

UMassAmherst

Elaine Marieb
College of Nursing



Graduate Student Handbook 2025-2026

I. Acknowledgement of Responsibility

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

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

Printed name:

Signature:

Date:

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

___ Master of Science

___ Doctor of Nursing Practice (DNP)

___ Doctor of Philosophy in Nursing (Ph.D.)

___ Graduate Certificate (specify below)

*Submission of this signed page is **required** for progression in the Nursing Program. Please upload this signed form into your CastleBranch account. PhD students should email their signed agreement to the PhD Program Director.*

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 reader's convenience, and the University denies any liability, which may be otherwise incurred.

II. Faculty and Staff Welcome Message

We invite you to discover the Elaine Marieb College of Nursing at the University of Massachusetts, Amherst. It is 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 up-to-date policies that pertain to your educational experience.

Our talented and committed faculty members, supported by the outstanding commitment of our staff, are innovators, striving to offer the best possible student-centered instruction. Our goal is to encourage lifelong learning among our graduate students, including those beginning their clinical careers, further developing their clinical expertise, and embarking on research careers to develop new knowledge for the discipline.

We are a force for innovation, learning, and discovery as we prepare culturally proficient nurses to be leaders in the health of a global community. We encourage and invite you to be an active participant within the College through student representation on a committee, or volunteer work within the College or across the University.

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

III. Foreword

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

Code of Student Conduct:

https://www.umass.edu/dean_students/codeofconduct

Academic Integrity: <https://www.umass.edu/honesty/>

Graduate School Handbook: <https://www.umass.edu/graduate/handbook>

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

For the most up-to-date information, please visit the Elaine Marieb College of Nursing website at: <https://www.umass.edu/nursing/>

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IV. Elaine Marieb College of Nursing

History

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

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

The Elaine Marieb College of Nursing is one of the nine 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 Massachusetts public university system. Sponsored research now totals over \$287 million a year, with increasing emphasis on the life sciences and biotechnology applications.

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

In 2008 the College of Nursing moved to the renovated Skinner Hall. The move to our own building in the center of the campus sends a clear 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 state and beyond.

On September 16, 2021, the University announced the College of Nursing to be renamed the Elaine Marieb College of Nursing in honor of Elaine Nicpon Marieb, a teacher, philanthropist, author, and distinguished alum of the University of Massachusetts and the College of Nursing.

Accreditation

The Elaine Marieb College of Nursing, as part of the University of Massachusetts, Amherst, is accredited by the New England Commission of Higher Education (NECHE). The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at the University of Massachusetts are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) and approved by the Massachusetts Board of Registration in Nursing. PhD programs are accredited by NECHE, the same agency that accredits the entire University.

Vision, Mission, Values, and Goals

Vision

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

Mission

The Elaine Marieb College of Nursing advances nursing education, practice & research to promote health and health equity

Values

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

Caring and Collaborative Relationships

- Care and compassion at the heart of evidence-based nursing practices
- Collaboration with clients, nursing, and interdisciplinary peers as essential to enhancing health and healing
- Attending to the needs and input of vulnerable and underserved populations

Leadership

- Nursing's contribution to reducing health disparities and promoting health in a global society
- An environment that enhances the social conscience and professional development of all members of the Elaine Marieb College of Nursing

- The knowledge that environments are interrelated systems that affect and are affected by nursing practice, culture, and public policy, where students develop 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 Elaine Marieb College of Nursing
- Becoming reflective practitioners to increase the authenticity of our work (Boyer, 1990)

Innovation

- Creative ways of acquiring, managing, and sharing knowledge

Diversity

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

Lifelong Learning

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

Goals

Engagement Goal

- Establish innovative scholarly engagement models that define and respond to the health of the public.

Our Objectives are to:

- a. Contribute to the search for answers to the most pressing social, civic, economic, and moral questions facing our profession and world today (Boyer, 1990)
- b. Facilitate and enhance an organizational culture of diversity that promotes the success of collaborative partnerships, relationships, and affiliations within a global community
- c. Promote and expand faculty teaching, scholarship, service, and practice, which reflects faculty expertise and needs of our communities of interest

- d. Promote faculty development and systematic understanding through a variety of mechanisms that would include:
 - 1. Coordinating access to all existing internal university resources
 - 2. Securing external global resources
 - 3. Mentoring faculty in the ongoing development of their academic careers
- e. Contribute to systematic and structural improvement of the University and U-Mass systems.
- f. Promote service to the underserved and vulnerable populations in our region

Teaching Goal

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

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

Scholarship Goal

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

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

V. College of Nursing Deans, Directors, and Support Staff 2025-2026

For a complete list of CON Faculty, please visit our website: <https://www.umass.edu/nursing/about/directory>

Deans

Dean of the Elaine Marieb College of Nursing: Dr. Allison Vorderstrasse, BS in Nursing, Mount Saint Mary College; MS in Nursing, Adult Nurse Practitioner - Diabetes Specialty Concentration, Yale University School of Nursing; DNSc, (Chronic Illness Self-Management), Yale University School of Nursing; NIH/NINR Summer Genetics Institute Certificate, Certified APRN (Diabetes Specialty); Fellow of the American Academy of Nursing, Professor. Research Interests: *Diabetes, chronic illness*.

Associate Dean for Academic Affairs :

Associate Dean of Equity and Inclusion: Dr. Jess Dillard-Wright, BS Science Technology & Culture, Georgia Institute of Technology; MA, Women's History, Sarah Lawrence College; MSN, Clinical Nurse Leader, Medical College of Georgia; MSN, Community Based Nurse Midwifery Program, Frontier Nursing University; PhD, Augusta University.

Associate Dean for Research: Dr. Michael Lepore, BA Philosophy & Psychology, Assumption University; Graduate Certificate, Gerontology, Georgia State University; MA, Sociology, Georgia State University; PhD, Sociology, Georgia State University.

Program Directors

Master of Science Program Director, Graduate Certificate in Nursing Education, and Psychiatric Mental Health Nurse Practitioner Certificate Program Director: Dr. Gabrielle P. Abelard, BS in Nursing, University of Massachusetts, Amherst College of Nursing; MS in Mental Health Nursing, Adult Clinical Nurse Specialist, University of Massachusetts Amherst College of Nursing; Post Masters Certificate in Nursing, Psychiatric Mental Health Nurse Practitioner, Regis College Richard and Sheila Young School of Nursing; DNP (Integrative Health), Regis College Richard and Sheila Young School of Nursing. Clinical Professor.

Doctor of Nursing Practice (DNP) Program Director: Dr. Terrie Black, BS, Pennsylvania State University; MBA, concentration in Healthcare Administration. Western New England University, DNP, concentration in Public Health Nurse Leader, University of Massachusetts Amherst College of Nursing. Certified Rehabilitation Registered Nurse (CRRN), Fellow of the American Heart Association (FAHA), Fellow of the American Academy of Nursing (FAAN),

Clinical Professor. *Clinical interest in Quality outcomes, reimbursement, stroke systems of care, reimbursement models and public health.*

Doctor of Philosophy (PhD) Program Director: Dr Rachel (Rae) Walker, BA, BS in Biology and English, University of Virginia; BSN, PhD, Postdoctoral Fellowship, Johns Hopkins University; Oncology Certified Nurse, Fellow of the American Academy of Nursing. Professor. Research Interests: *Nursing invention and co-creative processes founded on the principles of design justice as vehicles for achieving health equity and social justice, community-directed digital defense against harmful forms of big data, A.I., and other surveillant technologies.*

Graduate Support Staff

Assistant to the Associate Dean of Academic Affairs:

Student Support Center Lead, DNP, & PMHNP Certificate Program Assistant:

Karen Ayotte: kayotte@umass.edu

**Master of Science, MSNE Certificate & PhD Program Specialist
& Clinical Relations Coordinator:**

Dorian Pariseau dpariseau@umass.edu

Affiliation Agreement Coordinator:

Andrea “AJ” Juno: ajuno@umass.edu

Graduate Clinical Placement Coordinator:

Katherine Bobianski: kbobians@nursing.umass.edu

Clinical Placement Service Manager:

Jennifer Heim: jheim@umas.edu

Office of Research

Grants and Contracts Administrator:

Monika Valečić mvalecic@umass.edu

Research Office Assistant:

Nathaniel Diedrich ndiedrich@umass.edu

Executive Director of Strategic Partnerships

Olivia Frazier Olivia.frazier@umass.edu

Associate Director, Donor Relations, University of Massachusetts Amherst Foundation

Benjamin Monat bmonat@uma-foundation.org

VI. Graduate Student Resources & Requirements

Part A: University Resources

NetID and Student Email Account

Your NetID serves as the primary username for your IT (Information Technology) account and gives you access to the campus network, SPIRE, email, and much, much more. Complete instructions and other support on activating your student account are provided by UMass Amherst Information Technology: [Net ID and Password](#)

Students in the College of Nursing are required to use their student email account. **It is the only email that the College and the University use to provide communications to all students.** This is especially critical in an online program, as all pertinent, time-sensitive information will come to that email address. The College of Nursing is not responsible for negative outcomes that may occur if a student does not check or regularly use their student email account. **Please make it a priority upon admission to open and use your UMass Amherst student email account.** <https://www.umass.edu/it/email>

Before you Arrive: A Technology Checklist for New Students

The UMass Amherst Information Technology website supplies a great checklist for new students to make sure you are all set and ready to compute once classes start. Please take a moment to familiarize yourself with the website and abundance of information there that can aid you with your computing needs:

<https://www.umass.edu/it/general/it-guide-students>

Academic Advising

Academic advising services for graduate nursing students are provided by the Elaine Marieb College of Nursing. Academic advising services include, but are not limited to, program planning, selection of courses, identification of scholarly research interests, changes in plan of study, leaves of absence or withdrawal from the program, career counseling, and referrals for academic support. Your academic advisor will work closely with you on any personal and/or professional concerns. This discussion can occur individually and may be augmented as needed by referrals to appropriate student services on campus. Your assigned academic advisor is listed in your SPIRE account. If you do not have an assigned advisor, please contact your graduate program specialist.

In most other instances, the graduate program specialists and directors will routinely offer guidance on course selections and plan of study updates/changes for master's track, certificate, DNP, and PhD students. Although each student has an academic advisor, the student carries the responsibility for ensuring that they meet all the requirements for progression in the major and for graduation.

Plan of Study

Each student will receive a plan of study to guide their education upon admission to their program. The agreed-upon plan of study will be signed by the student and placed in the student's academic file. A copy will be provided to the student. Changes in the plan of study can only be made in consultation with the student's advisor or director. Students are responsible for following the plan of study as agreed with the advisor/director to ensure a timely graduation.

Registering for Courses

Information outlining available courses and the registration process will be emailed to students before the registration period each semester at the student's University email address. EARLY REGISTRATION IS RECOMMENDED TO ASSURE ENROLLMENT AND TO PROCESS FINANCIAL AID. Many courses fill to capacity, so to be guaranteed a space in a required class, we urge you to register as soon as the registration period begins. If you have any questions or issues concerning registration, contact the Elaine Marieb College of Nursing graduate program specialist associated with your program.

Registration for courses is found on the University's SPIRE student information system <https://www.spire.umass.edu/> Students should connect with their advisors each semester and register for the courses outlined in their plan of study to assure a timely graduation.

The cost per course can vary depending on whether courses are offered through the UMass Graduate School on campus or through University Without Walls (UWW), and by department. Program cost documents can be found on their respective websites.

Note: All students must register each semester until the degree is awarded.

If you are not registering for any courses or credits in a fall or spring semester and you are not filing for your degree, you must enroll in the Continuous Enrollment course, also known as Program Fee. You can enroll in the Continuous Enrollment course in SPIRE prior to the end of add/drop each fall and spring semester. The Class Number for Continuous Enrollment is found in the Schedule of Classes under GRADSCH 999.

- An incomplete course from a previous semester does not maintain your enrollment.
- First semester students and non-degree students are not eligible for Continuous Enrollment.
- The cost for Continuous Enrollment/Program Fee is \$295.00 which will be billed by the Bursar's Office.
- Students on Continuous Enrollment are also assessed half of the Graduate Student Senate Tax.

UMass Campus Resources

There are many resources and support services available to graduate students who are both on and off campus. Below is a list of the most often requested websites.

Obtain UCard (ID card)	https://www.umass.edu/bursar/ucard
Health Insurance Plans	https://www.umass.edu/uhs/insurance/shbp
Graduate School Website	https://www.umass.edu/graduate/
International Program Office	https://www.umass.edu/ipo/iss
Veteran Services	http://www.umass.edu/veterans/

Scholarly Writing Resources

Students admitted to the Elaine Marieb College of Nursing Graduate Programs will be expected to produce papers during their coursework in their graduate program. The College of Nursing uses American Psychological Association (7th ed.) formatting for all required papers. Students are encouraged to seek help with their writing early on, if needed, before the most critical writing times in their programs. The University of Massachusetts Amherst offers support with both scholarly writing and research. Some helpful links include:

- 1.) **The Writing Center:** <https://www.umass.edu/writing-center/writing-center-1>

Virtual and face-to-face appointments are offered, and students may be assigned a writing coach.

2.) CTL (Center for Teaching and Learning): <https://www.umass.edu/ctl/>

Provides information on editors, writing coaches, writing retreats, and more!

3.) APA Style: <https://apastyle.apa.org/>

The website for using American Psychological Association style formatting. See [Style and Grammar Guidelines](#) for helpful information on how to format your paper.

Classroom Equity Plan

Classroom Equity Action Plans were launched as a University-wide initiative developed to respond to student feedback from the UMass campus climate survey. The Elaine Marieb College of Nursing has developed a [Classroom Equity Action Plan](#) aligned with the of Office of the Provost, the Office of Equity and Inclusion (OEI), the Center for Teaching and Learning (CTL), Instructional Design, Engagement and Support (IDEAS), the Office of Academic Planning and Assessment (OAPA), University Analytics an Institutional Research (UAIR) to "reflect on our current pedagogy and to exercise our academic freedom to make improvements that promote the success of ALL our students. The overarching goal of the Equity Action Plans is to improve equity in student belonging and connectedness in the classroom and ultimately success." In service to this effort, we have identified the following goals for EMCON:

1. All-college:
 - a. Develop and implement EMCON Classroom Equity Action Plan
 - b. Develop and implement Technical Standards for Admission and Progression
2. Graduate program faculty:
 - a. Faculty who work in a supervisory or mentoring capacity with graduate or honor students will complete Research Mentor Training
 - b. Faculty will also identify and participate in at least one additional pedagogy- or teaching-related professional development offering that highlights some aspect of diversity, equity, inclusion, justice, belonging, community
3. Undergraduate program faculty:
 - a. In partnership with EMCON OEI and program leadership, faculty will attend a focused professional development workshop to on inclusive teaching strategies to support a culture of belonging
 - b. Faculty will also identify and participate in at least one additional pedagogy- or teaching-related professional development offering that highlights some aspect of diversity, equity, inclusion, justice, belonging, community

UMass Amherst Libraries

The UMass Amherst Library System has holdings that include more than 6 million books, periodicals, and government documents:

<https://www.umass.edu/gateway/academics/university-libraries>

The W.E.B. Du Bois Library is the largest and provides access to many reference materials and collections. There is a Writing Center and Graduate Commons, among other resources. The W.E.B. Du Bois Library floor directory: <https://www.library.umass.edu/du-bois-library/>

Electronic references are available with a UMass IT account, searchable at:

<https://www.library.umass.edu/>

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.

Library Resources for Nursing Programs

Nurse Librarian Liaison: Ellen Lutz (lutz@library.umass.edu)

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

<https://guides.library.umass.edu/nursing>

ScholarWorks

ScholarWorks@UMassAmherst is a digital repository for the research and scholarly output of members of the University of Massachusetts Amherst community administered by the UMass Amherst Libraries. Students are highly encouraged to post their work after completion of DNP projects or PhD dissertations. Instructions are given in the DNP Capstone courses when you are ready to submit.

To view past DNP projects on ScholarWorks:

https://scholarworks.umass.edu/nursing_dnp_capstone/

To view past PhD dissertations on ScholarWorks:

<https://hdl.handle.net/20.500.14394/415>

University Ombuds Office

<https://www.umass.edu/ombuds/>

The Ombuds Office is a unique place where all current UMass Amherst students, faculty, and staff can talk confidentially and “off the record” about any campus concern, issue, or conflict. The Ombuds staff work with university community members in a variety of ways to help them understand their options and resolve their concerns. The office works to foster a culture in which differences can be resolved through respectful communication and fair processes.

The office operates pursuant to its Charter Agreement with the University and the International Ombuds Association Standards of Practice and Code of Ethics. Ombuds services are confidential, neutral, informal, and independent.

Financial Aid

There are several offices on campus which provide information to students about resources for funding their education. Unlike financial aid for U.S. undergraduate students, aid to U.S. graduate students is limited to loans and work-study. To qualify for these programs, you must complete the Free Application for Financial Student Aid form (FAFSA) form, available in the Financial Aid Office, 255 Whitmore Administration Building, and submit it to the appropriate offices. More information: <https://www.umass.edu/financialaid>

The office of Financial Aid Services provides information about various loans, employment, and scholarship programs to which students can apply. Many loan programs and all federal aid programs require that applicants be citizens or permanent residents, making international students ineligible to apply. Financial Aid Services may also be able to inform you about part-time job search programs and can provide debt management information. You can reach a voice response by calling (413) 546-8100.

In addition, certain nursing organizations such as the Nurses’ Educational Funds, Inc. and Sigma Theta Tau International, offer scholarships. For more information, stop by the Graduate Program Business Office in Skinner Hall. Several scholarships are offered to graduate students during the academic year and students are encouraged to apply. To view a list of selected funding opportunities, see: <https://sites.google.com/view/umass-nursing-phd/funding-scholarships>

Scholarship information specifically for graduate students can be found here: <https://www.umass.edu/graduate/funding>

Additional funding information specific to PhD and international students can be found here: <https://sites.google.com/view/umass-nursing-phd/funding-scholarships>

Graduate Assistantships and Awards

The University awards a limited number of graduate assistantships and associateships in research and instructional programs in most graduate departments. Research assistants and associates assist in conducting research, usually under the supervision of a faculty member, while teaching assistants and associates assume responsibilities related to teaching in academic departments.

Graduate assistantships, associateships, non-working fellowships, and traineeships are awarded according to the contract negotiated by the Graduate Employee Organization (GEO) and includes the benefits of a tuition and curriculum fee waiver for on campus, face-to-face graduate students. Students holding these types of awards qualify for a partial waiver of the health fee. Students enrolled through University Without Walls (UWW), such as DNP, some masters, and certificate students, are not eligible for tuition and fees remission. Students with non-working fellowships do not qualify for some of these benefits and should check which benefits (if any) are associated with their fellowships.

Students holding assistantships or receiving University paychecks are paid bi-weekly via direct payroll deposit. If you are uncertain about the benefits associated with your award, contact the Graduate School, Bartlett Building, 130 Hicks Way. The website is:

<https://www.umass.edu/graduate/funding/funding-policies-procedures>

Appointment and Reappointment Procedure for Graduate Assistants

The following information shall serve as procedure for appointment and reappointment of graduate students who serve as teaching or research assistants for the Elaine Marieb College of Nursing.

Posting of Open Positions

A posting of positions and applications will be made available to current and incoming graduate students. Usually, applications for fall positions are circulated in March and applications for spring positions are circulated in October.

