing.umass.edu.

National Student Nurses' Association and UMass Student Nurses' Association (SNA)

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

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

All nursing majors at the University are encouraged to participate actively in SNA. In this way, students are able to learn leadership and organizational skills, which are expected in the practice of professional nursing. Several programs that SNA has sponsored throughout the years have gained the support of the student body and has contributed to the ongoing success of this organization within the Commonwealth and nationally. The President for the 2011-2012 academic year is Lindsay Hunter who can be contacted by e-mail at lhunter@student.umass.edu or at the bi-weekly meetings. The faculty sponsor is chosen by the Dean of the School of Nursing. The Faculty Sponsor for 2011-2012 is Lisa Wolf. She can be e-mailed at lwolf@nursing.umass.edu.

Sigma Theta Tau International

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

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

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

Membership is conferred 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://www-unix.oit.umass.edu/~betazeta/>.

School of Nursing Alumni Association

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

Each year, the School 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 SON Alumni Association is an important vehicle that creates and sustains alumni support, enthusiasm and participation essential for promoting the School's mission: "To provide an affordable and accessible education to enhance health and healing through nursing leadership in teaching, scholarship, practice and service."

Student Participation in School of Nursing Governance

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

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

Appendix A: School of Nursing Administration

Deans, Directors, and Administrative Offices

Deans

Interim Dean of the School of Nursing	Dr. Jean Swinney
Interim Associate Dean of Academic Affairs	Dr. Donna Zucker

Program Directors

Undergraduate Program	
Traditional Track	MaryAnn Hogan
Second Bachelor's Track	Margaret Curnin
RN to BS Online Track	Katharine Green
Honors Program	Cynthia Jacelon
Graduate Programs	
Doctor of Philosophy (PhD)	Jean Swinney
Doctor of Nursing Practice (DNP)	Jean Swinney
Clinical Nurse Leader (CNL)	Joan Roche
Women's Health Nurse Practitioner	Jean Swinney
Nursing Clinical Simulation Laboratory	Helene Cunningham
Residential Academic Program (RAP) Advisor	Peter Blood

Administrative Offices

Office of the Dean

Jean Swinney, Interim Dean
 Donna Zucker, Interim Associate Dean of Academic Affairs
 Ann York, Administrative Assistant to the Dean
 Diane Supczak-Mulvaney, Budget Manager
 Susan MacDonald, Personnel Assistant
 Kathern Pierce, Administrative Office Assistant for Research

The Dean's Office is responsible for the overall operation of the School.

The business staff have the following responsibilities:

- Responsible for the financial and personnel management and operation of the School.
- Provides centralized administrative, financial and personnel management service to the Dean and Associate Dean, faculty and staff, including budgeting and budget management, payroll projections, personnel management, pre-award and post-award grant administration, purchasing, bookkeeping, accounts payable, travel, employee time & labor reporting, student payroll.

Office of Nursing Scholarship

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

Office of Academic Affairs

- MaryAnn Hogan, Director, Traditional Track
- Margaret Curnin, Director, Second Bachelor's Track
- Katharine Green, Director, RN to BS Online Track
- Cynthia Jacelon, Director, Honors Program
- Helene Cunningham, Director, Nursing Clinical Simulation Laboratory
- Joan Roche, Director, Clinical Nurse Leader Track, Master's Program
- Maureen Bailey, Staff Assistant
- Cynthia Goss, Administrative Assistant to Graduate and PhD and CNL Programs
- Karen Ayotte, Administrative Assistant DNP Program
- Nezy Khosrowjerdi, Data and Survey Coordinator
- Liz Theroux, Program Assistant – Traditional Track
- Sandy Teale, Program Assistant RN to BS and Second Bachelor Tracks
- Jim Neeley, Technical Assistant

The Office of Academic Affairs has the following responsibilities:

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

Office of Development

Andrew Clendinneng, Director

Elaine Fuqua, Development Assistant

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 School 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 School of Nursing and the Associate Vice Chancellor for Advancement.