Decisions on who will receive funding

The PhD Program Director will make recommendations for assistantships and the Graduate Program Director will approve candidates who have met all the following criteria:

- a. Student completes an application and submits a curriculum vitae (CV)
- b. Student is in good academic standing within the Elaine Marieb College of Nursing (no outstanding incompletes or failing grades)

- c. Student holds the desired experience to properly match that of the faculty and the course being taught
- d. Students can fulfill the commitment required by the course as determined by the faculty of record
- e. PhD students will be given preference

Application procedure

Interested students should complete the application and submit a CV within the timeframe indicated on the call for applications.

Appointment procedure

- a. Recommended students will meet with the designated faculty member to discuss the appointment details.
- b. Specific details of the TA/TO/RA/PA appointment will be discussed, and the guidelines outlined in the Graduate Appointments Policies and Procedures will be followed.
- c. Student signs the Appointment Form for Graduate Fellowship and Assistantships after understanding and agreeing to the responsibilities.
- d. If the student is new to the University system, they will be informed that they must attend the Graduate School's TA (Teaching Assistant) orientation, known as the Teaching Academy, held in the fall of each year during new student orientation.

Reappointment procedure

A student hired for an assistantship should be able to commit to an entire academic year. If that is not the case, and positions become available during the academic year, students will be contacted in the form of an announcement, e-mail, or a mailing regarding the new positions. A new pool of applicants will be drawn upon each academic year. All applications will be considered, although PhD students who are in the first three years (post MS) or four years (post BS) will be given priority.

Policies and guidelines

The Elaine Marieb College of Nursing will follow all guidelines outlined in the Agreement between Graduate Employee Organization UAW Local 2322 and The University of Massachusetts Amherst. The College of Nursing will also follow all guidelines from the Graduate College Assistantship Office and policies and procedures outlined in the Graduate Handbook. The quality of student work and fulfillment of agreed upon responsibilities will be

reviewed mid-semester and at the end of each semester in which the graduate assistant serves. Each student will be given a copy of this document and the Agreement between Graduate Employee Organization UAW Local 2322 and The University of Massachusetts Amherst. Any disciplinary action or termination of an appointment will be addressed by the graduate program director in Nursing, and policies and procedures for such action shall be done in accordance with GEO guidelines.

Assistantship

Any student who receives an assistantship from the Elaine Marieb College of Nursing must attend the Graduate School TA orientation. International students who serve as TAs (Teaching Assistants) must also attend the International Student Orientation. If American English is not the student's primary language, the student may be required to take the Spoken Language Test before being assigned an assistantship.

Policies for Teaching Assistants/Teaching Associates

Definitions

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

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

For more information see the GEO-UAW contract and other information at:

<https://www.geouaw.org/>

Student Principles

TA/TO positions provide:

- a. Financial support for PhD education
- b. Teaching experience for PhD, DNP, and MS students
- c. Opportunities to be mentored by faculty and to experience faculty as colleagues
- d. Integral part of PhD education – meets an essential goal of the PhD curriculum

- e. TOs further advance teaching skills

* BS-PhD students (as well as post master's students) may not have had the opportunity to gain formal teaching experience aside from TA/TO positions.

Faculty Principles

TA/TO positions provide:

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

Faculty of record must offer TA/TO

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

TA/TO Process Principles

- a. The faculty of record are encouraged to discuss communication preferences with TAs/TOs, orient new TAs/TOs to their courses, and provide and solicit coaching and feedback to and from their TAs/TOs on a regular basis.
- b. TAs are encouraged to lead at least one class and/or the co-creation of curricular materials/course projects during the term and receive formal feedback from the faculty of record.
- c. In the EMCON, while TAs generally serve 10 hours per week, spread over 19 weeks, for a total of 190 hours per semester per TA fellowship, they could serve as little as five hours per week and as much as 20 hours per week based on the needs of the program. Faculty are encouraged to communicate anticipated course burden to TAs and TOs, early and often, so TAs and TOs can plan and adjust their workloads accordingly.
- d. In the EMCON, TOs are generally ~10 to 12 hours per week for a 3-credit course.
- e. Duties are determined by university guidelines/GEO contract.
- f. TAs should work with expert teachers who have prior experience serving as TAs/TOs or as teaching interns and/or mentoring new nurse faculty/graduate TAs.
- g. Faculty are encouraged to schedule a formal evaluation/feedback and mutual mentoring sessions at midterm and end of semester
- h. Faculty will also complete the end of semester TA evaluation

- i. TA/TO positions can qualify as teaching internships for PhD students.
- j. International students who will be first-time TAs/TOs and who are subject to English language testing requirements for admission to the Graduate School must take the Spoken English Communication Skills test (International Teaching Assistant Communication Program) and score at least a 50.

Part B: Resources within the Elaine Marieb College of Nursing

Student Scholarships, Awards, and Recognitions

The Elaine Marieb College of Nursing offers an array of [scholarships](#)

Please visit our website for a complete, up-to-date list of what is currently being offered. Many other university-wide scholarship opportunities can be found on this same site.

Eligible student groups will be notified in February/March that they may apply for certain scholarships with a deadline date in late April. Awardees will be notified in June with scholarships placed in their accounts by late August. Scholarship recipients will be required to attend the Scholarship Reception in the first week of September. Nursing scholarship decisions are made by the College based upon the specific eligibility criteria of each award.

Nurse Faculty Loan Program (NFLP) <https://www.umass.edu/nursing/student-services/scholarship-opportunities/nurse-faculty-loan-program>

The purpose of NFLP is to increase the number of qualified nursing faculty to facilitate education of the nurses needed to address the nursing workforce shortage.

The University of Massachusetts Amherst Elaine Marieb College of Nursing makes loans from a fund made possible by a grant from the Federal Government to assist registered nurses in completing their graduate education to become qualified nurse faculty. The program offers partial loan forgiveness for borrowers who graduate and serve as full-time nursing faculty for the prescribed period. Loan recipients may cancel 85% of the loan over four years in return for serving full-time as faculty in any accredited school of nursing. Loans are allocated on a first-come, first-served basis with priority given to prior recipients and full-time students.

NFLP loans may be used for the cost of tuition, fees, books, lab expenses, and other reasonable educational expenses. Courses taken at institutions other than UMass Amherst are not covered by NFLP.

An NFLP loan may not exceed \$40,000 per student per year, for no more than 5 years per student.

Note: Amounts awarded with no corresponding tuition and fees will not be distributed. (For example, if your plan contains summer courses, but you are not enrolled for that summer, those funds will not be disbursed to your account.)

NFLP Eligibility:

Students of the Elaine Marieb College of Nursing who are enrolled in our DNP or PhD degree programs as well as our MS in Nursing Education are eligible to apply to the Nurse Faculty Loan Program if they meet the following criteria:

- 1) Must be willing to commit to a full-time teaching position with an accredited nursing program within an educational institution after graduation
- 2) Must be a U.S. citizen or national of the U.S., or a lawful permanent resident of the U.S. or its territories
- 3) Must be enrolled full-time or part-time in one of our PhD, DNP, or MS in Nursing Education programs as of July 1st of the award year (or application closing date, whichever is later)
- 4) Must maintain full-time or part-time enrollment status for a minimum of two terms/semesters during an academic year while receiving the NFLP loan
- 5) Must be in good academic standing in an advanced nurse education program at the College
- 6) Must have no judgement liens entered against them due to defaulting on a federal debt, 28 U.S.C. 3201(e)
- 7) Must complete at least one of the following courses as part of their program of study:
 - a) N603 – Theoretical Components
 - b) N642 – Teaching in Nursing
 - c) N641 – Curriculum Development & Evaluation
 - d) N698T – Teaching in Nursing Practicum
 - e) EDUC692K – Foundations and Theories of Learning (elective)
 - f) EDUC692R – Introduction to College Teaching (elective)

Loans are made on a first-come, first-served basis. Please apply early. Former NFLP recipients at the UMass Amherst Elaine Marieb College of Nursing receive priority.

Applications are due by August 15; please contact NFLP@nursing.umass.edu with any questions.

Organizations, Associations and Governance Opportunities

Sigma International Nursing Honor Society

[Sigma International Nursing Honor Society](#) was founded in 1922 and is now the second-largest nursing organization in the United States, and among the five largest and most prestigious in the world.

Sigma was organized to encourage and recognize superior scholarship and leadership achievement at the undergraduate, graduate, and practice levels in nursing. Membership is available by meeting eligibility requirements 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 UMass 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 Elms College in Chicopee, MA. In 2006 the chapter again amended its charter to include American International College in Springfield, MA. In 2017, the chapter was amended once again to include Westfield State University School of Nursing. Sigma Theta Tau is committed to serving its growing membership through the development of knowledge, encouragement of professional achievement, and advancement of nursing through research. Each year, the Beta Zeta at-large Chapter as well as Sigma Theta Tau International offer research grant funding opportunities for graduate students to apply.

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 invitations go out in the Fall semester to current students in our graduate and undergraduate nursing programs.

Elaine Marieb College of Nursing Alumni Association

Every graduate of EMCON nursing programs is automatically a member of the Elaine Marieb College of Nursing Alumni Association. The Association's board is a group of tremendously enthusiastic and loyal alumni, engaged in many different areas of nursing. Each year, the College of Nursing organizes several events to provide opportunities for alumni networking. One such event is our annual luncheon during Homecoming Weekend, which includes an educational program as well as the presentation of Outstanding Alumni Achievement awards.

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

Student Participation in Elaine Marieb College of Nursing Governance

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

- a. Committee on Undergraduate Academic Matters
- b. Committee on DNP Academic Matters
- c. Committee on Master's Academic Matters
- d. Committee on PhD Academic Matters
- e. Committee on Faculty and Student Matters
- f. Committee on Diversity and Social Justice

If you do not live in the area and/or are under conditions of physical distancing due to COVID-19, it is possible for you to “attend” committee meetings by video chat or conference call. We would be thrilled to have our graduate students serve on the Elaine Marieb College of Nursing committees. At the beginning of the fall semester, we will be soliciting students to serve. Students can also serve on university committees and with the UMass Graduate Student Organization, which can be found at:

<https://www.umass.edu/graduate-government/graduate-student-organizations>

Student Evaluation of Courses

During the last two weeks of each course, students are asked to evaluate the course content and clinical and classroom performance of the faculty. A link to an online evaluation page will be forwarded to students.

The SRTI Evaluation presents 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 anonymous student comments. This is the opportunity for students to offer constructive suggestions and recommendations for the continued growth and development of the nursing program. Thoughtful evaluation is appreciated. Participation in the evaluation process is strongly encouraged.

Part C: Graduate Program Policies

Academic Policies for Graduate Programs

EMCON Graduate Grading Policies

All graduate students must maintain a minimum cumulative grade point average (GPA) of 3.0.

DNP students may receive no less than a B in clinical practicum courses and in the 3 P's (advanced pathophysiology, advanced health assessment and advanced pharmacology) . DNP and certificate students may receive no less than a C in didactic courses. PhD Students may receive no less than a B- in required courses.

University Grading System

[Graduate School Grading Policy](#), seminar and course grades are assigned solely by the course instructor. The following letter grades are given to graduate students in graduate-level courses:

Letter Grade	Grade Point	Percentage
A	4.0	93 - 100
A-	3.7	90 - 92
B+	3.3	87 - 89
B	3.0	83 - 86
B-	2.7	80 - 82
C+	2.3	77 - 79
C	2.0	73 - 76
C-*	1.7	
D+*	1.3	
D*	1.0	
F	0.0	
AUD - Audit		
INC - Incomplete		
IF - Incomplete Failure		
IP - In Progress (for thesis and dissertation courses only)		
NR - Not Reported		
DR - Drop		
SAT - Satisfactory withdraw		
WP - Withdraw passing		
WF - Withdraw Failing		

*Graduate students enrolled in undergraduate courses may receive these grades. Note that **grades of C or higher** are required in all courses numbering 500 or above.

In Progress

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

- a. **Course Withdrawal:** Grades of Drop (DR), Withdraw Passing (WP), or Withdraw Failing (WF) are recorded when the student formally drops the course prior to the end of the semester. The instructor must indicate "WP" or "WF" and date last attended when entering the withdrawal into Spire. A student may convert an otherwise passing course to an audit up to the last day of classes.
- b. **Audited Courses:** A grade of Audit (AUD) is recorded for students who register for and successfully complete the course requirements for auditing students. The instructor determines what constitutes successful completion. If an AUD grade is not reported, the course will not be included on the student's transcript. No required courses for a graduate degree can be taken as an Audit.
- c. **Undergraduate Courses:** A graduate student who enrolled in an undergraduate level course (100-499) may receive any grade that is valid for undergraduate students enrolled in the same course. Grades of C- and D+ and D are valid only for undergraduate-level courses.

Incomplete

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

The responsibility for arranging the removal of an incomplete rests with the student. Students receiving a grade of incomplete may need to pay a continuous enrollment fee if they have no

other courses to take to remain an active student while finishing the INC. Advisors should work closely with advisees who are not progressing in their course work and notify the graduate program director. Note: Ph.D. students must resolve all incompletes before moving to the dissertation phase of their program. DNP students may not proceed to the next clinical course in their sequence until all incompletes have been resolved.

An INC grade is given at the discretion of the faculty member of record for the course if extraordinary circumstances occur such as:

- a. A personal/medical issue
- b. A clinical placement challenge or issue
- c. An academic challenge or issue
- d. If half or more of the course has been completed successfully

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

- a. Complete a teaching/learning contract indicating the expectation for completing the incomplete, including measurable outcomes and a timeline for completion.
- b. Review plan of study: students cannot proceed to courses for which the INC course is a pre-requisite until the INC grade is completed.
- c. Review plan of study to determine if there are other non-clinical courses to which the student can progress.

Failing a course

The minimum passing grade for the majority of graduate courses is a C (B- in Ph.D. courses). For advanced health assessment (N614), advanced pathophysiology (N615), and advanced pharmacology (N619), the minimum passing grade is a B. A grade of B or higher is required for all practicum courses in the DNP program.

If a student fails a required course in their plan of study, the student must apply in writing to the program director and graduate program director to be allowed to retake the course. The original grade remains on the transcript, and it will not be replaced by the new grade. However, a passing grade may help raise the cumulative GPA, which must be maintained above 3.0 to remain an active graduate student.

If a DNP or master's student receives a failing grade in a practicum course, the student may retake the practicum course. The companion didactic course may need to be repeated if the instructor feels the student needs the didactic course's content as a refresher to pass the practicum. The didactic course may be audited. Please review the University Without Walls (UWW) website (<https://www.umass.edu/uww/>) for information about how to register to audit a course.

Course Waivers and Course Challenges

In addition to adhering to the Graduate school grading policies, the Elaine Marieb College of Nursing internally provides both course waivers and course challenges in some instances. These waived courses do not go on a student's official transcript, but are counted towards his/her plan of study work as "completed."

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

A student may request to challenge a required course for academic credit. The challenge requirements are negotiated by the student's advisor and the faculty of record teaching the course. University policy currently allows a maximum of 6 qualified credits to be applied towards course requirements in the plan of study.

Independent Study

Students interested in independent study must discuss their proposed independent study with an EMCON graduate faculty member before engaging in an independent study course. To register for an independent study, the following requirements must be met:

1. Complete the appropriate Independent Study/Practicum Enrollment form.
 - a. MS & DNP students form available here:
(<https://www.umass.edu/uww/resources/independent-study-or-practicum-enrollment>)
 - b. PhD students form available here: <https://sites.google.com/view/umass-nursing-phd/forms-resources>

You must have the name and email address of your Faculty Sponsor.

2. Upon submission, an email will be sent to your Faculty Sponsor, to the email you designate on the form, with instructions on how to approve your request.
3. You will receive a copy of the email to serve as confirmation that the request was sent to your Faculty Sponsor for approval.
4. Once we receive approval from Faculty Sponsor via email, you will be enrolled in the class and will be notified at your UMass email address. You may also check your schedule in SPIRE.
5. Requests received from students will not be accepted.

Online Courses and Posting Requirements

Students should read and understand the expectations of their online courses for each course that they take. Students are responsible for making themselves familiar with the posting requirements for all online courses and that they are following ALL requirements for their specific courses, including, but not limited to, how many postings they need to make and how often they need to post to fulfill the requirements of the class. If students have any questions, they should ask their instructor BEFORE beginning the course, if the course syllabus is not clear.

Continuous Enrollment/Program Fee

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

Leave of Absence

A student who takes a leave of absence may have conditions for returning set by the faculty advisor in consultation with the program director and dean of nursing. To maintain continuous enrollment, students must pay the continuous enrollment program fees during their leave of absence. Students returning from a leave of absence are advised to check in with the program director to ensure a smooth transition back into coursework.

Academic Probation

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

Statute of Limitations

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

<https://www.umass.edu/graduate/handbook/enrollment/statute-limitations-expected-graduation-term>

A student may be granted additional time to complete his/her degree program by the dean of the Graduate School, provided the graduate program director makes such a recommendation and provided satisfactory and reasonable progress is being made.

Posting of Grades

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

Transfer Credit Policy

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

- a. Course Eligibility Requirements: Grades received for courses requested for transfer must be B (3.00) or better. Graduate level courses to be transferred must have been taken no more than five years prior to the student's acceptance into the EMCON and **may not have been used previously to fulfil the requirements for any other degree, certificate, or program.** An official transcript of the course(s) to be transferred is required.
- b. Use of Courses to Fulfill Requirements: Non-University of Massachusetts Amherst transfer credits may be used to fulfill elective or departmental course requirements.

These courses may not, however, be used to satisfy the 600-800-level requirements, nor can the grade received in a course taken at another institution be used to satisfy the University's requirement for letter-graded credits (see master's degree Requirements).

- c. Number of Credits: No more than twelve (12) graduate credits may be transferred. Of these, a maximum of six (6) credits may be from any one of the following sources:
1. Course(s) taken at another regionally accredited college/university within the United States
 2. Course(s) taken while enrolled as a non-degree graduate student at UMass Amherst
 3. Course(s) taken as an undergraduate student over and above requirements for the baccalaureate degree
 4. Transfer Credits to Another Institution: Courses taken as a non-degree student are listed separately from the degree transcript. A course taken while enrolled in a degree program, but not applied toward a University of Massachusetts Amherst degree, may be transferrable. The Graduate School can, if necessary, certify that a course was not applied to any degree requirement at the University of Massachusetts Amherst and was eligible for graduate credit, when appropriate.

Transferring Non-Degree Courses to UMass Amherst Transcript: Students are responsible for providing the graduate program director an official transcript for the courses they wish to transfer into their degree program. The graduate program director then sends an official form to the Graduate School, with that transcript, requesting the transfer.

Credentialing

Statement of the ANA Position on credentialing: <https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/id/determining-a-standard-order-of-credentials-for-the-professional-nurse/>

In the nursing profession, the use of credentials is an essential component to designate levels of attained education and licensure, certification, and professional achievement. The listing of credentials when identifying a nurse ensures credibility and competence to the consumers of nursing care. Standardized use strengthens a unified understanding of credentials among nurses, within the healthcare delivery system, and for healthcare consumers. To establish a recognizable and understandable credential usage process across all spectrums of nursing, the following order of credentials is recommended: Highest earned degree, mandated requirements (i.e., licensure), state designations or requirements, national certifications, awards and honors, other certifications.

The Elaine Marieb College of Nursing does NOT endorse the use of the credentials PhD(c) or DNP(c). These are not legitimate credentials and can be confusing to the public. Instead, we suggest using the following language regarding your status in any communication, publication, or conference proceedings:

During course work:

Michael Torres, BS (or MS, not both), RN
Ph.D. Student
Elaine Marieb College of Nursing
University of Massachusetts Amherst

Michael Torres, BS (or MS, not both), RN
DNP Student
Elaine Marieb College of Nursing
University of Massachusetts Amherst

After passing the Ph.D. portfolio/qualifying exam:

Michael Torres, MS, RN
Ph.D. Candidate
Elaine Marieb College of Nursing
University of Massachusetts Amherst

In the final year of your DNP program:

Michael Torres, MS, RN
DNP Candidate
Elaine Marieb College of Nursing
University of Massachusetts Amherst

An Environment of Academic Freedom

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

The University preserves a high standard for community members in terms of mutual respect and civility. While each member of the community holds several rights, privileges, and responsibilities, those individuals who disrespect the rights of others or who act in a way that discredits themselves or the University may forfeit privileges or receive sanctions. As members of an academic community, we are obligated to be exemplary, both in our behaviors and in our attitudes. This obligation is especially important within the classroom context since this is one of the primary ways that learning, and growth, are fostered.

Student Code of Conduct

Learning and the exchange of ideas may take place in many settings, including the formal classroom. When students and faculty come together, the expectation is always that mutual respect will prevail to ensure that every student has the optimum opportunity to learn and that each faculty member has the best opportunity to teach.

It is the expectation of the Elaine Marieb College of Nursing that ALL students enrolled in graduate level courses be respectful of others when interacting with faculty, staff, and colleagues, in the classroom, online, and while representing the College of Nursing in clinical settings.

The College of Nursing follows the University code of conduct for students. The code of conduct may be found here: https://www.umass.edu/dean_students/codeofconduct

Differences of opinions or concerns related to the class are welcomed if presented in a mutually respectful manner. The challenging of viewpoints is part of the academic experience but should occur in a manner that promotes dialogue and embodies anti-racist, gender-affirming, accessible, and emancipatory nursing praxis.

Guidelines for Classroom Civility and Respect:

https://www.umass.edu/dean_students/campus-policies/classroom

Academic Integrity Statement

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is 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, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Anyone who believes a student has committed academic dishonesty should bring such information to the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific

course should be brought to the attention of the appropriate department head or chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent. (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)

Update with new statement:

UMass Amherst is strongly committed to academic integrity, which is defined as completing all academic work without cheating, lying, stealing, or receiving unauthorized assistance from any other person, or using any source of information not appropriately authorized or attributed. As a community, we hold each other accountable and support each other's knowledge and understanding of academic integrity. Academic dishonesty is prohibited in all programs of the University and includes but is not limited to: Cheating, fabrication, plagiarism, lying, and facilitating dishonesty, via analogue and digital means. Sanctions may be imposed on any student who has committed or participated in an academic integrity infraction. Any person who has reason to believe that a student has committed an academic integrity infraction should bring such information to the attention of the appropriate course instructor as soon as possible. All students at the University of Massachusetts Amherst have read and acknowledged the Commitment to Academic Integrity and are knowingly responsible for completing all work with integrity and in accordance with the policy:

University Academic Honesty Policy

It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner by graduate students. The Elaine Marieb College of Nursing abides by the University Academic Honesty Policy (<https://www.umass.edu/honesty/>). A student identified by an instructor, or another student as having committed a breach of the academic honesty regulations has the right to appeal

before any penalty can be imposed. Do not share papers or other work done in previous classes with other students in your program, as this is a violation of the academic honesty code. Students are required to follow the guidelines of the American Psychological Association Publication Manual 7th edition guidelines for citation of works in their assignments. Appeals must be filed within ten days of notification by the instructor who suspects dishonesty. Information on the appeal process can be found in the Academic Honesty Policy or requested from the Ombuds Office, where appeals are filed.

The American Nurses Association Code of Ethics

The College of Nursing abides by and adheres to the **Code of Ethics for Nurses** and the ANA Nursing Standards, which are set forth by the American Nurses Association as it relates to the professional conduct of nurses. The full code and interpretative statements can be viewed, read, and purchased at: <https://codeofethics.ana.org/home>

The Code of Ethics for Nurses with Interpretive Statements (The Code) was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession.

Provisions of the Code of Ethics

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
3. The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of care.
4. Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness and provide optimal care.
5. The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing authenticity of self at work, and self-respect through integrity and professional competence. .
6. Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
7. Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health and social concerns.

8. Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
9. Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
10. Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Source: American Nurses Association. (2025). Code of ethics for nurses with interpretative statements. Silver Spring, MD: Author. Retrieved from <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Guidelines for Conduct in Clinical Settings

It is expected that each student will understand and act in accordance with the mission, vision, and goals of the Elaine Marieb College of Nursing, The Code of Nursing Ethics as promulgated by the American Nurses Association, and the Academic Honesty Policy of the University. Failure to do so will constitute cause for dismissal regardless of academic standing. Please see previous section on professional conduct. Confidentiality (HIPAA) of information related to clinical experiences and the anonymity of patients and families are to be preserved. Professional accountability and responsibility include timely attendance at all scheduled clinical experiences, being adequately prepared for the respective experiences, and always maintaining safety in clinical practice. It is imperative that each student communicate respectfully in collaboration with the health care team and patients.

Clothes and lab coats must be neat and clean. Students must wear their UMass Student Name tag and abide by the dress code at their assigned clinical agencies.

Preparing For Your Clinical Practicum

Practicum Placement

All graduate students are required to work with our clinical placement staff to secure their practicum placements and preceptors in quality health care agencies or practices.

The Psych/Certificate, MS and DNP programs are online programs with students located in communities throughout the United States. The Elaine Marieb College of Nursing clinical placement coordinator will be able to give assistance with placements. Program directors

must approve all preceptors before a student can begin a practicum experience. Preceptors should hold advanced degrees in nursing, public health, medicine, or a related field. Preceptors and agencies should be selected based upon their suitability with the course objectives and practicum focus areas.

You should start negotiating for a preceptor at least 6 months before you begin a practicum. Negotiating several semesters ahead or an entire year in advance may be necessary to ensure placement in a busy medical practice that may provide spots to students from multiple institutions. You must be licensed in the state in which your practicum is being completed.

Online Practicum Requirements for Nurse Practitioners

The University of Massachusetts Amherst (“UMA”) the Elaine Marieb College of Nursing that leads to professional licensure in the State of Massachusetts and may allow graduates to be eligible for licensure in other states.

This program also meets professional licensure requirements for the below states of:

Alaska; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; North Carolina; North Dakota; Ohio; Oklahoma; Pennsylvania; Rhode Island; South Carolina; South Dakota; Tennessee; Texas; Utah; Vermont; Virginia; West Virginia; Wisconsin; and Wyoming.

Curriculum Does NOT Meet Current Educational Requirements for Licensure or Certification for the Following States:

Alabama, Minnesota, New York, Oregon, and Washington

Additional Information: Most states require specialty certification for licensure as an advanced practice nurse/nurse practitioner. Although EMCON curriculum meets the state education requirements for most states with the exception of Alabama, Minnesota, New York, Oregon, and or Washington it is important to check with your state board of nursing for any additional licensure requirements. State-by-state nursing licensure requirements may be viewed here. (<https://www.ncsbn.org/nursing-regulation/education/board-of-nursing-professional-licensure-requirements.page>)

Health Clearance Requirements

Before beginning a graduate clinical practicum, course students must have completed the submission of all required health records and certifications through CastleBranch at least 8 weeks prior to the clinical course start date. You will set up your student records account during orientation or via emailed instructions provided by your program.

Instructions for submitting health records are included in Appendix A.

Please note: Students will not be allowed to begin a practicum course until all required items have been submitted and the College has approved the practicum site and preceptor!

* Please be aware that state and local regulations have limited the states where you may participate in a clinical practicum associated with the Elaine Marieb College of Nursing. If you are moving after having been admitted to the program, **notify us immediately**, so that we may advise you of your options.

You are not guaranteed to be able to complete a clinical practicum in non-covered states if you move after being accepted into the program or if regulations in your state change.

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

Typhon

Typhon is the web-based application that you will be using with your preceptor to track your practicum experiences. After the College of Nursing receives your "Student Preceptor Form," both you and your preceptor will each be assigned a unique login ID and password to access Typhon. **(DO NOT SHARE YOUR ID AND PASSWORD)**

There are tutorials within the system that will explain how to use Typhon. Like all computer programs, there may be issues at times. Please email Dorian Pariseau dpariseau@umass.edu with any questions or concerns.

EXXAT

Students who entered their practicum Fall 2025 and prior will continue to use CastleBranch/Typhon and students who enter their practicum starting in Spring 2026 will be using Exxat. Exxat will be your health compliance, background check, clinical scheduling, and to use to track your practicum experiences.

Dorian Pariseau dpariseau@umass.edu, is your UMass support person for CastleBranch and Exxat.

Dorian Pariseau will load your information once you are admitted into the program and then initiate your welcome email into Exxat. You will complete your profiles by reading through your attestations, uploading your immunization, and finalizing your preclinical requirements. You then utilize the Exxat system to find sites, communicate with your preceptor, instructors, and placement coordinator.

General Information Regarding Practicum and Assignment

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

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

VII Description of Graduate Programs

A. Graduate Certificates

I. Graduate Certificate in Nursing Education (GCNE)

The Graduate Certificate in Nursing Education (GCNE) is designed to provide education in teaching and curriculum for registered nurses. To earn the GCNE, students with at least a bachelor's degree take four courses (12 credits) from the Elaine Marieb College of Nursing.

The GCNE is designed for four student populations. First, students in our Master of Science, Doctor of Nursing Practice (DNP), and PhD programs may elect to complete the GCNE in addition to the requirements of their programs. A second overlapping group is teaching assistants who may want to enhance their teaching skills. A third group of potential students are faculty who teach nursing in programs across the Commonwealth of Massachusetts who have advanced degrees but no formal education in teaching strategies. Finally, a fourth group of potential students include nurses who work as educators in clinical settings. Many of these nurses have bachelor's degrees and lack training in educational strategies. Individuals who complete the GCNE program and have a master's or doctoral degree in nursing qualify to take the [National League of Nursing \(NLN\) Certification for Nurse Educators](https://www.nln.org/certification/Certification-for-Nurse-Educators/cne) National League of Nursing (NLN) Certification for Nurse Educators.

<https://www.nln.org/certification/Certification-for-Nurse-Educators/cne>

Program Goals

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

The GCNE consists of a flexible four-course (12-credit) program of study focused on teaching curricular knowledge and pedagogical skills needed to teach nursing. These courses will be offered in asynchronous online classes and a final practicum in staff development and

education, which may be in a clinical setting, face-to-face class, online class, clinical lab, or in a health care setting. School of Education electives may be online, face-to-face, or blended classes.

The GCNE consists of four total courses, with three core nursing courses, and a final teaching practicum. In the practicum, students will apply their nursing and pedagogical skills to working with nursing students in the classroom, online, and in clinical settings or in health care facilities in education and staff development.

Students in the PhD or the DNP programs may choose to add on this concentration. Students interested in adding this option should speak to their program advisor and complete the Track Change Request Form: [Track change request form](#) following discussion with the program advisor will be prompted to complete the GCNE online application (see registration section below).

Required Courses

N560 Simulation for Healthcare Education

Critique theories associated with simulation, communication, and evaluation of student outcomes. Reviews care of simulation equipment and software and how to create and facilitate simulations culminating with a developed simulation.

N641 Curriculum Development and Evaluation Process in Nursing

Focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation, and related processes in nursing education.

N642 Teaching in Nursing

Focuses on the dynamic, creative process of teaching and learning clinical nursing in preparation for competent, reflective nursing practice. Philosophies, theories, methodologies, and trends relevant to nursing education are included.

N698T Teaching Practicum in Nursing (Pre-requisites: N642 and N641)

This course provides the framework, mentorship, and coaching for graduate students to develop skills in teaching in the classroom, in clinical settings, and in an online environment.

Clinical and Teaching Practicum Information

N698T is a practicum course. Three credits are allocated to this course for supervised teaching (which translates into 168 contact hours). This course consists of practicum experiences that include precepted education of nursing students in the classroom, online, clinical, and/or simulation/lab environment. There is also a direct care component that consists of approximately 35 hours of client education in the direct care patient environment. Students will participate in about twelve hours of supervised teaching activities in a selected teaching/learning situation each week plus direct care education experience over the course of the semester in addition to online discussion of cases and progress. Some of this time will be spent in preparation for the teaching/learning activities, some will be spent observing faculty teaching, and some will be spent teaching. Students will document their practicum hours and activities in Typhon.

Students will spend 6 or more weeks in one of the following education and direct care environments:

Nursing Student Education Setting

- classroom (live and/or simulation)
- clinical (live and/or videoconferencing)
- simulation/skills lab
- online (synchronous and/or asynchronous)

Direct Care Learning Environment: Patient or Patient Population Setting

- health care facility
- community health setting
- community health outreach

Time in the learning environment may vary somewhat, but, generally, classroom time also equates to preparation time. Students should prepare for the class whether actively teaching or observing by making sure they review the material prior to class and make notes about important points. For every hour in the learning environment, there are three hours of preparation. For example, a three-credit course equals three hours of class time plus nine hours of prep time, for a total of 12 hours per week.

Students will be assisted in identifying potential preceptors and sites for completing teaching practicum hours. The preceptor must have at least a master's degree in nursing and at least two years of experience. The preceptor must agree to work with the student to complete all the required hours for the practicum and submit a mid-term and final evaluation to the

course faculty **The Elaine Marieb College of Nursing requires a signed preceptor/faculty/student agreement and the preceptor's résumé/CV and contact information before contact hours can begin.** Students who have clinical practicums will need to upload required health and other records into Castle Branch. The course faculty will maintain regular contact with the preceptor and solicit feedback to evaluate the student's attainment of course objectives. The course faculty will assign the final grade for the course.

Registration

- a. Matriculated students do not need to fill out a non-degree application, but they do need to complete an application for the Certificate in Nursing Education <https://www.umass.edu/nursing/academics/nursing-education-graduate-certificate/admission>
- b. Non-matriculated students will need to complete a non-Degree application (<https://www.umass.edu/uww/resources/how-to-enroll-as-a-non-degree-student>) in addition to the application for the Certificate in Nursing Education. Their student file will be housed at EMCON.

While the College will monitor students' progress, students are responsible for keeping track of their completion of required coursework. Students may submit a [Certificate eligibility form](#) at any time during their graduate career.

For non-degree students, the College will monitor progress and inform the Graduate School when students have completed the sequence of courses. Non-matriculated students will be acknowledged in the Commencement Program under "Certificate Programs."

Nursing Education Certificate Program Office:

University of Massachusetts Amherst Elaine Marieb College of Nursing

032 Skinner Hall

Amherst, MA 01003-9304

Dorian Pariseau Program Assistant

dpariseau@umass.edu

II. Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Master's Certificate

The Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Master's Certificate prepares nurses to obtain psychiatric mental health nurse practitioner certification. This accelerated online program is designed for nurses who have completed a master's degree and who wish to expand their scope of practice to include the care of individuals, families, and groups with psychiatric and mental health needs. Preference is given to nurses with experience in psychiatric mental health nursing.

This certificate will prepare students to:

- Address the biological, psychological, social, and spiritual elements of mental health care
- Apply for the [American Nurses Credentialing Center](#) (ANCC) Psychiatric-Mental Health Nurse Practitioner board certification examination or the American Association of Nurse [Practitioners](#) (AANP) certification.
- Work in a variety of inpatient and outpatient settings

Objectives of the PMHNP Post-Master's Certificate

- a. Provide the instructional foundation for students to obtain professional certification as a Psychiatric Mental Health Nurse Practitioner
- b. Develop appropriate clinical inferences based on a solid background in the sciences for the prevention of illness and the promotion of physical and mental health.
- c. Effectively evaluate the efficacy of drug therapies on the physical and mental health of patients and consider non-drug integrative therapies to promote health.
- d. Assess, diagnose, and treat common psychiatric and mental health disorders across the lifespan.
- e. Engage in inter- and intra-disciplinary collaboration and consultation in care of individuals, groups, and families.
- f. Synthesize and translate evidence-based practices from nursing and other disciplines to manage complex psychiatric and mental health conditions.
- g. Analyze social problems, health care policies and practices which affect the delivery of psychiatric mental health care.

Required Courses

Applicants to the certificate program will have a full review of prior coursework to determine credits and hours needed to qualify for board certification examination and fulfill EMCON requirements. Individual plans of study will reflect students' completed coursework in the

College’s PMHNP DNP program. Students must follow the same procedure for clinical placements as the DNP students. See DNP-PMHNP course descriptions page 66.

This program requires that the 3P’s (Patho, Pharm, Physical Assessment) be completed in the last 10 years. Applicants will need to provide official transcripts and possibly course descriptions indicating this. If you need to complete them again, you can do so with us as part of your program.

A GAP Analysis will be completed by the College of Nursing as part of the admission process and will document what you need for certification.

The Elaine Marieb College of Nursing does not provide clinical placements for you, however we do have support in place should you need assistance. It is highly recommended that you have clinical placements sought out before applying to the program.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Courses

Code	Course Title	Credits
N580	Integrative Therapies	2
N703	Pharmacotherapy Management	3
N643	Assessment and Diagnosis of Psychiatric and Mental Health Disorders	3
N707	Neuro-psychopharmacology	3
N612	Advanced Psychiatric Mental Health Nursing with Children & Adolescents	3
N622	Advanced Psychiatric Mental Health Nursing with Adults & Older Adults	3
N721	Advanced Psychotherapy Modalities with Individuals, Groups, and Families	2
N722	Psychiatric Mental Health Complex Health Problems	2
N698 & N798	Clinical practica (total credits concurrent with didactic courses 612, 622, 721 & 722)	10
N898D	Final Residency (to be determined by transcript review if needed)	2

Applicants who hold master’s degrees and are NOT practicing NP’s will be reviewed *and in addition to the above course requirements* will need to take:

N725 Leadership in Public Health Systems – 3 cr.

N703 Pharmacotherapy Management – 3 cr

Completion of Certificate:

Once all course work is completed (or you are in your final semester), students will be expected to apply for the Certificate with the Graduate School at the University of Massachusetts/Amherst and follow the deadline provided to receive the Certificate. Deadlines are April 1st to receive a May Certificate, and December 15th for a February Certificate. The Certificate application form can be found at the Graduate School's website at:

<https://www.umass.edu/graduate/policies/certificate-program-guidelines>

Psych/Mental Health Nurse Practitioner Certificate Program Office:

University of Massachusetts Amherst Elaine Marieb College of Nursing

032 Skinner Hall

Amherst, MA 01003-9304

Karen Ayotte, Program Specialist

kayotte@umass.edu

B. Master of Science Program

The Master of Science program at UMASS Amherst Elaine Marieb College of Nursing is a distance accessible program offered through predominantly asynchronous delivery methods. All coursework is offered through University Without Walls (UWW)/Online Education: <https://www.umass.edu/uww/>.

I. Nursing Studies concentration (MSNS): 30 credits

Objectives of the Master of Science Nursing Studies (MSNS) concentration

- a. Apply advanced knowledge and core competencies to the development and evaluation of nursing care for diverse individuals or populations.
- b. Integrate and understand how nursing theory impacts nursing practice and the delivery of healthcare.
- c. Interpret and critically analyze research and its application to nursing practice and evidence-based practice.

Course Requirements

The Nursing Studies Concentration in the master's program consists of 30 credits, including the seven core courses in our Master of Science curriculum list:

Code	Course Title	Credits
N603	Theoretical Components of Nursing Practice	3
N604	Introduction to Statistics for Health Research	3
N615	Advanced Pathophysiology	3
N614	Advanced Health Assessment	3
N619	Advanced Pharmacology	3
N630	Research Methodology in Nursing	3
Total Core Courses		18
(can be additional courses in Nursing) Total Electives		12
TOTAL CREDITS:		30

MSNS Course Descriptions

N603 Theoretical Components of Nursing Practice- 3 credits

Students will examine and evaluate the components and functions of theory by exploring the role of different types of theory in a practice discipline.