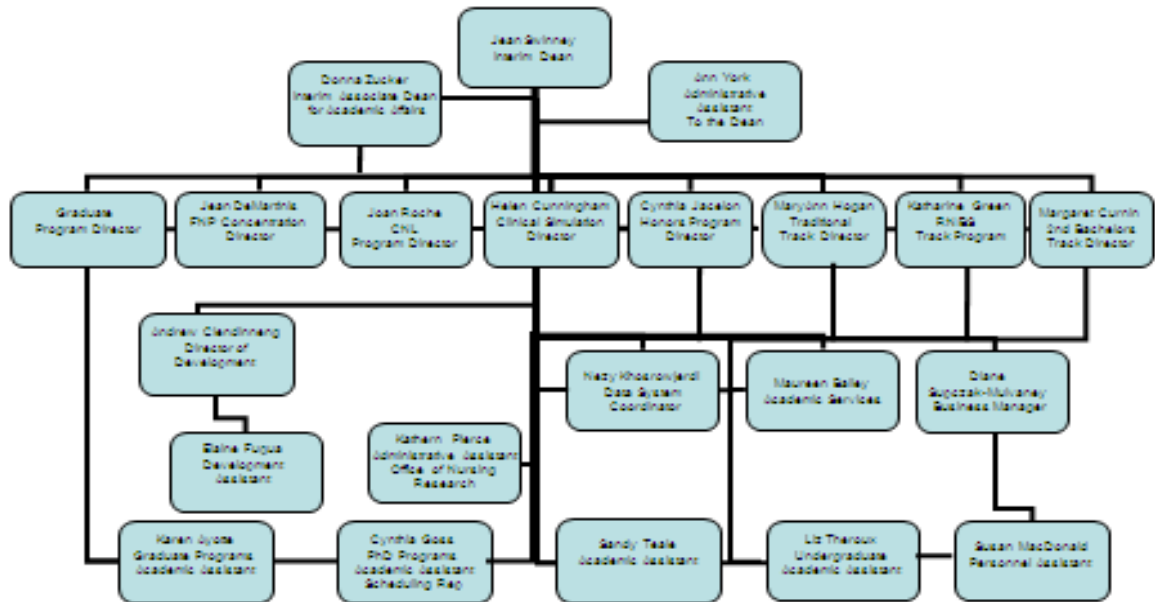
Advisory Board 2011

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

<p>Mary K. Alexander MS 1974 School of Nursing Ed.D. 1985 School of Education 68 Topsfield Circle Shrewsbury, MA 01545-3916 mkalexan@aol.com</p>	<p>Jacqueline S. Dowling Ph.D. 2000 School of Nursing University of Massachusetts Lowell School of Health and Environment Nursing Department 3 Solomont Way, Suite 2 Lowell, MA 01854-5126 (978) 456-3037 Jacqueline.Dowling@uml.edu</p>
<p>Jacquelyn Armitage BS 1969 School of Nursing Ed.D. 1987 School of Education Vice President National Planning and Administration Lesley University 29 Everett Street Cambridge, MA 02138 (617) 349-8302 armitage@lesley.edu</p>	<p>Michael Foley, M.D. BS 1972 Natural Sciences and Math President of the Medical Staff St. Elizabeth's Medical Center 736 Cambridge Street Boston, MA 02135 (781) 646-4648 MTFMD@aol.com</p>
<p>Barbara Blakeney BS 1976 Arts & Sciences 21 Andrea Road Waltham, MA 02453-2801 (781) 894-7736 bablakeney@aol.com</p>	<p>Susan Hagedorn BS 1977 School of Nursing Nurstories LLC 1024 Cook Street Denver, CO 80206-3402 (303) 377-4404 Sue.hagedorn@gmail.com</p>
<p>James L. Craig M.Ed. 1996 School of Education C.A.G.S. 1996 School of Education Biological Sciences Librarian Integrated Sciences & Engineering Library LGRC – Low rise A273 University of Massachusetts Amherst, MA 01003 (413) 545-6690 Fax: (413) 577-1534 jlcraig@library.umass.edu</p>	<p>Aline M. Holmes BS 1969 School of Nursing Senior Vice President, Clinical Affairs New Jersey Hospital Association 760 Alexander Road P.O. Box 1 Princeton, NJ 08543-0001 (609) 275-4157 aholmes@njha.com</p>
<p>Elaine N. Marieb MS 1985 School of Nursing PhD 1969 Natural Science & Math 1604 Caribbean Drive Sarasota, FL 34231-5306 (941) 927-9595</p>	<p>Frank P. Robinson PhD 1994 Community Health Studies Executive Director Partners for a Healthier Community 280 Chestnut Street Springfield, MA 01199 (413) 794-7739 frank.robinson@bhs.org</p>