N604 Introduction to Statistics for Health Research- 3 credits

This course focuses on introductory statistical techniques frequently used in health sciences research, use of analytic software and database creation and management.

N615 Advanced Pathophysiology- 3 credits

Concepts and theories related to disorders of physiological processes which result in health alterations in the child and the adult. Alterations in normal body functions leading to disease and discomfort of the individual presented within an organizing framework. Clinical

inferences from concepts and theories of pathophysiology and pharmacology presented in relation to clinical nursing practice in primary care.

N614 Advanced Health Assessment- 3 credits

Classroom and laboratory practice and case-based approaches to health assessment and differential diagnosis of common health problems for diverse groups provide the context for advanced health assessment and clinical reasoning.

N619 Advanced Pharmacology- 3 credits

This course reviews in depth the principles of pharmacology for classes of drugs commonly used in various health care practices. The most pertinent drug classes for nursing practice are included in this course.

N630 Research Methodology in Nursing- 3 credits

Relationship between research and theory development and clinical practice in nursing. Includes research design, methods of data collection, and a variety of analytical procedures for interpreting results.

Electives

In addition to the core courses, the following electives courses are needed: 12 additional credits, at least three of which must be from the Elaine Marieb College of Nursing. The remaining nine credits must meet the conditions for graduate credit as outlined in the Graduate Bulletin.

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

II. Nursing Education concentration (MSNE): 32 credits

The Master of Science in Nursing Education prepares students to educate nursing students and health care professionals in the classroom, clinical, and online learning environment for the overall enhancement of nursing practice and health care delivery. The program fulfills the knowledge and competencies specified by the American Association of Colleges of Nursing

(AACN) for master’s education and for the specific master’s in nursing education role and readies graduates to take the National League for Nursing certification examinations.

Objectives of the Master of Science Nursing Education concentration

This program will prepare students to:

- a. Develop a grounding in pedagogical theories.
- b. Evaluate nursing curriculum using accreditation guidelines.
- c. Consider quality measures in nursing education in developing and evaluating nursing curriculum.
- d. Use creative teaching methods to enhance pedagogy.
- e. Reflect on their own teaching style as a means of incorporating new teaching strategies.
- f. Train nurses for education roles in colleges, universities, and clinical settings
- g. Develop an area of advanced clinical expertise for further development of the nurse educator role.

Course Requirements

The Nursing Education concentration in the master’s program consists of 32 credits, including N621 Advanced Direct Care and Clinical Reasoning for Nurse Educators, a direct care clinical practicum in which the student will develop an area of advanced expertise in nursing practice, and N698T Practicum: Teaching in Nursing

MSNE Required Courses, and Course Sequence

Summer Year 1	Fall Year 1	Spring Year 1
N604 Intro to Stats for Health Research – 3 cr.	N603 Theoretical Components of Nursing Science – 3 cr. N615 Advanced Pathophysiology – 3 cr.	N630 Nursing Research – 3 cr. N560 Simulation in Healthcare – 3 cr.
Summer Year 2	Fall Year 2	Spring Year 2
*N621 Advanced Direct Care and Clinical Reasoning for Nurse Educators – 2 cr. N614 Advanced Health Assessment – 3 cr.	N642 Teaching in Nursing – 3 cr. N619 Advanced Pharmacology – 3 cr.	N641 Curriculum Development – 3 cr. *N698T Practicum: Teaching in Nursing 3 cr.

MSNE Course Descriptions

N603 Theoretical Components of Nursing Practice- 3 credits

Students will examine and evaluate the components and functions of theory by exploring the role of different types of theory in a practice discipline.

N604 Introduction to Statistics for Health Research- 3 credits

This course focuses on introductory statistical techniques frequently used in health sciences research, use of analytic software and database creation and management.

N560 Simulation for Healthcare Education- 3 credits

Critique theories associated with simulation, communication, and evaluation of student outcomes. Reviews care of simulation equipment and software and how to create and facilitate simulations culminating with a developed simulation.

N615 Advanced Pathophysiology- 3 credits

Concepts and theories related to disorders of physiological processes which result in health alterations in the child and the adult. Alterations in normal body functions leading to disease and discomfort of the individual presented within an organizing framework. Clinical inferences from concepts and theories of pathophysiology and pharmacology presented in relation to clinical nursing practice in primary care.

N614 Advanced Health Assessment- 3 credits

Classroom and laboratory practice and case-based approaches to health assessment and differential diagnosis of common health problems for diverse groups provide the context for advanced health assessment and clinical reasoning.

N619 Advanced Pharmacology- 3 credits

This course reviews in depth the principles of pharmacology for classes of drugs commonly used in various health care practices. The most pertinent drug classes for nursing practice are included in this course.

N621 Clinical Practicum for Advanced Direct Care and Clinical Reasoning for Nurse Educators- 2 credits

This supervised clinical practicum affords graduate students the opportunity to practice direct nursing care of diverse clients with varied needs in an identified area of nursing practice at an advanced level while collaborating with an interprofessional team.

N641 Curriculum Development and Evaluation Process in Nursing- 3 credits

This course focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation, and related processes in nursing education.

N642 Teaching in Nursing- 3 credits

Focuses on the dynamic, creative process of teaching and learning clinical nursing in preparation for competent, reflective nursing practice. Philosophies, theories, methodologies, and trends relevant to nursing education included.

N698T Teaching Practicum in Nursing (Pre-requisites: N642 and N641)

This course provides the framework, mentorship, and coaching for graduate students to develop skills in teaching in the classroom, in clinical settings, and in an online environment.

Clinical and Teaching Practicum Information

Students have two practicums as part of their plan of study in the MSNE program. The first, N621 Clinical Practicum for Advanced Direct Care and Clinical Reasoning for Nurse Educators, is a direct care practicum in which students will develop an area of nursing expertise in a direct patient care setting. This is a two-credit clinical practicum course, which translates to 112 contact hours (at a one-credit-hour to four-clinical-hour ratio). These direct care clinical contact hours are allocated for supervised practice in selected clinical facilities or community agencies. Placement will be arranged through negotiation with clinical preceptors, agencies, and the Elaine Marieb College of Nursing.

Direct Care Learning Environment: Patient or Patient Population Setting

Examples:

- Health care facility/primary care setting
- Community/public health setting or outreach site
- Psychiatric-mental health setting
- OB/GYN or other specialty site
- Acute or chronic medical-surgical or long-term care/rehabilitation setting

The student will be assigned to a qualified preceptor who will guide the student in meeting course objectives. The course faculty will collaborate with the preceptor throughout the

clinical practicum and will be responsible for evaluating the student's performance and progress. Students will record their clinical hours in Typhon.

Practicum Focus

The AACN [Core Competencies for Professional Nurse Education](#) emphasize practicum experience at the master's degree level in the direct care role as a critical component in nursing educator training to advance the knowledge and expertise of students in a clinical area of practice. "Direct care" is defined as "nursing care provided to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes."

In N621, students will master clinical reasoning and nursing at the advanced graduate level. Depending on the plan of study, the practicum will run concurrently or sequentially with N614 Advanced Health Assessment, aligning with the didactic and theoretical material covered in the latter course. Students will hone baccalaureate level skills in health and physical assessment while advancing to higher level clinical reasoning skills and applying those skills within an identified clinical area of practice to build graduate level expertise in that area. Focus will be on analysis of patients/clients within the practice setting and application of evidence for best practice outcomes in developing and actualizing a treatment plan and patient education in collaboration with a preceptor and healthcare team.

Student Requirements for Nursing Education Practicum Sites and Preceptor Selection:

This practicum N621 will provide the opportunity for students to develop graduate level expertise in a specific area of nursing practice. All students must complete all pre-practicum requirements, including uploading documentation to the online credentialing platform (Castle Branch) before beginning clinical contact hours. See current graduate student handbook for specifics of requirements for entry to a clinical practicum site.

Students will engage in a search for their preceptors with the help of faculty. Acceptable qualified preceptors include master's prepared nurses working directly with patients, Clinical Nurse Leaders (CNL), Clinical Nurse Specialists (CNS), Nurse Practitioners, Nurse Midwives (CNMs), or MDs. Students may follow preceptors in hospitals, clinics, private practice settings and/or community settings. Students may choose settings such as acute or chronic care, long term care or rehabilitation, palliative care, psychiatric-mental health, public health primary care that match our faculty members' areas of expertise and practice.

A student may choose to have two preceptors, if having two preceptors' aids in achieving course requirements. Preceptors must have at least one year or greater experience in their field of expertise. Pre-approval by the practicum faculty or MS Director of all preceptors is required. Site visits for some local/regional students and online virtual or phone conference

calls for all local/regional students and online virtual or phone conference calls for all local, regional, and distance preceptors will be completed during the practicum. The clinical practicum faculty of record for the course has responsibility for overall evaluation of all students and will rely, in part, on preceptors' evaluations of students and students' self-evaluations.

Students will arrange to complete hours as per preceptor/student schedules but should plan for about 8 hours per week so that contact hours can be completed by the end of the course. Each student will download the course syllabi (Both N614 and N621), the preceptor/faculty/student agreement, the preceptor handbook including preceptor orientation materials and all evaluation forms available in the Graduate Preceptor Handbook and Graduate Student Handbook and deliver to the preceptor on/before the initial contract meeting. The College of Nursing needs a signed preceptor/faculty/student agreement, preceptor's resume/CV and contact information sent to the College of Nursing before contact hours can begin to be included in your student file and our preceptor directory.

Students will enroll in Typhon at the beginning of the program and document their clinical hours for N621 in the Typhon Software. They will continue to document their teaching hours in Typhon when they take their teaching practicum course, N698T and will develop a teaching portfolio.

Master's Degree Program Office

University of Massachusetts Amherst Elaine Marieb College of Nursing

032 Skinner Hall

Amherst, MA 01003-9304

Dorian Pariseau, Program Assistant

dpariseau@umass.edu

III. Clinical Nurse Leader concentration (CNL): 32 Credits

The Clinical Nurse Leader (CNL) concentration strengthens health care delivery by teaching the advanced knowledge and skills needed to provide comprehensive, across-the-life-span nursing services to individuals, families, and groups. Teaching, inquiry, and outreach prepare professional nurses to think critically and reflectively, prepare to serve a culturally diverse population, and manage care autonomously while holistically assessing and treating both health care needs and human responses to illness. This concentration also promotes social accountability; students are educated and encouraged to work for reform in the healthcare

system at the community, regional and national levels. The Commission on Collegiate Nursing Education (CCNE), a national nursing education accrediting body, accredits this concentration.

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

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

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

Objectives of the Master of Science Clinical Nurse Leader Program

This program will prepare students to:

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

Course Requirements

The Master’s CNL concentration requires completion of 32 credit hours of course work and selected courses include practicum/project hours. The curriculum consists of 24 didactic credit hours and 8 practicum credit hours.

CNL Courses

Code	Course Title	Credits
N735	Informatics for Nursing Practice	3
N630	Research Methodology in Nursing	3
N540	Epidemiology for Clinicians	3
N615	Advanced Pathophysiology	3
N619	Advanced Pharmacology	3
N614	Advanced Health Assessment and Clinical Reasoning	3
N725	Leadership of Public Health Systems	3
N701	Healthcare Quality	3
*N698N	Clinical Practicum: Clinical Nurse Leader (112 contact hours)	2
*N798N	Practicum: Clinical Nurse Leader (336 contact hours)	6
	TOTAL CREDITS	32

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

Sequence of Coursework through the Master’s CNL Concentration

Students enrolled in the Master’s CNL concentration must progress through coursework as specified in their individualized Plans of Study. Students need to take informatics, theory, research, and epidemiology before or concurrent with the launch of care core courses. In terms of the sequence of the care core courses: students must take **N615 Advanced Pathophysiology** and **N619 Advanced Pharmacology** before they progress to **N614 Advanced Health Assessment**. Students are expected to apply content learned from the previous two courses throughout the didactic course N614.

All courses in the MS CNL concentration must be successfully completed before the student is allowed to enter their final clinical year of the program. The final clinical courses, N698N (2 cr., 112 contact hours) and N798N (6 cr., 336 contact hours) for a total of 448 hours for students to be able to design and then implement a microsystem level Capstone Project.

CNL Capstone project

Students will identify a practice-focused quality improvement project (all N698N) and will actualize and evaluate the project (spring N798N) either on their units or within a setting of their choice once negotiated. These will be negotiated and designed by the faculty of record for the courses and the students individually.

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

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

In the N698N and N798N CNL Practicum courses, the capstone project is designed (in N698N) and then actualized at the micro-system level in N798N.

Goals and objectives for N698N and N798N:

- a. Identify and collect appropriate evidence and data supporting a previously identified clinical issue important to your setting.
- b. Conduct a trend analysis of the data, appropriate for this issue.
- c. Analyze sentinel events related to the identified clinical issue.

Key areas for success

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

Clinical Requirements

CNL students are to follow the guidelines for College of Nursing students as outlined in this book. All students must complete the requirements of CastleBranch as a pre-requisite to beginning a clinical practicum.

Faculty Advisors

All College of Nursing faculty members who have graduate faculty status are potential advisors for master's students. Students will be assigned an advisor upon admission. Graduate students are expected to meet at least once per semester with their advisor to outline their plan of study and discuss academic progress.

Clinical Nurse Leader Program Office

University of Massachusetts Amherst Elaine Marieb College of Nursing

032 Skinner Hall

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Dorian Pariseau, Program Assistant

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IV Public Health concentration (33 credits)

Objective of the Master of Science Public Health degree (MS-PH)

This master's degree will enable students to apply clinical nursing expertise and population health skills in federal, state and local Public Health and Community Health agencies, Visiting Nurse and Homecare Associations, and teach public health nursing. Population based practice in nursing focuses on improving the health of the whole community whether locally, nationally, or globally, including individuals, families, and communities, with particular emphasis on underserved and marginalized populations. It involves a process of assessment, policy planning and development of holistic plans of care as well as critical thinking and interprofessional collaboration at the systems level.

Course Requirements

The Public Health concentration in the master’s program consists of 33 credits including two practicum experiences (N698G & N798LL).

Summer Year I	Fall Year I	Spring Year 1
N604 Intro to Statistics – 3 cr.	N701 Health Care Quality – 3 cr. N540 Epidemiology for Clinicians - 3 cr.	N704 Health Disparities- 3 cr. N630 Research Methodology in Nursing – 3 cr.
Summer Year 2	Fall Year 2	Spring Year 2
N725 Leadership in Health Systems – 3 cr. N651 Nursing Ethics, Health Policy, and Politics – 3 cr.	N640 Advanced Public Health Nursing I – 3 cr. N698G Practicum: Advanced Public Health Practice I– 3 cr.	N750 Advanced Public Health Nursing II – 3 cr. N798LL Practicum: Advanced Public Health Practice II– 3 cr.

Course descriptions:

N604 Introduction to Statistics for Health Research- 3 credits

This course focuses on introductory statistical techniques frequently used in health sciences research, use of analytic software and database creation and management.

N540 Epidemiology for Clinicians – 3 credits This course provides in-depth theoretical knowledge on concepts and principles of epidemiology and its application in health promotion and disease prevention. Its focus will be on key areas of epidemiology.

N640 Advanced Public Health Nursing I course - 3 credits This course is designed to provide advanced practice nurses specializing in the role of the Public Health Nurse Leader with knowledge and skills required to identify and analyze population-based public health problems as they occur in the local national, and global community. Analysis and evaluation of health problems will take place and evidenced based strategies designed to strengthen health promotion and disease prevention research, practice, education, and policy. Application of this knowledge also occurs in the concurrent clinical practicum N698G. Content and practicum focus is on conducting a Comprehensive Community Assessment and a targeted Needs Assessment. Application of this knowledge occurs in the concurrent clinical

practicum N698G. Students will engage in **250** hours (about 1 week) of practical experience to meet course objectives. This practicum is conducted in a community that the student chooses. Students will need an outside community preceptor for this course. In order to plan ahead by mid-semester students should identify a preceptor and an agency that they will affiliate with for the next practicum course, N750 offered in the spring semester.

N750 Advanced Public Health Nursing II course- 3 credits is an examination of the theories, models and process of public health program planning, with a focus on designing, implementing, monitoring, and evaluating population-based public health programs, including financial program management and effective grant writing strategies.

The final two semesters will involve specialty courses and clinical practicums (: Content and practicum focus is on conducting a Comprehensive Community Assessment and a targeted Needs Assessment. Application of this knowledge occurs in the concurrent clinical practicum N798LL. Students will engage in **250** hours of practical experience to meet course objectives. This practicum is conducted in a community that the student chooses. Students will need an outside community preceptor for this course. In order to plan ahead by mid-semester students should identify a preceptor and an agency that they will affiliate with for the next practicum course, N750 offered in the spring semester, and N798LL) in public and population health practice. These courses emphasize community engagement and collaboration including community needs assessments, practice in grant writing and the application and evaluation of evidence-based nursing practice at the public health and population level.

General Practicum Information for both courses

- The practicum setting and preceptor must be approved before starting the practicum experiences.
- The student may prefer or need more than one preceptor to fulfill identified teaching/learning goals.
- The preceptor(s) should be an expert in the field of public health practice who can assist the student in gaining access to the population of interest. Must be a master's level or higher community health professional.
- The site must provide access to and authority for expanded scope of practice (for example: temporary entry into data systems, access to staff/patients for interviews/focus groups), which will allow students to practice at the highest level
- Students will keep a log of clinical experiences, and every two weeks they will electronically enter the time and activity log into Typhon system signed by preceptor.

Nurse Midwife (51 credits)

Baystate Medical Center Midwifery Education Program and UMASS Amherst Master’s Completion Program

Baystate CNM Program (39 credits)

UMass EMCON (12 credits)

The Baystate Midwifery Education Program is a post-baccalaureate graduate-level program leading to a Certificate in Midwifery. The hybrid program is an autonomous five-semester post-baccalaureate [certificate midwifery education program](#) with the option to obtain a concurrent master’s degree remotely through the University of Massachusetts Amherst. An eight-semester part-time option is also available.

Course Requirements

The Nurse Midwife Track

Course Descriptions:

Baystate CNM Program (39 credits)

UMASS Amherst Elaine Marieb College of Nursing (12 credits)

Fall Year I	Spring Year 1	Summer Year 1
Baystate Clinical Courses Foundations in Ambulatory Midwifery (3) Primary Care (1) Advanced Health Assessment (3) Baystate Didactic Courses: Pharmacology (2) Advanced Pathophysiology 1 (1)	Baystate Clinical Courses: Advanced Ambulatory Midwifery (3) Baystate Didactic Courses: Pharmacology II (0.5) Advanced Pathophysiology II (1) Professional Issues and Community Health (2) - to be offered jointly with UMass and Baystate Midwifery Master's Courses (EMCON): N704- Health Care Disparities (3)	Baystate Clinical Courses: Intrapartum (4) Postpartum /Newborn (2) Baystate Didactic Courses: Pharm III (0.5) Master's Courses (EMCON): C (3)

Fall Year 2	Spring Year 2	
Baystate Clinical Courses: Intrapartum Complications (3) Postpartum/ Newborn Complications (1) Integration (1) Baystate Didactic Courses: Advanced Physiology/ Pathophysiology III (2) Interprofessional Education Master's Courses (EMCON): N603- Theoretical Components of Nursing Practice (3)	Baystate Clinical Courses: Integration (9) Baystate Didactic Courses: None Master's Courses (EMCON): N630- Research Methodology in Nursing (3)	No Courses

V Master of Science – Nurse Midwife Track

University of Massachusetts Amherst Elaine Marieb College of Nursing

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C. Doctor of Nursing Practice (DNP) Program

General Information

The University of Massachusetts Amherst offers the Doctor in Nursing Practice (DNP) degree to prepare advanced practice nurses at the highest level. This professional nursing preparation will include advanced coursework in leadership, research translation, and clinical knowledge and skills. This degree emphasizes the evolving nursing roles in an increasingly complex health care system, new scientific knowledge, and ongoing concerns about the quality and outcomes of patient care. Applicants to the DNP program will choose either the Family Nurse Practitioner, Public Health Nurse Leader, or Psychiatric Mental

Health Nurse Practitioner tracks. Applicants who are already Advanced Practice Nurses (APRNs) will complete the core courses of the DNP program (DNP Completion).