<p>Craig Melin President and CEO Cooley Dickinson Hospital 30 Locust Street Northampton, MA 01060 (413) 582-2212 mailto:Kim_Hannah@cooley-dickinson.org (Assistant's Email)</p>	<p>Janet Secatore B.S. 1969 School of Nursing 135 Beaconsfield Road Apt. 2 Brookline, MA 02445 (617) 505-5479 janetsecatore@yahoo.com</p>
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<p>John Nunnally MBA 1982 Isenberg School of Management Vice President, Strategic Planning McKesson Provider Technologies 380 Russell Street Hadley, MA 01035 (413) 587-6700 Ext: 112 (413) 587-6701 fax (413) 221-9663 cell john.nunnally@mckesson.com</p>	<p>Benjamin Swan MED 1977 State Representative Massachusetts House of Representatives State House Boston, MA 02133 (413) 781-6588 B.Swan@verizon.net</p>
<p>Marie Eileen Onieal 376 Ocean Avenue #802 Revere, MA 02151 (508) 314-6673 (W) (781) 289 4298 (H) meogolfs@msn.com</p>	<p>Rachel E. Tierney BS 1962 School of Nursing MS 1974 School of Nursing PhD 1990 School of Public Health and Health Sciences 834 Lyon Street Ludlow, MA 01056 (413) 589-0225 racheletierney@aol.com</p>

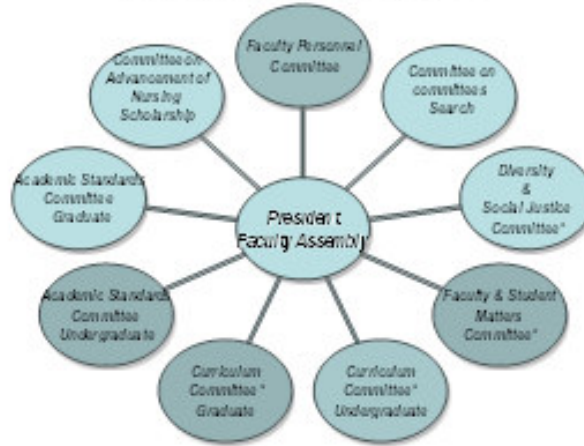
**School of Nursing
Staffing Structure
Academic Year 2011-2012**



*School of Nursing
Leadership Structure
Academic Year 2011-2012*



*School of Nursing
Faculty & Student Governance Structure
Academic Year 2011-2012
Standing & Special Committee Chairs*



* Represents committee with student membership

Committee Chairs to be elected at first Faculty Assembly in September

School of Nursing Faculty Roster 2011 -2012

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Roche Joan P. APRN, MS, PhD, CCRNC Clinical Associate Professor	5-5079	130	jproche@nursing.umass.edu
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- *Contract Faculty Pool
- **Adjunct Faculty