Objectives of the Doctor of Nursing Practice Program

This program will prepare students to:

- a. Engage in nursing practice using the advanced knowledge from nursing and related disciplines to improve health outcomes.
- b. Provide leadership and collaborate with leaders in other professions for change in systems of care.
- c. Synthesize and translate evidence from nursing and other disciplines to manage complex health problems.
- d. Supply culturally proficient care to respond to health disparities and societal needs.

DNP Core Competencies

The Elaine Marieb CON DNP utilizes the American Association of Colleges of Nursing (AACN, 2021) [*Essentials of Nursing Practice*](#). The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. These [*Essentials*](#) document outlines and defines the ten foundational domains (shown below) that represent the essence of professional nursing practice. The specialized content, as defined by specialty organizations, complements the areas of core content defined by the Essentials and constitutes the major component of DNP programs:

Domain I: Knowledge for Nursing Practice

Domain II: Person-Centered Care

Domain III: Population Health

Domain IV: Scholarship for Nursing Discipline

Domain V: Quality & Safety

Domain VI: Interprofessional Partnerships

Domain VII: Systems-based Practice

Domain VIII: Informatics and Healthcare Technologies

Domain IX: Professionalism

Domain X: Personal, Professional and Leadership Development

The College of Nursing also supplements the AACN Essentials with Essentials from the National Organization for Nurse Practitioner Faculty (NONPF, 2022) for FNP & PMHNP tracks, and the 2022 ANA Scope and Standards of Practice for Public Health Nursing (for the PHNL track). We prepare APRNs for certification through either ANCC or AANP.

Course Requirements

The DNP Program requires completion of core foundation and upper-level core courses, as well as courses in either the FNP, PMHNP, or PHNL role concentration (see sample plans of study). If a student already holds a master's APN degree, an individually tailored Plan of Study will be created based on transcript review. A post-master's student must complete a minimum of 30 semester credits to complete the DNP degree. The final scholarly requirement of the DNP program is the DNP project, which is a requirement for graduation.

Faculty Advisors

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

DNP Role Course Sequencing and Preceptor Selection

The Doctor of Nursing Practice (DNP) Program is focused on advanced nursing practice and requires a core of theoretical knowledge and a significant number of practice hours. The UMass Amherst DNP program stipulates that all students engage in practicum experiences to fulfill the hours required of a practice doctorate. Post-master's DNP students are required to document the number of practicum hours they obtained in their previous master's degree program.

Practicum Preceptor Selection

Preceptors should hold advanced (graduate) degrees in nursing or medicine. Nurse Practitioners (MS-prepared NP experts or DNP graduates) or physicians are preferred preceptors, but Physician Assistants (PAs) may be approved on a case-by-case basis. **Preceptors should have at least 1-2 years of experience in their field. A student may choose to have two preceptors, if having two preceptors' aids in achieving course requirements. Students and preceptors must be licensed in the state in which they are practicing / completing their clinicals. College of Nursing faculty instructors must approve all preceptors before a student can begin a practicum experience.**

Preceptors and agencies are selected based upon their best fit with the course objectives and practicum focus for each course. Students must submit all required practicum documents well in advance of any experiences with an agency or community preceptor. Practicum guidelines are in the Graduate Student Handbook (<https://www.umass.edu/graduate/policies/handbook>).

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

DNP Psych/Mental Health:

Preceptorship may take place with a licensed Psychiatrist and or a licensed Psychiatric NP/CNS, except for the psychotherapy rotation (summer II). PMHNP students may work with a psychotherapist during which time they may precept with be a Licensed and Independent (Psychologist (PsyD), Licensed Mental Health Counselor (LMHC) Social Worker (LICSW only- LCSW (Licensed Social Workers) not acceptable) Licensed Drug and Alcohol Counselor (LADC), Psychiatrist, and / or advanced practice psychiatric nurse (PMHNP/PMHCNS).

DNP Public Health Nurse Leader requirements:

The preceptor(s) should be an expert in the field of public health practice who can assist the student in gaining access to the population of interest. The preceptor must be a master's level or higher community health professional. The site must provide access to and authority for expanded scope of practice (for example: temporary entry into data systems, access to staff/patients for interviews/focus groups), which will allow students to practice at the highest level.

Please plan well in advance with the Graduate Clinical Placements. It often works best if a student plans for and secures an approved preceptor(s) for courses up to a year in advance. The College supports students who are looking for clinical placements. The College Clinical Placement Coordinator is available to assist with identifying sites and DNP staff can assist with establishing affiliation agreements and other clinical site requirements.

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

DNP Core Courses

All DNP students take the core courses in addition to their specialty courses (except for Post Master's DNP Completion students who do not need specialty courses).

Course #	DNP Core Course Titles	Credits
N630	Research Methodology in Nursing	3
N651	Nursing Ethics, Health Policy & Politics	3
N701	Healthcare Quality	3
N704	Health Disparities and Social Justice	3
N715	Intermediate Statistics	3
N725	Leadership in Health Systems	3
N735	Informatics for Nursing Practice	3
N742	Defining Evidence for Problems & Solutions {Capstone I}	3
N798U	Evidence Based Proposal Development {Capstone II}	3
N840	DNP Project Implementation and Monitoring {Capstone IV}	3
N898A	DNP Project Completion, Evaluation and Dissemination {Capstone V}	3
	TOTAL CREDITS:	33

*Please note: The course Nursing 798W (Capstone 3) has now been absorbed into Nursing 798U and is no longer a distinct, separate course.

N630 Research Methodology in Nursing – Examines the use of quantitative and qualitative research methods with an emphasis on analyzing clinical problems and evaluating evidence for translation into practice (3 credits)

N651 Nursing Ethics, Health Policy & Politics – This course provides students with a framework for examining political and ethical issues that influence health care. Major elements of national health policy and politics will be analyzed. (3 credits)

N701 Healthcare Quality - This course will provide an overview of the history of quality of care, with particular attention to the evolution of quality assessment, assurance, improvement, measurement, management, finance and research (3 credits)

N704 Health Disparities and Social Justice - Using group discussion, research, and community-focused assignments, students will gain knowledge regarding the historical dimensions leading to health disparities, social injustice, and concepts of marginalization, poverty, race, class, and gender. (3 credits)

N715 Intermediate Statistics: Computer Application and Analysis of Data - This course focuses on statistical techniques frequently used in health sciences research and on the use of analytic software to create, manage and analyze data on personal computers (3 credits)

N725 Leadership in Health Systems - The course focuses on leadership theory, research, development, and practical competencies of contemporary leaders of health care systems. (3 credits)

N735 Informatics for Nursing Practice - This course provides students with essential knowledge and skills to utilize information systems/technology to improve and transform healthcare systems and provide leadership within healthcare systems and/or academic settings. (3 credits)

DNP Concentration Courses - Family Nurse Practitioner (FNP) Courses

Course #	FNP concentration course Titles	Credits
N614	Advanced Health Assessment and Clinical Reasoning	3
N615	Advanced Pathophysiology	3
N619	Advanced Pharmacology	3
N670	Family Systems and Intervention	3
N643	Assessment and Diagnosis of Psychiatric and Mental Health	3
N703	Pharmacotherapy Management	3
N610	Primary Health Care of Children, Adolescents & Young Adults	3
N620	Primary Health Care of Middle Aged and Older Adults	3
N723	Sexual and Reproductive healthcare in Primary Care	3
N733	Complex Health Problems in Primary Care	3
N698 to N898D	Practicums and Role Seminars (various)	12
TOTAL CREDITS:		42

Family Nurse Practitioner (FNP) - Course Descriptions and Sequencing

Prior to beginning any specialty courses in the FNP program, students must successfully complete and pass with a B, N614 Advanced Health Assessment and Clinical Reasoning, N615 Advanced Pathophysiology, and N619 Advanced Pharmacology. Students must also have completed (or take concurrently) N703 Pharmacotherapy Management and N670 Family Systems and Interventions when enrolled in the first specialty courses in the sequence, N614 Advanced Health Assessment.

In the FNP program curriculum, there is a series of five theory courses with five concurrent practicum courses that provide content and experience in the specialty area of advanced primary care/family nurse practitioner. After completing these specialty courses, students

will engage in the Final Immersion Practicum taken during their final semester in the DNP program. All FNP students are required to take these courses unless they have a master's degree in a nurse practitioner specialty and have received some course waivers at the time of admission. These courses build upon each other and must be taken in the sequence outlined in the plan of study.

FNP Core Course Descriptions:

N614 Advanced Health Assessment and Clinical Reasoning- 3 credits

Content focus is on acquiring the knowledge and skills needed to perform comprehensive health assessments and develop enhanced capacity for clinical reasoning and laboratory test interpretation.

N615 Advanced Pathophysiology- 3 credits

This course provides the conceptual basis and specific knowledge of pathophysiology and disease recognition for children and adults as observed in the primary care setting.

N619 Advanced Pharmacology- 3 credits

This course provides an in-depth look at the principles of pharmacology for classes of drugs commonly used in various health care practices. The most pertinent drug classes for nursing practice are included in this course.

N703 Pharmacotherapy Management- 3 credits

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

N670 Family Systems and Interventions- 3 credits

Selected concepts, theories and research related to family dynamics and family coping, with an emphasis on practice strategies to support family well-being and mental health.

N643 Assessment and Diagnosis of Psychiatric and Mental Health Disorders- 3 credits

This course provides an introduction to the diagnostic processes in mental health/mental disorders using DSM 5 diagnostic criteria, ICD coding, and other mental assessment tools while considering family, community, and cultural influences.

N610 Primary Health Care of Children, Adolescents, and Young Adults- 3 credits & N698E Practicum: Primary Health Care of Children, Adolescents, and Young Adults- 3 credits (must be taken concurrently)

Content and practicum focus is on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse children, adolescents,

and young adults. Application of this knowledge occurs in the concurrent clinical practicum N698E. Students will select an agency and a preceptor in their community and engage in **184 hours** of practicum experiences to meet course objectives. The N698E UMass faculty will supervise this practicum course in conjunction with the student's approved preceptor. Students must recruit a provider who services infants through young adults either in a family practice or in a practice that specializes in the care of children and young adults. Primary care and family practice NPs and MDs or pediatric NPs or pediatricians are appropriate choices for preceptors for this semester. Students will concentrate their experiences with patients with simple acute or stable chronic health problems.

N620 Primary Health Care of Adults and Older Adults- 3 credits & N698X Practicum: Primary Health Care of Adults- 3 credits (must be taken concurrently)

Content and practicum focus is on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse adults and older adults. Application of this knowledge occurs in the concurrent clinical practicum N698X. Students will select an agency and a preceptor in their community and engage in **184 hours** of practicum experiences to meet course objectives. The N698X UMass faculty will supervise this practicum course in conjunction with the student's approved preceptor. Students must recruit a provider who adult patients either in a family practice or in a practice that specializes in the care of adults and older adults. Primary care NPs and MDs and ANPs are preferred choices for preceptors. Internal Medicine Specialists, GNPs, or Geriatricians can be appropriate choices for preceptors for this semester as approved by the faculty. Students will concentrate their experiences with patients with simple acute or stable chronic health problems.

N723 Sexual and Reproductive Healthcare in Primary Care- 3 credits & N798K Practicum: Sexual and Reproductive healthcare in Primary Care - 2 credits (must be taken concurrently)

Content and practicum focus is on building knowledge and skills beyond the provision of primary These courses are intended to provide advanced practice nurses with the knowledge and skills required to assess, diagnose, and manage patients presenting for sexual and reproductive health care in the primary care setting. Topics include the most common sexual and reproductive health promotion/maintenance issues and challenges across the life cycle. Common abnormalities in sexual and reproductive well-being that are within the scope of practice of the advanced practice nurse practitioner and conditions that require collaborative management and/or referral will be included. Application of this knowledge occurs in a concurrent clinical practicum.

These courses are included in a sequence of required clinical courses for FNP DNP students specializing in Primary Care Nursing/Nurse Practitioner Role. In their area of clinical specialization, the nurse practitioner applies expert knowledge and skills aimed at advancing

the science and practice of Primary Care Nursing. The practicum course will consist of a supervised clinical practicum experience **128** clinical practicum hours in a community-based health care agency providing sexual and reproductive health to adolescents and adults

N898D Practicum: FNP Final Direct Care residency- 2 credits

This final practicum provides an intensive immersion opportunity for students to further enhance and integrate their prior learning and to gain experience with designated DNP essentials and specialty competencies while completing the final **128** hours of clinical practicum.

Psych/Mental Health Nurse Practitioner Course Descriptions and Sequence

The DNP Post-Baccalaureate Psychiatric Mental Health Nurse Practitioner (PMHNP) role concentration prepares clinical experts in the delivery of care to the psychiatric-mental health population. They work with individuals, families, groups, and communities, assessing, diagnosing and treating individuals and families with psychiatric disorders or the potential for such disorders using their full scope of therapeutic skills.

In addition to the DNP core courses, the PMHNP students take:

Psychiatric Mental Health Nurse Practitioner (PMHNP) Courses

Code	Course Title	Credits
N614	Advanced Health Assessment and Clinical Reasoning	3
N615	Advanced Pathophysiology	3
N619	Advanced Pharmacology	3
N580	Integrative Therapies	2
N703	Pharmacotherapy Management	3
N643	Assessment and Diagnosis of Psychiatric and Mental Health Disorders	3
N707	Neuro-psychopharmacology	3
N612	Advanced Psychiatric Mental Health Nursing with Children & Adolescents	3
N622	Advanced Psychiatric Mental Health Nursing with Adults & Older Adults	3

N712	Advanced Psychotherapy Modalities with Individuals, Groups, and Families	2
N722	Psychiatric Mental Health Complex Health Problems	2
N698 to N898	Practicums & Role Seminars (various)	12
TOTAL CREDITS:		42

PMHNP Core Course Descriptions:

N614 Advanced Health Assessment and Clinical Reasoning- 3 credits

Content focus is on acquiring the knowledge and skills needed to perform comprehensive health assessments and develop enhanced capacity for clinical reasoning and laboratory test interpretation.

N615 Advanced Pathophysiology- 3 credits

This course presents the conceptual basis and specific knowledge of pathophysiology and disease recognition for children and adults as observed in the primary care setting.

N619 Advanced Pharmacology- 3 credits

This course provides an in-depth look at the principles of pharmacology for classes of drugs commonly used in various health care practices. The most pertinent drug classes for nursing practice are included in this course.

N703 Pharmacotherapy Management- 3 credits

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

N643 Assessment and Diagnosis of Psychiatric and Mental Health Disorders – 3 cr.

This course provides an introduction to the diagnostic processes in mental health/mental disorders using DSM 5 diagnostic criteria, ICD coding, and other mental assessment tools while considering family, community, and cultural influences.

N580 Integrative Therapies in Health Care

In this course students will examine integrative health therapies including the cultural contexts of health and health care, telehealth, dynamics of systems and individual change, and evidence-based analysis of therapeutic effectiveness.

N707 Neuropsychopharmacology- 3 credits

In this course students examine the pharmacological treatment of psychiatric mental health disorders and is structured to develop the student with a logical approach and treatment strategy to use when prescribing.

N612 Advanced Practice Psychiatric Mental Health Nursing with Children and Adolescents- 3 credits

Content in the psychopathology, assessment, diagnosis, and treatment of mental disorders affecting children and adolescents are presented.

N698CA Practicum: Advanced Practice Psychiatric Mental Health Nursing with Children and Adolescents- 3 credits

This course will consist of a supervised clinical practicum experience in a community-based health care agency providing advanced practice psychiatric mental health nursing care to children, adolescents, and their families, **225** clinical practicum hours.

N622 Advanced Practice Psychiatric Mental Health Nursing with Adults and Older Adults- 3 credits This course prepares psychiatric mental health nurse practitioner (PMHNP) students to achieve competencies in the assessment, diagnosis and treatment of psychiatric disorders common in adult and older adults. Content focuses on etiology and symptomatology of disorders, including common physical disorders that may be present with psychiatric symptoms. The course fosters the development of skills in assessment, problem identification and decision-making with adults and older adults.

N698AD Practicum: Advanced Practice Psychiatric Mental Health Nursing with Adults and Older Adults- 3 credits This course will consist of a supervised clinical practicum in a community-based health agency or facility providing advanced practice psychiatric mental health care to adults and older adults, **225** clinical practicum hours.

N721 Advanced Psychotherapy Modalities with Individuals, Groups and Families- 2 credits

This course provides continued student preparation in the development of advanced skills to deliver individual, group and family psychosocial therapeutics using evidence based psychosocial treatment models across the lifespan.

N798GF Practicum: Advanced Psychotherapy Modalities with Individuals, Groups and Families- 2 credits

This course consists of a supervised clinical practicum experience in a community-based inpatient or outpatient mental health care agency providing psychotherapeutic mental health care to individuals, groups, and families, **150** clinical practicum hours.

N722 Psychiatric Mental Health- Complex Health Problems- 3 credits

A refinement of advanced knowledge and skills required to deliver psychiatric mental health care to culturally diverse individuals of all ages with complex mental health and psychiatric issues.

N798X Practicum: Psychiatric Mental Health- Complex Health Problems- 2 credits

This course will consist of supervised clinical practicum experiences in a health care agency/facility providing psychiatric mental health care to individuals, **150** clinical practicum hours.

N898D PMHNP Practicum: Final Direct Care residency- 2 credits

This final practicum affords students the opportunity to complete clinical hours as needed and to learn about the professional role of the PMHNP specialty, **112** clinical practicum hours.

Public Health Nurse Leader Course Descriptions and Sequence

The Public Health Nurse Leader (DNP- PHNL) specialization prepares nurses to assume leadership positions in a variety of settings. **Critical Need for Public Health Nurse Leaders**

The Covid-19 pandemic has highlighted the urgent need for nurse leaders who are trained in population-level health assessment and intervention. The need for public health nurse leaders is expected to grow significantly in the coming decade as our society confronts the impacts of infectious diseases, natural disasters, climate change, growing concerns about health disparities and social justice issues, and an aging population with a growing number of patients with chronic and acute conditions.

In addition to the DNP core courses, PHNL students take:

Public Health Nurse Leader (PHNL) Courses

Code	Course Title	Credits
N540	Epidemiology for Clinicians	3

HPP605	Health Equity and the Foundations of Public Health	3
EHS565	Environmental Health Practices	3
HPP601	Application of Social & Behavioral Theories in Health Ed and Intervention	3
HPP612A M	Financial Management (or equivalent PH course)	3
N640	Advanced Public Health Nursing I	3
N750	Advanced Public Health Nursing II	3
N760	Contemporary Issues in Public Health Practice	3
N698G	Practicum: Advanced Public Health Nursing I	3
N798LL	Practicum: Advanced Public Health Nursing II	3
N798M	Practicum: Advanced Public Health Nursing III	3
	TOTAL CREDITS:	33

Public Health Nurse Leader (PHNL) - Role Courses and Sequencing

In the DNP/PHNL program curriculum, there is a series of 3 theory courses with 3 concurrent practicum courses that provide content and experience in the specialty area of advanced public health nursing. All PHNL students are required to take these courses unless they have a master's degree in Community or Public Health Nursing and have received some course waivers at the time of admission.

The PHNL program includes 3 practicum courses that each require 250 hours of supervised practice, for a total of 750 hours.

The three (3) theory courses in the PHNL sequence are designed to provide instruction in Advanced Public Health Nursing. In the 3 concurrent practicum courses, students implement the knowledge they acquire in the companion theory courses. These courses must be taken in sequential order, as they build upon each other.

PHNL Course Descriptions

EHS565 Environmental Health Practices (3 cr)

Concepts of control methods used by environmental health and engineering practitioners. Topics include water, wastewater, solid wastes, food sanitation, vector control, housing, and accident control measures.

HPP601 Application of Social and Behavioral Theories in Public Health Interventions (3 cr)

Methods and approaches to community health. Family, school, and community dimensions and potentials. Types and use of various methods leading to community action. Prerequisite: consent of instructor.

HPP605 Health Equity and the Foundations of Public Health (3cr)

This course introduces public health practice through a health equity lens.

HPP612AM Financial Management of Health Institutions (3 cr)

This course is designed to familiarize students with financial management theory and concepts as applied to healthcare settings.

N540 Epidemiology for Clinicians (3 cr) This course provides in-depth theoretical knowledge on concepts and principles of epidemiology and its application in health promotion and disease prevention. Its focus will be on key areas of epidemiology.

N640 Advanced Public Health Nursing I (3 cr) This course is designed to provide advanced practice nurses specializing in the role of the Public Health Nurse Leader with the knowledge and skills required to identify and analyze population-based public health problems as they occur in the local, national, and global community. Analysis and evaluation of health problems at the community and population level will occur with evidenced based strategies designed to strengthen health promotion and disease prevention, research, practice, education, and policy. Application of this knowledge also occurs in the concurrent clinical practicum N698G. Must be taken concurrently with N698G.

N750 Advanced Public Health Nursing II course (3cr) This course is an examination of the theories, models and process of public health program planning, with a focus on designing, implementing, monitoring, and evaluating population-based public health programs, including financial program management and effective grant writing strategies. Must be taken concurrently with N798LL.

N760 Contemporary Issues in Public Health Practice III (3 cr)

As the final course in the DNP Public Health Nurse Leader specialty sequence this course provides students with the opportunity to examine the complexity of current global problems in public health and explore political, cultural, ethical, and environmental considerations affecting the development and implementation of targeted public health interventions. Must be taken concurrently with N798M.

N698G Practicum: Advanced Public Health Practice I– 3 cr. 250 hours. This practicum is the first of the PHNL sequence. This supervised practicum provides students the opportunity to apply theories and models for conducting a population-focused community assessment and a targeted needs assessment and is taken concurrently with N640.

N798LL Practicum: Advanced Public Health Practice II– 3 cr. 250 hours. This is the second practicum in the PHNL sequence. This is a supervised practicum that provides students the opportunity to apply theories and models for developing, implementing, monitoring and evaluating population-focused community health intervention programs, including an emphasis on grant writing. Must be taken concurrently with N750.

N798M Practicum: Advanced Public Health Practice III – 3 cr 250 hours. This is the third and final practicum in the series of the PHNL sequence. This supervised practicum provides students an opportunity to focus experience in an area of public health at the local, national, and global population level through implementation of a previously planned intervention. Must be taken concurrently with N760.

DNP Post-Masters Completion Courses (For currently certified APNs)

The online Post-MS DNP Completion program prepares established Advanced Practice Nurses to reach the highest level of the nursing profession and to deliver expert care, innovative practice, and translate evidence-based care to the clinical setting.

Students who enter this DNP Program option must be Advanced Practice Nurses (APNs) who are **currently certified** as FNP, AGPCNP, AGACNP, ANP, PNP, GNP, ACNP, Nurse Midwife, Nurse Anesthetist, or CNS.

Code	Course Title	Credits
N540	Epidemiology for Clinicians	3
N735	Informatics for Nursing Practice	3
N715	Intermediate Biostatistics	3
N701	Healthcare Quality	3
N651	Nursing Ethics, Health Policy & Politics	3
N725	Leadership of Public Health Systems	3
N704	Health Disparities and Social Justice	3
N742	Defining Evidence for Problems & Solutions {Capstone I}	3
N798U	Evidence Based Proposal Development {Capstone II}	3
N840	DNP Project Implementation and Monitoring {Capstone IV}	3
N898A	DNP Project Completion, Evaluation and Dissemination {CapstoneV}	3
TOTAL CREDITS:		33

All DNP students - DNP Final Project Description

The DNP Project begins with the student selecting a problem arising from clinical or public health practice. Graduates of the DNP program are uniquely prepared to help bridge the

research-practice gap by appropriately developing, tailoring, implementing, and evaluating theoretically and evidence-based projects and programs and disseminating the results. Graduates are then able to deliver the intended benefit of the research evidence to the group, population, or community. The DNP project gives students a supervised opportunity to independently undertake this research translation process.

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

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

- FNP: Students who are in the FNP track work directly with their course faculty to identify a project site and project mentor in an **outpatient or primary care setting**. Acute care hospitals / units are not acceptable.
- Psychiatric Mental Health Nurse Practitioner (PMHNP): Most students complete projects in **psychiatric community sites or hospitals**.
- Post Masters: Students often complete their work in **outpatient, primary care, community or other similar settings**.
- Public Health Nurse Leader: PHNL students complete projects in a variety of public health settings. PHNL students can choose to complete their projects in **public health departments, community groups, federal agencies, faith based organizations, university health departments, homecare agencies, or similar settings**.

DNP Project Team

For the DNP Project, students will identify an appropriate project site mentor in Capstone 1 and are assigned by the DNP Director a College of Nursing faculty member to serve as project chair at the end of Capstone 2. Students are expected to work closely with their capstone course faculty, assigned faculty member/chair and project site mentor, throughout the process of completing the

DNP project. Students must send their proposal to the assigned faculty member/chair after Capstone 2 for approval. Students should anticipate the need for multiple drafts before final approval of the proposal and final DNP project report. Students must also send their completed DNP project write/evaluation up to their assigned faculty member/chair in Capstone 4 for approval prior to graduation.

Purpose of the Team: The purpose of a project team is to support the student as they design and implement the DNP project. Your project committee includes the faculty of the respective capstone course you are enrolled in for that semester, the site mentor, and an assigned faculty member/chair. The assigned faculty member/chair will be assigned by the end of the second DNP capstone course by the DNP Director. The DNP project entails collaboration among the DNP capstone course faculty, assigned committee member/chair, site mentor and student.

The student: The student is the leader of the project team. The student works closely with the capstone course faculty and assigned faculty member/chair, along with site mentor, as they identify ideas and develop, implement, and evaluate the DNP project.

DNP Project committee: The capstone course faculty member and the assigned faculty member/chair (whose interests / expertise aligns with the project topic), along with the project site mentor serve as the DNP Project committee to promote the scholarly thinking and intellectual curiosity of the student. This is accomplished through ongoing feedback to the student from capstone course faculty and the assigned faculty member/chair. The capstone course faculty member and the assigned faculty member/chair give final approval of the DNP proposal, which must be obtained **before** the project is implemented; they also provide approval of the final paper/project write up (which occurs in the final capstone course).

Project Site Mentor: A project mentor is someone who works at the project site and agrees to support the student and help to navigate the site's system. The student will be asked to identify a project mentor at the agency's site and give the name and contact information to the faculty teaching the first capstone course.

Advisor: Upon admission to the DNP program, each student is assigned an advisor. This individual is listed in Spire. The advisor is there to answer *general questions* about the DNP program. The advisor **may or may not** be involved with the student's DNP capstone project.

DNP Project Completion Process

In preparation for the DNP project, students are assigned one College of Nursing faculty member and will identify an appropriate project site mentor. Students are expected to work closely with their capstone course, faculty project chair, and project site mentor throughout

the process of completing the DNP project. Students should anticipate the need for multiple drafts before final approval of the proposal and final DNP project report.

The project site mentor should have substantive expertise in terms of the topic of the DNP work. A project site mentor with a Master or Doctoral degree is preferred, but the project site mentor may have no academic credential yet be predominant EXPERT in a certain field. As the expert in the field of the student's programmatic intervention, they may have the background necessary to help guide the DNP project, providing detailed advice regarding the progress of the work from proposal development through actualization of the project, analysis of the results, and the conclusions.

The project site mentor must approve the proposal, the work, and final write-up along with the faculty members. A project site mentor can be a nurse practitioner, physician, and/or a public health leader within the facility or community depending on the DNP track the student is in and where the project will be actualized. The designated project site mentor may be from anywhere in the world, so long as they have consented to the position on the committee and expressed a willingness to guide from a distance. The DNP Project Chair has final approval authority on the Project.

A student must receive a grade of C or above to pass the DNP Project requirement. Upon final completion and approval, the student should submit the DNP FORM, "Approval of DNP Scholarly Project" to the DNP office and their course instructor once the final approval is given.

The project culminates in the submission of a final report that summarizes the project's goals, methodology, results, and conclusions.

The final requirement also includes posting your DNP Project on ScholarWorks on the UMass Amherst Library site. Instructions are provided to the student on how to do this within the final capstone course shell. All DNP projects must be presented to a professional audience either at Scholarship Day, at the clinical site, or a professional conference.

Protection of Human Subjects

Students must complete the "Human Subjects Determination" form through the *Kuali* website. This occurs once the proposal is written and considered "ready" for this step in the project process by the course faculty. The UMass Amherst Institutional Review Board (IRB) will determine whether the project needs additional IRB review and notify the student with a memorandum of determination via email. More Information is available at:

<https://www.umass.edu/research/compliance/human-subjects-irb>

NOTE: Students may NOT begin data collection prior to receiving IRB determination.

DNP Final Project Course Descriptions

N742: Defining Evidence for Problems and Solutions- 3 credits

This course focuses on discussions and assignments regarding health intervention planning, implementation, and evaluation for the refinement and approval of the DNP Project proposal. Evaluating the evidence (literature review) and completing a gap analysis are fundamental aspects of this course. **Students need to secure a site, site mentor, identify a topic for the proposal in this course and complete a literature review of the topic of interest.**

N798U: Evidence Based Proposal Development- 3 credits

This course is the second course in the sequence of four courses for the DNP, and the first of two courses designed to concentrate students' efforts on a community of interest (COI) / organizational assessment and analysis to refine and solidify key concepts from the literature review completed in Capstone I: Nursing 742. There are 75 project hours required for this course. **This course requires obtaining a *letter of support* from the proposed project site. All students are required to submit through both site IRB review (if required by the site) and UMass IRB in this course. Data collection and project implementation should not begin until after IRB approval is obtained. Students must secure a letter of support from their site, as well as IRB approval, in order to progress to the next capstone course. A student may not progress to the next capstone course without a site, site support, IRB approval and proposal approval by the capstone faculty and the assigned faculty member/chair.**

N840: DNP Project Implementation and Monitoring- 3 credits

This course involves the actual implementation of the planned proposal. You will implement and work on your project at the designated site with your preceptor or mentor. Data collection and analysis will occur during this course. There are 100 hours of project hours required for this course.

N898A: DNP Project Completion, Evaluation and Dissemination- 3 credits

This course is the final course in the DNP Project sequence and culminates with an evaluation of the completed project. You will complete and evaluate your DNP project at the designated site with your preceptor / mentor. There are 75 hours of project hours required for this course.

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

Successful progression depends upon completing required course work, according to the student's plan of study, maintaining a minimum cumulative GPA of 3.0, and working closely

with your advisor. The advisor and student should be mindful of incomplete grades as this will inhibit progression in the DNP Program. Students whose CGPA falls below 3.0 will be in jeopardy of dismissal by the College of Nursing and the University.

D. Ph.D. in Nursing Program

General Information

The PhD program builds on previous nursing education and is designed with both post-baccalaureate (68 credits) and post-master's degree (59 credits) points of entry. Candidates with a DNP will have an individualized plan of study based on their transcript and experience.

The program consists of courses in nursing knowledge and theory development, nursing research designs and methodologies, grantsmanship and scientific writing, and cognates, a comprehensive examination, and a dissertation.

Following a 3-year community equity-directed co-creative process grounded in design justice, the PhD Program revised its vision, mission, and programmatic objectives. These revisions were approved by the EMCON Faculty Assembly in April 2022. The new curriculum was launched in Fall 2023.

Information, announcements, and other resources relevant to the PhD Program are maintained on the Nursing PhD Program intranet website:

<https://sites.google.com/view/umass-nursing-phd/home>

Objectives of the Ph.D. Program

This program will prepare students to:

VISION

The PhD program at the Elaine Marieb College of Nursing is recognized as a leader in the preparation of diverse, interdisciplinary, and collaborative research scholars and global leaders who generate, disseminate, and embody knowledge needed to transform the discipline, achieve health equity and social justice, and sustain human and planetary health.

MISSION

The PhD program at the UMass Amherst Elaine Marieb College of Nursing prepares diverse, interdisciplinary, and collaborative research scholars and global leaders capable of generating, disseminating, and embodying nursing knowledge needed to:

Provide Transformative Nursing Leadership

- Prepared to innovate and lead multidisciplinary and multi-sector collaborations in a variety of settings.
- Combine principled high-quality integrative approaches to research and scholarship with creativity and a radical imagination.
- Able to integrate philosophy, theory, history, humanities and the arts into research, scholarship, and praxis.
- Committed to lifelong learning and organizing for change.

Achieve Health Equity and Social Justice

- Active in dismantling racism and systemic oppression
- Reflexive about power and positionality, and accountable for their own actions and impacts
- Practicing inclusivity and accessibility, and growing within communities of practice

Sustain Human and Planetary Health

- Recognize and articulate the interdependence of all beings with each other and the planet.
- Nurture relationships with colleagues, communities, and the environment through acts of collective care, such as teaching and learning and mutual mentorship.
- Promote health, healing, and sustainability.

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

Ph.D. Curriculum Requirements

MS-PhD students who are matriculated in Fall 2023 or after complete 41 credits of required coursework + 18 required dissertation credits (total: 57 credits). BS-PhD students complete 1 semester of additional coursework (total: 66 credits).

EMCON PhD Program Plan of Study by Semester

Term 1	Fall, Year 1	
N790F	History & Political Economies of Philosophy of Science: Big Ideas in Nursing	3 cr
N790FR	Edge-runners in Nursing's Research, Scholarship & Innovation	3 cr
N790E	Experiential & Community-guided Approaches to Nursing's Research and Innovation	3 cr
N790A*	Introduction to Statistics (asynchronous online)	(3 cr)*
N890YX	Pre-Dissertation Community & Skills-Building Seminar 1	1 cr
TOTAL TERM 1:		10-13 credits

**Students who have not satisfactorily completed a graduate level introductory statistics course within the 3 years prior to matriculation must also enroll in N790A Introduction to Statistics*

Term 2	Spring, Year 1	
N790SP	Theory and Connections to Praxis: Putting Ideas to Work	3 cr
N790SR	Research Design I: Working with Accountability Partners to Define the Research Focus	3 cr
N790SC	Deductive Reasoning (replaces Intermediate Statistics)	3 cr
N890ZX	Pre-Dissertation Community & Skills-Building Seminar 2	1 cr
	<i>Option for additional electives including those associated with Certificate programs</i>	<i>variable</i>
TOTAL TERM 2:		10+ cr

+ Comprehensive Exam (upon completion of required coursework for Terms 1 and 2).

Completion of any additional post-baccalaureate credit requirements (for BS-to-PhD students) and successful passage of the comprehensive exam is a requirement for academic progression in the PhD program.

Term 3	Fall, Year 2	
N890FP	Leadership for Health Justice: Developing Accountable, Sustainable, Transformative Praxis	3 cr
N890FR	Research Design II: Operationalizing the Research & Project Management	3 cr
XXXX	Elective: Research Design - any department	3 cr
N890YX*	Pre-Dissertation Community & Skills-Building Seminar 1 (advanced)	1 cr
	<i>Option for additional electives including those associated with Certificate programs</i>	<i>variable</i>
TOTAL TERM 3:		9+ cr

**N890YX (advanced) strongly encouraged but not required*

Term 4	Spring, Year 2	
N890SP	Create New Futures: Policy, Pedagogy & Dissemination for Impact	3 cr
N890FC	Inductive & Complex Reasoning (previously known as "Qualitative & Mixed Methods")	3 cr
xxxx	Elective: Power, Critical Reasoning & Analysis – any department	3 cr
N890ZX*	Pre-Dissertation Community & Skills-Building Seminar 2 (advanced)	1 cr
	<i>Option for additional electives including those associated with Certificate programs</i>	<i>variable</i>
TOTAL TERM 4:		9+ cr

+ Completion of a 120-hour mentored research residency prior to approval of the dissertation prospectus

**N890ZX (advanced) strongly encouraged but not required*

Term 5 & beyond	Beyond completion of first 4 terms of coursework and with successful passage of comprehensive exam assessment	
N893A (fall) or N893B (spring)**	Dissertation Seminar	1 cr
N899	Dissertation credits (usually 5-9 credits)	variable

	<i>Option for additional electives including those associated with Certificate programs</i>	
TOTAL TERM 5+:		Variable*

****Students maintain enrollment in N893 Dissertation Seminar each semester through completion of their dissertation and defense. These credits count towards the Graduate School's dissertation credits requirement.**

6 credit minimum enrollment required by Graduate School to be coded as "full-time student" during the dissertation phase

A total of 18 Dissertation Credits are required for graduation.

Post-Masters students who are matriculated before Fall 2023 complete the following 59 credits of coursework:

Course #	Course Title	Credits
N700	History of Nursing Science and Philosophy	3
N710	Quantitative Methods in Nursing Research	3
N716	Intermediate Statistics for Health Research	3
N720	State of the Discipline of Nursing	3
N730	Qualitative Methods in Nursing Research	3
N775	Measurement in Health Research	3
N810	Advanced Nursing Research	3
N820	Emerging Nursing Theory	3
N870	Role of the Scholar and Leader	3
N897A	Special Topics in Health Research	3
	Advanced Methods Elective	3
N893A	Dissertation Seminar (Fall)	1
N893B	Dissertation Seminar (Spring)	1
N899	Dissertation	18
	TOTAL:	59

+ Comprehensive Examination

+ Mentored Research Experience (120 hours minimum)

Post Baccalaureate students must also complete additional course requirements for the Masters in Nursing Science (MSNS), including:

Course #	Course Title	Credits
N614	Advanced Health Assessment and Clinical Reasoning	3
N615	Advanced Pathophysiology	3
N619	Advanced Pharmacology	3

Note: Some courses are offered online through University Without Walls (UWW).

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

In addition to academic coursework, students must:

- Successfully pass a **2-stage Portfolio-based Comprehensive Examination** qualifying them as a PhD candidate.
- Complete a 120 hour (minimum) mentored research residency.
- Submit and orally defend a scholarly dissertation prospectus.
- Implement, write, and defend an original dissertation study.

Full-time students are required to take a minimum of two courses (6 credits) per semester and are encouraged to complete degree requirements within four (post-master) to six (post-baccalaureate) years.