School of Nursing Staff Roster

2011-2012

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York, Ann M	Admin Assistant Dean	234	5-5093	ayork@nursing.umass.edu

Faculty Governance – By-Laws

New By-Laws were revised May 12, 2010 by the School of Nursing Faculty Assembly of the University of Massachusetts Amherst. “The purpose of the Faculty Assembly is to consider, discuss, recommend and establish policies affecting the School of Nursing (SON). The Faculty has a major responsibility to formulate policies in all academic matters. The Faculty shall promote faculty and student participation in the SON through the medium of standing and special committees,” which include:

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

Faculty Practice Plan

The School of Nursing Faculty Practice Plan at the University of Massachusetts is currently on hold.

Appendix B: Clinical Evaluation Tool

UNIVERSITY OF MASSACHUSETTS AMHERST SCHOOL OF NURSING CLINICAL EVALUATION TOOL

NURSING (Course #) (Course Title)

THIS IS A SAMPLE TOOL TEMPLATE

Name:

Clinical Area(s):

Dates:

Illness Dates:

Instructor:

Clinical Grade:

Grading Scale: The School of Nursing follows the University grading scale:

A = 3.86-4.0	C = 2.0-2.29
A- = 3.7-3.85	C- = 1.7-1.99
B+ = 3.3-3.69	D+ = 1.3-1.69
B = 3.0-3.29	D = 1.0-1.29
B- = 2.7-2.99	F or IF = 0-0.99
C+ = 2.3-2.69	

Midterm Evaluation:

Faculty Comments:

Student Comments:

Instructor Signature

Date:

Student Signature:

Date:

Final Evaluation:

Faculty Comments:

Student Comments:

Instructor Signature

Date:

Student Signature:

Date:

Learning Contract Issued During Course? Yes No If yes, date: _____

Directions for Use of This Tool

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

Glossary

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

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

Key to Clinical Ratings

4=A Meets objective at this time.

Meets objective consistently over time.

Seeks opportunities to attempt to meet objective independently.

Requires no or minimal supportive cues from instructor/preceptor.

Is consistently able to state theoretical rationale for behavior chosen to meet objective.

Focuses consistently on client while maintaining self-awareness.

3=B Meets objective at this time.

Meets objective usually over time.

Seeks opportunities to attempt to meet objective that are usually student-initiated.

Needs some supervision and occasional supportive or directive cues from instructor/preceptor.

Is usually able to state theoretical rationale for behavior chosen to meet objective.

Focuses usually on client while maintaining self-awareness.

2=C Meets objective at this time.

Meets objective more often than not over time.

Relies often on instructor/preceptor to identify situations for attempting to meet objective.

Needs assistance often with frequent supportive and occasional directive cues to meet objective.

Is sometimes able to state theoretical rationale for behavior chosen to meet objective.

Focuses sometimes on client while frequently focusing on self.

1=D Does not meet objective at this time.

Meets objective inconsistently over time.

Needs to be directed to situations for meeting objective.

Needs frequent directive cues from instructor/preceptor.

Is not usually able to state theoretical rationale for behavior related to objective.

Focuses consistently on self while rarely focuses on client.

0=F Does not meet objective at this time.

No evidence of meeting objective over time.
 No evidence of attempts to meet objective.
 Depends on instructor/preceptor for continuous directive cues.
 Focuses consistently on self and does not focus on client.