Mentored Research Residency

Requirement: Each student will engage in a 120-hour mentored research residency under the supervision of one or more faculty members who are PhD-advising eligible within the Elaine Marieb College of Nursing. *A supervised residency under the supervision of a postdoctoral fellow or faculty member with an appropriate terminal degree and scholarly preparation outside of the Elaine Marieb College of Nursing may be acceptable, but this must be approved by both the student's advisor and PhD Program Director in advance.*

Timing: These residencies are typically undertaken after completion of the written comprehensive exam, and prior to submission of the dissertation prospectus. The 120 hours can be done during intersessions (winter or summer) and/or spread out across multiple semester if necessary and conducive to a good learning experience.

Contract: The student will contract with one or more approved supervisors, such as their advisor(s), to participate in a mentored research residency. This experience could involve working as a paid graduate research assistant on a faculty member's research team or conducting *pre-prospectus* work for the student's own research. It is expected that this experience will lead to scholarly products and dissemination activities such as peer-reviewed publications and presentations. A timeline for the residency with measurable goals and deliverables (such as submission of an original manuscript or approval of an IRB protocol) should be clearly outlined in the contract.

IMPORTANT NOTE: The research residency should involve application through activities such as grant- and/or study protocol writing, IRB submission, data generation and cleaning, data analysis and interpretation, dissemination and/or community-engaged research collaboration, AND must consist of more than a literature review and/or synthesis of existing knowledge from peer-reviewed

A copy of the [Mentored Research Residency contract template](#) is included in the Appendix.

Synchronous Distance Education: A blend of in-class and distance technologies are typically used in the PhD program. Most courses will involve a combination of live, synchronous learning during scheduled class hours and lecture materials/experiences that can be accessed asynchronously via Canvas or other online platforms. We've endeavored to develop a course schedule and set of supports that will meet the needs of students across diverse contexts to the best of our ability, including students navigating on-going challenges related to the global pandemic.

If you anticipate any challenges connecting to course platforms or required materials due to a lack of adequate equipment or internet issues, we encourage you to contact the PhD Program Director (r.walker@umass.edu) and/or our IT support team (itservicedesk@umass.edu) to arrange for assistance.

Faculty Advisors

All Elaine Marieb College of Nursing faculty who hold a PhD or equivalent terminal research degree, maintain active programs of scholarship including recent (within the past 3 years) peer-reviewed data-based publications and/or research grants, who have graduate faculty status *and* who have completed the Graduate School's required research mentor training for new graduate

faculty advisors are potentially eligible to serve as Dissertation Chairs and primary advisors for PhD students. If a faculty member has not previously served in a PhD Dissertation Chair role at UMass or equivalent research-intensive institution, PhD advisor status is granted upon review of qualifications and approval by the PhD Academic Matters (PhDAM) committee.

Students will be assigned an advisor whose program of research, CV, and strengths or background are congruent with the student's area of interest, strengths, and career goals. Students are also encouraged to consider other persons within the University community and beyond who may be in a position to support their scholarly growth, physical social spiritual and/or mental well-being, and/or serve as accountability partners for emancipatory and anti-racist nursing praxis. In some cases, PhD students may be assigned co-advisors, with one advisor serving in a primary role and another acting as an additional support person for the student.

The program recognizes that a PhD and/or other criteria listed above for Dissertation Committee Chairs is not the end all, be all of what constitutes "expertise" to mentor and guide scholarly development – in fact, far from it. Expertise also resides in lived experience, which may have no relationship whatsoever to a particular degree. As such, we recognize that many different types of individuals and communities may serve as vital guides and supports on the path to one's PhD (and beyond). Further, we encourage students to look outside their particular nursing program track, to engage with persons involved in the community and scholarship of other disciplines as well as other types of nursing practice preparation (DNP, MSN, AD, RN, LPN, and CNA), teaching, community organizing and activism, policy, communications, and leadership.

PhD students are encouraged to meet regularly with their advisors to outline their plan of study, discuss academic coursework, prepare for the comprehensive exam and dissertation, and co-create a plan for professional development. If a student wants to change advisors, they are encouraged to meet with the director of the PhD program to facilitate the change.

A list of current PhD advisors is maintained on the program intranet:
<https://sites.google.com/view/umass-nursing-phd/faculty-profiles>

PhD Program Office

University of Massachusetts Amherst College of Nursing
032 Skinner Hall
Amherst, MA 01003-9304
Dorian Pariseau, PhD Program Administrative Assistant
Tel: (413) 545-9753 Email: DPariseau@umass.edu

Authorship Policy

In the interests of fairness and to ensure protection of the rights and intellectual property of all parties, we encourage learners and faculty to review the following guidelines and policies on authorship and order of authorship for published material.

In general, the faculty should approach their roles with the view that material produced by learners within the scope of existing coursework (such as graded papers submitted for class assignments) is provided as part of their professorial duties and these activities do not automatically meet standard authorship guidelines. In *most* cases, publications stemming from PhD dissertations, Honors theses, and DNP final projects would be first-authored by the student who completed the work. Exceptions to this guideline should reflect best practices for authorship as outlined below.

Please review the following authorship guidance:

- a) Baerlocher, M. O., Newton, M., Gautam, T., Tomlinson, G., & Detsky, A. S. (2007). The meaning of author order in medical research. *Journal of Investigative Medicine: The Official Publication of the American Federation for Clinical Research*, 55(4), 174–180. doi:10.2310/6650.2007.06044/
- b) International Council of Medical Journal Editors. (2018). Defining the role of authors and contributors. Retrieved from <http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>
- c) Kennedy, M. S. (2015). Inappropriate authorship in nursing journals. *Nurse Author & Editor*, 25(4), 2. Retrieved from <http://naepub.com/wp-content/uploads/2015/11/NAE-2015-25-4-2-Kennedy.pdf>
- d) Nishikawa, J., Codier, E., Mark, D., & Shannon, M. (2014). Student faculty authorship: Challenges and solutions. *Nurse Author & Editor*, 24(4), 3. Retrieved from <http://naepub.com/wp-content/uploads/2015/02/NAE-2014-24-4-3-Nishikawa.pdf>

We direct advisors and students to this recent interpretation of the existing guidelines, regarding criteria for Authorship and Order of Authorship:

- a) Heim, N., & Chinn, P. (2017). Issues of authorship: Who and in what order? *Nurse Author & Editor*, 27(3), 6. Retrieved from <http://naepub.com/authorship/2017-27-3-6/>

Note: At the time a learner or faculty recognizes that material they are developing is headed towards publication, they are encouraged to put their expectations for members of the team in writing, by drafting a preliminary Authorship Agreement. Below is a sample authorship agreement. This agreement is only a template. You may modify to meet the specific needs of any given publishing project.

Sample Authorship Agreement

Working Title/Topic: _____

What is the origin of the work (check all that apply):

Class paper Dissertation Secondary analysis Grant DNP Project Thesis
 Other (specify) _____

What is the intended format? (check all that apply):

Presentation Manuscript Poster Grant other

If presentation, where will you present the research? _____

If manuscript, which journal will you target? _____

List below all anticipated authors and their order:

Order	Author name	Anticipated Contribution*	Author Initials
1 st			
2 nd			
3 rd			
4 th			
5 th			

Note: add rows as needed for additional authors.

*Examples of contribution:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work^a
- Drafting the work or substantial critical revision for intellectual content^a
- Final approval of the version to be published^a
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

(Adapted from: <https://rio.msu.edu/sample-authorship-agreement> & <http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>)

If you anticipate multiple outcomes from the same research effort (e.g., poster presentation and manuscript publication), use one template for each planned activity.

^aAll contributions from faculty refer to contributions outside of faculty role.

Portfolio-based Comprehensive Exam

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

All students in the PhD program are required to complete a portfolio-based comprehensive examination as a criterion for progression to PhD candidate status.

Submission and review of the Nursing PhD student portfolio represents our program's new PhD candidacy qualifying process for the recently-instated curriculum. This review provides the Graduate Faculty with an opportunity to acknowledge individual PhD students' progress towards curricular and programmatic objectives, while allowing for provision of formative feedback and recommendations for further scholarly development. By looking across all the portfolios submitted in a given year, faculty can also identify aspects of programmatic policies and coursework that appear to be working well, and areas where further growth and curricular revision may be warranted.

The portfolio-based comprehensive exam consists of two stages, submitted at the end of the first year and second year of PhD study, respectively. PhD students will assemble their portfolio throughout the year, according to guidelines provided by the PhD Academic Matters committee. Portfolio contents typically consist of an updated CV and annual progress report, key assignments from required coursework, and any other materials the student may elect to share. Second year portfolios include an essay prompt inviting students to reflect on growth over the first two years of PhD study.

Detailed instructions and templates outlining portfolio requirements can be found here:

<https://sites.google.com/view/umass-nursing-phd/forms-resources>

Portfolio Requirements

Required components of the portfolio are defined by the PhD program mission and curricular objectives and informed by peer-reviewed guidance on quality benchmarks for research-focused nursing doctoral programs. Reviews are conducted holistically, applying a strengths-based lens focused on identifying areas of competency and opportunities for further growth

and professional development. Students are provided with summaries of reviewer feedback following each annual review, including strengths identified, areas for further growth, and recommended resources.

Portfolio submissions should be assembled as a single PDF, according to the template provided, and submitted according to instructions circulated by the PhD Academic Matters Committee. Portfolios are typically due within 1-2 weeks of the end of spring term classes. Please follow instructions and deadlines provided by the program.

**Portfolio requirements are subject to adjustments based on recommendations by the PhD faculty.*

Portfolio Template

Please include an APA-formatted coverpage with the title “PhD Portfolio – Spring 2026” and the name of the student, year of PhD study, PhD advisor, and date.

The table of contents should be formatted according to the year of study (see below):

1st Year Students:

1. Plan of Study/Progress Report..... *Page # Start*
 - *(Does not need to be signed by adviser before submission)*

2. CV..... *Page # Start*

3. Evidence of a philosophical argument..... *Page # Start*
 - Suggested submission: final paper from N790 Histories & Philosophies of Science – Big Ideas in Nursing.
2. Review of the literature..... *Page # Start*
 - Suggested submission: Review of Literature - Detailed outline with PRISMA diagram & matrix from N790 FR Edgerunners: State of Nursing’s Scholarship, Research & Innovation
3. Individual and institutional positionality of researchers in the community..... *Page # Start*
 - Suggested submission: positionality statement from N790 FC Community-guided and Experiential Approaches to Research
1. Connecting theory with philosophy..... *Page # Start*
 - Suggested submission: final paper from Nursing 790XX Theory and Connections to Praxis: Putting Ideas to Work
2. Research Question & Specific Aims..... *Page # Start*
 - Suggested submission: Specific aims page developed in Nursing 790XX Working with Accountability Partners to Define the Research Focus
3. Fundamental understanding of concepts of statistics..... *Page # Start*
 - Suggested submission: Structured Stats Critique from Nursing 790XX Deductive Reasoning
4. Additional Question (*Optional*): How do you feel your first has gone? What supports were useful? What support do you need moving into your second year?

2nd Year Students:

1. Plan of Study/Progress Report..... *Page # Start*
 - (Does not need to be signed by adviser before submission)
2. CV..... *Page # Start*
3. Reflection Template..... *Page # Start*
4. Articulate your philosophy of leadership and corresponding plan for continuing development of leadership skills. *Page # Start*
 - Suggest submission: Nursing 890FR Leadership for Health Justice Assignment #8 (Leadership Philosophy Statement and IDP)
5. Demonstrate qualitative thinking and inductive reasoning..... *Page # Start*
 - Suggested submission: Nursing 890FR Inductive Reasoning Research Design Assignment Parts 1-4
6. Philosophy of teaching and learning..... *Page # Start*
 - Suggested submission: Nursing 890SP Create New Futures: Policy, Pedagogy, and Publishing for Impact Week 5 Assignment: Teaching Philosophy Statement
7. Implementing Research..... *Page # Start*
 - Suggested submission: Final paper from N890SR Research Design II: Designing and Implementing the Research Study
8. Public Engagement Plan..... *Page # Start*
 - Suggested submission: Nursing 890SP Create New Futures: Policy, Pedagogy, and Publishing for Impact Week 9 Assignment: Public Engagement Plan

Evaluation of the Portfolio

Portfolios are reviewed by a committee of the Graduate Faculty who are familiar with the nature and objectives of our program and coursework. PhD students are encouraged to read the Committee's feedback in its entirety and to incorporate recommendations into advising discussions.

A three-person Comprehensive Exam Committee is responsible for refining annual portfolio requirements and evaluation standards. The PhD Program Director, PhDAM Chair, and the Dean will finalize selection of committee members. The Comprehensive Exam Committee is typically composed of faculty who have recently taught the required first and second year PhD courses and

must include **at least one** faculty member who has previously participated in the generation and evaluation of the Comprehensive Exam.

According to our PhD program policies for academic progression, outcomes of the portfolio review are:

- Recommendation for continued academic progression (1st year) or PhD candidacy (2nd year) - OR
- Referral to academic counseling with the PhD Program Director

Upon successful completion and passage of the 2nd year Portfolio, PhD students may refer to themselves as “PhD candidate”.

In cases where portfolio requirements are not met during the 1st or 2nd year, outcomes of academic counseling with the PhD Program Director will be decided on a case-by-case basis in consultation with the student, advisor, and PhD Academic Matters Committee. This may include development of a structured learning contract with additional course requirements to address identified learning needs, referral to other academic programs, or recommendation against continued academic progression in the PhD program.

Doctoral Dissertation

Candidates for the degree of Doctor of Philosophy (PhD) must complete an acceptable dissertation. A successful dissertation satisfies the following criteria:

- 1) Demonstrates the candidate's intellectual competence;
- 2) Makes an original and valid contribution to nursing science; and
- 3) Is an achievement organized and led by the PhD candidate and the product of independent research

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

The second step is to approval of the dissertation proposal (also known as the "Prospectus"). The student, under the guidance of the Dissertation Chair and the other committee members will develop a research proposal. It is the responsibility of the student to organize a meeting of the Dissertation Committee including the Chair of the Dissertation Committee, the other members, and the student, to discuss the research problem before approving the dissertation proposal. At this meeting, the student will present the proposal and with the committee will discuss the research plan.

At the conclusion of the discussion, the Committee will determine the following:

- 1) Pass. The proposal is acceptable as is the student can proceed to the next step of the research process, which is usually submitting the proposal to the Institutional Review Board for the Protection of Human Subjects (IRB).
- 2) Pass with minor revisions. There is additional work on the proposal before proceeding to the IRB.
- 3) Pass with major revisions. There is substantial work that must be completed before the student can proceed. The committee will reconvene when the student has completed the additional work.
- 4) No pass. The proposal is not acceptable for a dissertation.

All members of the dissertation committee and the Graduate Program Director must approve and sign the dissertation proposal and forward it to the Dean of the Graduate School (Appendix B). The approved dissertation proposal must be submitted to the Graduate School at least seven months prior to the dissertation defense.

The actual structure of the dissertation manuscript will be decided on by the PhD Candidate and the Committee (all formats must be consistent with the requirements of the library as noted below). The following outline illustrates potential formats including the "traditional" (book-style) and several versions of a manuscript-based dissertation.

<https://sites.google.com/view/umass-nursing-phd/forms-resources> **'Traditional' or Book-style**

Format: Dissertation may be written in the chapter format (1) Introduction, 2) Background/ROL/Theoretical framework, 3) Methods, 4) Findings, 5) Discussion/Conclusions) or be constructed in the manuscript format. Other formats may be acceptable, but these two are the most common in nursing at present. Typically, the dissertation proposal is comprised of the first three chapters (1) Introduction, 2) Background/ROL/theoretical framework, 3) Methods.

Manuscript Format: The manuscript style dissertation typically is written in five chapters with the same first (Introduction) and last (Discussion/Application/Conclusions) chapters as the 5-chapter format. The other chapters consist of manuscripts that will be (or have been) submitted for publication in a peer-reviewed journal. Students are highly encouraged to consult with their advisors and Dissertation Committee members prior to submitting any manuscripts for peer review. *At least one* of the manuscripts will contain data-based results and interpretation of the dissertation study. The student and committee will determine the contents of the manuscripts. Manuscripts often include a synthesis of the literature, a methods paper, a paper on clinical, theoretical or policy implications, and others. Authorships should be determined in advance according to the suggested guidelines. It is expected that the student will serve as lead author on all manuscripts generated as part of the manuscript-style dissertation.

Other dissertation formats may be possible. The dissertation format should be discussed and approved by the Dissertation Committee and meet all Graduate School requirements.

Steps for Scheduling the Oral Prospectus & Final Defense

EMCON PhD Program Progression Milestones (required for graduation):

- **QUALIFYING EXAM:**
 - Passage of a qualifying exam (also known as “Comps” or the “written comprehensive exam”) offered after 1st year coursework
- **COURSEWORK:**
 - Completion of required coursework & electives/cognates (3 required)
- **RESEARCH RESIDENCY:**
 - Completion of the 120-hour mentored research residency & submission of signed residency contract to PhD Program Director
- **PROPOSAL:**
 - Formation of a Dissertation Committee
 - Oral Prospectus (also known as the “Proposal Defense”) wherein the PhD candidate proposes an original research study to their dissertation committee
- **DISSERTATION PHASE:**
 - Enrollment in Dissertation Seminar & Dissertation Credits (18 credits required)
- **FINAL DEFENSE:**
 - Final Oral Defense presenting outcomes of the dissertation project (also known as the “Dissertation Defense” or “Final defense”)
- **DEGREE PAPERWORK:**

- Submission of all required paperwork & documentation of degree eligibility to EMCON
- Uploading & archiving of approved Dissertation to ScholarWorks

TO FILE AN ORAL PROPOSAL (PROSPECTUS):

We advise filing your oral proposal at least one month ahead of time, to allow sufficient time for assessment of candidate eligibility and graduate faculty status

1. DISSERTATION COMMITTEE:

- a. Work with your faculty advisor to:
 - i. Confirm readiness to propose (this includes completion of all related requirements including any required core coursework, qualifying exam, and mentored research residency hours)
 - ii. Identify members of the dissertation committee (1 EMCON faculty advisor, 1 EMCON faculty, and 1 faculty from another UMass Amherst department)

2. GRADUATE FACULTY STATUS:

- a. Confirm all 3 committee members already have “Graduate Faculty Status”. If they do not, [they will have to apply for it](#).
- b. PLEASE NOTE: Approval of Graduate Faculty Status for first-time applicants now requires completion of an 8-hour in-person graduate mentoring workshop through the Graduate School. *Allow sufficient time for any faculty members who must apply for Graduate Faculty Status to achieve this requirement.*

3. SCHEDULE A DATE FOR THE ORAL PROPOSAL:

- a. Create a signature page, [formatted according to requirements for Dissertations](#), and inclusive of the following information:
 - i. Title of proposal
 - ii. Name of candidate
 - iii. Names of committee members
- b. Identify a date & time that works for all committee members for the proposal defense
 - i. Allow *at least* 90 minutes for the defense
 - ii. Usually candidates present their proposal for ~30 minutes followed by Q&A from the committee and private deliberation
- c. Determine whether the defense will take place via ZOOM or in-person or hybrid
- d. **Submit the following information to the PhD Program Director (r.walker@umass.edu) with a CC to the PhD Program Specialist (dpariseau@umass.edu).**

- i. A properly formatted electronic copy of the signature page for PhD Program Specialist to upload to DocuSign for committee to sign post-defense (the candidate should prepare this page)
 - ii. Date & time of the proposal defense
 - iii. Chair (faculty advisor) & committee members
- e. Once the Oral Proposal is completed and the proposal (including any required revisions) is approved, the Chair/faculty advisor should immediately notify the PhD Program Specialist (dpariseau@umass.edu) who will circulate the signature page for electronic signatures from the Committee and GPD

TO FILE THE FINAL DEFENSE:

Important Provisos:

- We strongly advise filing for your defense *at least* six weeks ahead of time to allow sufficient time for planning & processing
- ALL final defenses are required to be announced at least four weeks prior to the date of the defense (this policy is set by the Graduate School)
- To be eligible for May graduation, defenses must be completed & all documentation filed by the date(s) set by the Graduate School.
 - These dates vary year to year and are usually *about 2 months* before the date of graduation.
 - Since all defenses must be announced at least one month prior to the defense, this means plans for a defense often must be filed *at least 3 months ahead of the planned graduation date.*
- Please **check the Graduate School website for exact dates & deadlines:**
<https://www.umass.edu/graduate/form/doctoral-degree-checklist-requirements-graduate>

Steps for Filing for Final Defense:

1. DETERMINE READINESS TO DEFEND:
 - a. Meet with your Faculty Advisor & **Review the following Graduate School policies:**
 - i. [Checklist of Requirements to Graduate](#)
 - ii. [Checklist for Final Doctoral Oral Examination](#)
 - iii. [Doctoral Degree Eligibility Form](#)
2. SCHEDULE DEFENSE DATE:
 - a. The PhD Program Assistant needs at least 5 weeks' notice of the final dissertation defense. (Dissertation title, day, date, time, room) The Graduate School's requirement of defense announcement is 1 month prior.
 - i. If there is any doubt about which staff person to contact to do this, contact the PhD Program Director (r.walker@umass.edu) for clarification

- ii. The designated staff member is Dorian Pariseau (dpariseau@umass.edu)
- b. Submit the following information via email to the PhD Program Specialist (dpariseau@umass.edu with a CC to the PhD program director:
- i. ATTACHMENTS THAT SHOULD BE INCLUDED WITH THE EMAIL:
 - 1. [Doctoral Degree Eligibility Form](#) with top part completed & signed by the candidate
 - 2. **Digital copy of a Flyer** to Announce the Defense:
 - a. This should be constructed by the PhD candidate
 - b. Template available here: https://umass-my.sharepoint.com/:w:/g/personal/rklimmek_umass_edu/EXu7DwzVR8dBmqBiCfM_-EcBc-6MGQ59H3vzo2yZmyyVIA?e=Avi3el
 - c. It should include:
 - i. Candidate name & department
 - ii. Title of dissertation
 - iii. Date & time of public defense
 - iv. Information about room(s) or ZOOM link
 - v. Optional: Name of Chair, Committee members
 - d. The PhD Program specialist will circulate this flyer to the Graduate School & EMCON with an email announcement of the defense
 - 3. **Signed copy of Mentored Research Residency contract**, documenting successful completion of residency with faculty signature
- ii. INFORMATION THAT SHOULD BE INCLUDED IN THE BODY OF THE EMAIL:
 - a. Candidate name, title & department
 - b. Title of dissertation
 - c. Date & time of public defense
 - d. Any room request(s) & AV requirements (PhD Program Specialist can assist with reserving rooms for public & private portion of defense)
 - e. Name & title of Chair
 - f. Names of Committee members with contact info & their titles/departmental affiliations
- iii. The PhD Program Specialist will use this information to construct signature pages for uploading & approval by the Committee and Dean in DocuSign following the defense

DISSERTATION DEFENSE

All Dissertation Defenses will be announced in the UMass Amherst electronic journal to invite interested Graduate Faculty and others to attend. The Office of Degree Requirements must receive written notification of the scheduling of a Final Oral Examination at least four weeks prior to the date of the defense. A defense cannot be held unless it has been publicly announced in the UMass Amherst electronic journal.

The student must come to the UMass Amherst campus for the defense (unless pandemic physical distancing requirements are in effect, in which case the Graduate School will provide advisement regarding acceptable formats for a defense).

Members of a student's dissertation committee must be present in person or via video-conference for the final oral defense. (Note: All Graduate Faculty are invited to attend and cannot be excluded from the Dissertation Defense. Departments differ in allowing others to attend. Courtesy suggests that the Chair of the Committee, whose name is published in the UMass Amherst electronic journal, be consulted by others attending the Defense, with the stipulation above).

The Program strongly encourages that public defenses include both a public portion for the candidate's presentation and general questions from the public/attendees, followed by a closed portion in which *only* members of the Dissertation Committee are present and can ask more technical questions of the candidate.

While other faculty may attend the defense, only the three official members of the Dissertation Committee may cast a vote.

There are three possible outcomes for a dissertation defense:

- First is "Pass," no further action is required except submission to the Graduate School.
- The second possible outcome is "Pass with revisions." In this case the dissertation is substantially completed and sound but requires further refinement before the committee approves the dissertation.
- The third outcome is "fail".

A unanimous vote of Pass is required for the student to pass the Dissertation Defense. The dissertation must be approved and signed by all members of the Dissertation Committee and the Dean. See the Graduate School Handbook for specific instructions.

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

Manuscript Instructions:

The dissertation must be typed in a proscribed style. (Refer to the *Guidelines for Master's Theses and Doctoral Dissertations*, available in the Office of Degree Requirements or online at: <https://www.umass.edu/graduate/documents/guidelines-masters-theses-and-doctoral-dissertations> . The Graduate School is the final and only arbitrator of what is an acceptable dissertation. The dissertation shall be submitted to the Graduate School in electronic format, by the deadline for the appropriate degree-granting period, following the instructions of the Graduate School.

Two original signature pages for the dissertation must also be submitted by the deadline to the Graduate School, along with the Eligibility for Degree Form. A microfilm fee is required to cover the submission of the electronic dissertation and the microfilm publication.

Copyrighting the dissertation is required, however registering the copyright is optional. The dissertation will be cataloged in the Library of Congress and in the W.E.B. Du Bois Library. Microfilm copies may be purchased from University Microfilms Library Services, 300 N. Zeeb Road, Ann Arbor, MI 48103-1500 or online at <http://dissexpress.umi.com/dxweb/search.html> . Publication by microfilm does not preclude the printing of the dissertation in whole or in part in a journal or as a monograph.

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

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

Appendix A: Preparing for Your Clinical Practicum

Welcome! You are now able to enroll in a Canvas course: EMCON MS and DNP Graduate Student Network. Please login to this course and view the orientation presentations and detailed clinical practicum information.

For more details about the courses and academic requirements, and criteria for choosing a preceptor, read the **Graduate Handbook** located on our Elaine Marieb College of Nursing website:

<https://www.umass.edu/nursing/book/graduate-nursing-student-handbook>

Please familiarize yourself with the steps for preparing for your clinical practicum. You should start early, especially if your site requires an Affiliation Agreement.

You can start to prepare for your practicum at any time; however, it is strongly recommended that you start the process to secure a site **AT LEAST 6 MONTHS PRIOR TO WHEN YOU ARE TO TAKE YOUR PRACTICUM**. Allow enough time to complete all the requirements **before** you start your practicum. You will need to use the Exxat platform for your documentation, so please be sure you have created a login.

Now is the time to make certain that all of your health requirements have been fulfilled, since your ability to go into your clinical rotation is dependent upon being compliant in Exxat. These requirements may take time for you to complete. It is suggested you start this early. Please be aware that some of these requirements may expire in the middle of your clinical rotation, so you need to keep on top of renewal deadlines.

Check your UMass email address frequently, twice a week at least, since you will be sent important information through the UMass email.

If you have a name change, please inform the graduate program office staff. You will also need to change it formally through SPIRE.

It is important that you maintain good communication with your practicum site to ensure all onboarding paperwork is complete. Some sites do not need anything from UMass. They may ask you to directly give them your health documents or other forms.

If your clinical site requires paperwork from the college, it is up to you to find out what is required by your site and let the graduate program office know. Some sites need verification or attestation letters, others do not have any requirements. Each practicum site is different, with different

procedures and forms. You should ask your site when, or if, they need paperwork from the College of Nursing, and allow enough time for us to provide the documentation.

Quick Links to Information within this Document:

- 1: [Affiliation Agreements](#)
- 2: [Clinical Sites, Preceptor Forms & Preceptor & Student Typhon Accounts](#)
- 3: [Preceptor Hours Letters](#)
- 4: [CCP \(Centralized Clinical Placements\)](#)
- 5: [Castle Branch Accounts](#)
- 6: [Exxat Accounts](#)
- 7: [Contacts/Who to Ask](#)

1: Affiliation Agreements

AJ Juno, ajuno@umass.edu, is the contact for all questions regarding affiliation agreements.

UMass DOES NOT require an affiliation agreement, but some health care organizations do. If your site requires an affiliation agreement begin the process as soon as possible as this may take months.

An affiliation agreement is a contract between UMass Amherst and the health care organization where you plan to complete your practicum.

It is your responsibility to find out if an agreement is needed. The first thing you need to do is ask the site. If you do not know who to ask, start with the HR department or the administration. Be aware, your preceptor may not know if an agreement is needed. Allow enough time to execute an agreement. **It can take 2 to 6 months to complete.** It is best *to have a back-up site or plan available.*

Note: You need to be approved as an NP student by the site before you ask for an affiliation agreement.

If your site needs an **affiliation agreement** gather the following information:

- Full Site Name
- Full Contact Name (be sure this is the correct person to avoid delays)
- Title
- Email
- Phone Number
- Mailing Address
- Semester you will Start

Then go to the **online form (link below)** and complete. AJ needs all the information completed before she will start working on an agreement. Do not email the information—submit it via the online form ONLY.

Affiliation Agreement Request Form

This online form will go directly to AJ Juno when you submit.

<https://forms.office.com/r/9SWNyafen9>

After you fill out the online request form, feel free to email AJ directly with questions, updates, or changes. Once all the information is submitted the process will begin and you will be notified when completed, or if there are problems.

Do not confuse an affiliation agreement with the Student-Preceptor Form. Remember, an affiliation agreement may not be needed, check with your site.

2: Clinical Sites, Preceptor Forms & Preceptor & Exxat Account

Once you have a site and a preceptor:

You must complete the STUDENT-PRECEPTOR FORM in DocuSign.

You will need to guide your preceptor in the next steps: You will complete the Student-Preceptor Form online, the preceptor will receive the form to sign via Adobe E-Sign. The information from the form will be used to set up an Exxat a-preceptor account.

PLEASE be sure to send the preceptor this link for helpful information about the preceptor role: [Information for EMCON Preceptors1](#)

Notes:

- Even if you've had the same preceptor in a previous semester, you are required to fill out the Student-Preceptor form **each semester**.
- You may have more than one preceptor in a semester. For each preceptor you will need to complete a Student-Preceptor Form.
- Once your preceptor has an Exxat account, the account is theirs indefinitely, and they can use it for more than one student.

Click on this link to access the Student-Preceptor Form via DocuSign:

<https://tinyurl.com/Student-PreForm>

The Student-Preceptor Form requires the following information:

- Student's Full Name & Email Address
- Course # (The Course # starts with "N". Please write in the Clinical course, not the Didactic course that accompanies it.)

- EMCON Professor (if known)
- Affiliation Dates, Semester/Year
- The Preceptor's Name & Business Email Address (their personal email is optional)
- Is the preceptor Board Certified? If yes, please provide license number and expiration date if known.
- Preceptor's Credentials, Specialty, Practice/Group Name, Phone #, Address
- Optional: Clinical Site Website Address, Administrative Contact information

VERY IMPORTANT—before you fill out the form, you'll need to provide DocuSign the **exact name** that the preceptor will sign on the document and their email address. When the preceptor receives DocuSign, they just click the button, and the name is signed with whatever you previously entered on the first page. If this is not how the preceptor wants to sign, or it is misspelled, they might refuse to sign. Be sure to enter their name and email address accurately, or they will not receive the email asking them to sign the form.

Once you have signed the form, it automatically goes to the preceptor. When they sign, all parties get the completed copy. The graduate program office gets copies at each stage.

Obtain a CV (resume) from your preceptor and email it to the graduate program office. The preceptor may send this directly if they prefer.

The graduate program office will send your preceptor their EXXAT login based on the Preceptor Form you fill out in DocuSign.

Note: Please update the graduate program office if you have decided not to work with a preceptor or site that you had previously submitted forms for through DocuSign.

If the student or the preceptor forgets their password, or if their email link has expired for their account please contact Dorian.

3: Preceptor Hours Letter

The College can send a formal letter verifying “hours precepted” to any preceptor **who requests one**. Please let your preceptor know they may ask for this letter. The student or preceptor should contact us to request the letter. Provide us with the preceptor's name, the practicum site, the student's name they were a preceptor for, and exact date range or semester/year. We will run the report matching that information and create a Preceptor Hours Letter that will be sent directly to the preceptor.

4: CCP (Centralized Clinical Placements) The CCP system has two components:

Training and Practicum Placements.

A. Training: CCP Orientation for HIPAA & OSHA FOR ALL STUDENTS:

- CCP, which is run by the MA Dept. of Health, has an orientation that ALL students need to complete, even if you do not reside in MA. Most of the facilities where students will do their clinicals require that we train students in HIPAA, OSHA, fire and safety, etc. You only need to do this once. Please download a completion ticket which is proof that you did the 4 modules and upload into Exxat account.
- To download a completion ticket when you don't know your Clinical Site (HCO), use: **1- Generic Site**. If you need to give an instructor name, you can use, **1-GenericInstructor**. By uploading this completion ticket into Exxat we know you have completed the CCP Modules required.
- Make sure you download a completion ticket **before June 31**, since each year CCP archives all records and starts anew on July 1. You are only required to complete the modules once.
- Some organizations that use the CCP system also require you to complete their “**HCO facility-specific material**” in CCP. You complete this by first completing the CCP's 4 module orientation (see below), then you are directed to the specific facility's orientation that is also required.
- **Instructions for completing CCP Orientation will be available in Canvas. ? Add link here to CCP ?**
-

The second component of the CCP system is for clinical placements. This applies to only specific New England health care organizations.

For students who are doing their practicums in a CCP organization (**New England Hospital facility or affiliated practice such as Boston Med, Mass General, Brigham and Women's, Cooley Dickinson, etc.**) a request for clinical placement must be made using the CCP system.

Contact Katy Bobianski, kbobians@nursing.umass.edu, who will assist you with your request.

Katy will need from you:

- a copy of your CV
- your course number,
- number of hours required,
- your start and end date,
- if you are an employee of the institution,
- and which area you are looking (Example: Primary Pediatric Care).
- You should include your preceptor if you have one who has agreed to work with you, and their unit/dept.

Please **Avoid directly contacting the unit managers in these MA facilities when seeking approval**. The nurse educators who approve the practicums require that you follow the procedures by having UMass staff be their only contact. These placements are highly competitive, especially

in the Boston area. Remember, a CCP request does not guarantee a placement, so you should continue to pursue preceptors even after a CCP request is placed.

5: EXXAT Account for Students

Students are required to complete an account with Exxat our third-party vendor, after admission into the Elaine Marieb College of Nursing.

- Please be aware that students need to have their pre-clinical requirements completed, all required documents must be uploaded into and accepted by Exxat **before** starting any clinical placements.

[This account will take you some time to gather and upload all the documents required, so it would be best to start this far enough in advance of your planned clinical rotation. You will not be allowed into a clinical setting until your Exxat account is complete.](#)

Do not send health or background information to the College of Nursing.

You will be responsible for uploading evidence of your immunizations and required documents into the self-service system about two months before your first clinical. Earlier is advised.

Dorian Pariseau dpariseau@umass.edu is your UMass support person for Exxat. She will send you an invitation once you have contacted us that you are preparing for your clinical. If you do not receive an invite please contact her.

- To access Exxat after you received your invite please go to <https://login.exxat.com>
- You will use your umass email address on file and the same password you use in SPIRE.
- Your specific site may require information not listed. You will need to follow what your site requires. The University has no control over clinical site requirements.

[For students in placements in the Baystate Medical System, a Drug Screen is required.](#)

Immunization and Health Requirements:

Note: These requirements are standard for most of the clinical sites, but some facilities have additional requirements. Please refer to your specific clinical site's requirements.

- **Tdap** – Tetanus, Diphtheria and Pertussis Vaccine (within last 10 years).
- 2 vaccines of **MMR** received after 1968 or positive antibody titers required for Measles, Mumps, and Rubella, if antibody test is negative, your medical professional will determine boosters or repeat vaccinations.
- **Hepatitis B Series** — 3 vaccines and positive antibody titer
- **Varicella** (Chicken pox) — One of the following is required: 2 vaccines or a positive antibody titer or history of disease (provider verification required). If titer is negative or

equivocal you will be required to confer with your provider and choose to receive a booster and repeat titer or repeat vaccination series.

- **TB- 2-Step PPD** followed by yearly PPD or a negative T-spot within the past 12 months. If positive submit clear chest X-ray and TB questionnaire on school form both dated within past 12 months.
- **Seasonal Flu Vaccine** Required
- **COVID vaccines and current booster (TBD)**
- **Current Physical** with date and comments (within one year of entry into first clinical).
- **CPR Certification (online courses will not be accepted)**
- **Medical Release Authorization**
Follow the link to electronically complete your Medical Release Authorization: <https://tinyurl.com/GradMedRelease>
After you sign and submit your form, DocuSign will email you the signed form. Please upload the signed form into CastleBranch.
- **Professional Liability Insurance.** NSO, www.nso.com, is one company many students use. If you use another company, they must have the following coverage:
 - Professional Liability: \$1M per claim and \$6M aggregate
 - Information Privacy (HIPAA) Fines & Penalties: \$25K per incident and \$25K aggregate.
- **State RN license.** Submit current state license. Remember to update when you renew your state RN license. **You must be licensed in the state where your clinical site is! (except when RN license compact is in effect: <https://nurse.org/articles/enhanced-compact-multi-state-license-eNLC/>)**

6: Contacts/Who to Ask

Katy Bobianski: kbobians@nursing.umass.edu

Katy is our Graduate Clinical Placement Coordinator. After using the Exxat program to secure your practicum placement, Katy will work with you to determine suitability of your proposed site, or to assist you in finding a preceptor if you are unsuccessful in your own search. Please email Katy. Be sure to include your specialty track, the name and number of the clinical course, and the State you will be living in during the clinical semester if you need help finding a site.

Katy will also help with entries into the Centralized Clinical Placement (CCP) system that may be required by specific sites in Massachusetts.

Dorian Pariseau: dpariseau@umass.edu

Dorian can help you after you have been accepted for placement at a site. She will help you with Exxat Accounts for students and preceptors, Preceptor Hours Letters, onboarding requirements the site might need such as verification letters, and paperwork on immunizations, background checks, computer access, etc. Please note: Each site is different, and some sites do not require any paperwork.

PLEASE USE THIS EMAIL WHEN SENDING ANY DOCUMENTS:

con-agree@nursing.umass.edu

AJ Juno: ajuno@umass.edu

AJ can answer any questions about affiliation agreements.

For all academic questions about your course:

Please contact your instructor for academic questions.

SAMPLE LETTER to Prospective Preceptor (see Graduate Handbook for more information):

Hello _____,

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

I have had experience with (list your experience). My area of interest is (list your area of interest). Please see my CV that is attached to this email.

I would love to meet with you to discuss this further. Please let me know what day and time work best for you to meet by phone or in person and I will arrange it.

I am looking forward to the opportunity to learn from you in the clinical setting. Thank you for your time and attention.

Sincerely,

Student Name:

Student email:

(Attached copy of your CV)