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

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

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

<u>Midterm</u>	<u>Final</u>	
_____	_____	1. Discuss culturally competent care (bulletin board).
_____	_____	2. Complete a cultural assessment on assigned clients.
_____	_____	3. Develop plans of care for assigned clients that consider the client's values, beliefs, lifestyle, practices, and problem-solving strategies.
_____	_____	4. Implement plans of care that demonstrate cultural awareness, sensitivity, knowledge, and skills with diverse clients.
		Final Numeric Rating For Objective _____

Midterm Comments:

Final Comments:

2. Demonstrate development of the professional nursing role.

<u>Midterm</u>	<u>Final</u>	
_____	_____	1. Practice within the ANA Standards of Practice.
_____	_____	2. Adhere to the ANA Code of Ethics.
_____	_____	3. Demonstrate professional conduct regarding clinical experiences.
		Final Numeric Rating For Objective _____

Midterm Comments:

Final Comments:

3. Assume an advocacy role with clients.

<u>Midterm</u>	<u>Final</u>	
_____	_____	1. Identify clients (including vulnerable clients) whose needs are unmet by the current plan of care or whose health status is changing.
_____	_____	2. Act as a client and family advocate.
		Final Numeric Rating For Objective _____

Midterm Comments:

Final Comments:

4. Analyze the process of clinical decision-making.

<u>Midterm</u>	<u>Final</u>	
_____	_____	1. Integrate concepts from natural and social sciences and pathophysiology, pharmacology and nursing sciences when making decisions for client care.
_____	_____	2. Apply evidence-based knowledge to the decision making process.
_____	_____	3. Identify appropriate interventions with correct rationales.
_____	_____	4. Utilize accurate assessment data to formulate appropriate and prioritized nursing diagnoses.
		Final Numeric Rating For Objective _____

Midterm Comments:

Final Comments:

5. Utilize reflective processes with clinical experience.

<u>Midterm</u>	<u>Final</u>	
_____	_____	1. Maintain a weekly, self-reflective journal.
_____	_____	2. Complete a realistic reflective self-evaluation of clinical performance.
		Final Numeric Rating For Objective _____

Midterm Comments:

Final Comments:

6. Initiate collaborative and collegial relationships in selected settings.

<u>Midterm</u>	<u>Final</u>	
_____	_____	1. Collaborate with clinical educator and other health team members in planning and implementing clients' care.
_____	_____	2. Collaborate with unlicensed assistive personnel when implementing clients' care.
		Final Numeric Rating For Objective _____

Midterm Comments:

Final Comments:

7. Facilitate goal setting with clients.

<u>Midterm</u>	<u>Final</u>
_____	_____
_____	_____
_____	_____

1. Demonstrate effective communication with clients and families.
 2. Assess client goals for hospitalization.
 3. Negotiate realistic client goals for pertinent problems based on standards of care.
- Final Numeric Rating For Objective _____

Midterm Comments:
Final Comments:

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

<u>Midterm</u>	<u>Final</u>
_____	_____
_____	_____
_____	_____
_____	_____

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

Midterm Comments:
Final Comments:

9. Evaluate the outcomes of interventions implemented to restore and maintain health of selected clients.

<u>Midterm</u>	<u>Final</u>
_____	_____
_____	_____
_____	_____

1. Identify clients' achievement of goals.
 2. Relate the outcomes to the nursing interventions.
 3. Modify clients' goals based on evaluation.
- Final Numeric Rating For Objective _____

Midterm Comments:
Final Comments:

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

<u>Midterm</u>	<u>Final</u>
_____	_____
_____	_____
_____	_____
_____	_____

1. Administer medications, including IV's in a safe and knowledgeable manner.
 2. Demonstrate proper use and care of therapeutic tubes and drains.
 3. Provide perioperative teaching and care.
 4. Demonstrate recognition of basic cardiac arrhythmias. (Lab)
 5. Demonstrate care of artificial airways. (Lab)
- Final Numeric Rating For Objective _____

Midterm Comments:
Final Comments:

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

<u>Midterm</u>	<u>Final</u>
_____	_____
_____	_____

1. Identify resources necessary to implement the clients' plan of care for discharge. (Bulletin Board and care plans)
 2. Discuss the management of resources to care for clients after discharge with appropriate resource coordinator (i.e., care manager, discharge planner, CE coordinator).
- Final Numeric Rating For Objective _____

Midterm Comments:



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