

University of Massachusetts Amherst

**College of Nursing
Graduate Student Handbook**

2020-2021

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

The College will provide electronic notices via 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
- _____ Doctorate of Nursing Practice (DNP)
- _____ DNP Completion
- _____ PhD in Nursing (PhD)
- _____ Graduate Certificate (specify: _____)

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

DISCLAIMER

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

Faculty Welcome to Students

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

Our talented and committed faculty members, 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 all of 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 committee membership, or volunteer work within the College, or across the University.

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

Foreword

The ***College of Nursing Graduate Student Handbook*** is designed to supplement the University catalogs as well as the *Code of Student Conduct*, *Academic Regulations*, and the *Graduate School Handbook*. Students are responsible for acting in accordance with the University, and College of Nursing, regulations and policies set forth in these publications. The 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.

The ***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, they will be communicated via electronic documents to students who will assume responsibility for incorporating them into their Handbook. Please take the time to familiarize yourself with the Handbook. It provides an extremely useful orientation to the programs, faculty, and standards of the College of Nursing. If you have a problem, or concern, that is not adequately answered by the Handbook, please consult your faculty advisor, or a College of Nursing staff member.

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

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I. College of Nursing History and Accreditation

History

At its founding in 1953, the College of Nursing offered the first baccalaureate nursing program in public higher education in the Commonwealth of Massachusetts. Four years later, the College launched the first Master of Science degree program, and in 1994, the state's first publicly supported Ph.D. program in Nursing in collaboration with The University of Massachusetts Medical College 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 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 public university system. Sponsored research now totals over \$200 million a year, with increasing emphasis on the life sciences and biotechnology applications.

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

In 2008 the College of Nursing moved to the renovated Skinner Hall. The 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 ultimately benefit residents of the state and beyond.

Accreditation

The College of Nursing is accredited by Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). The (baccalaureate degree program in nursing/master's degree program in nursing /Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at the University of Massachusetts is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>), and approved by the Massachusetts Board of Registration in Nursing. PhD programs are accredited by NEASC, the same agency that accredits the entire University.

Values, Vision, Mission 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

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

Values

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

Caring and Collaborative Relationships

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

Leadership

- Nursing's contribution to reducing health disparities and promoting health in a global society
- An environment that enhances the social conscience and professional development of all members of the College of Nursing
- The knowledge that environments are interrelated systems that 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 College of Nursing
- Becoming reflective practitioners to increase the authenticity of our work (Boyer, 1990)

Innovation

- Creative ways of acquiring, managing and sharing knowledge

Diversity

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

Life Long Learning

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

Engagement 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 problems 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 practice, which reflects the expertise of faculty needs, and needs of our communities of interest
- d. Promote faculty development and systematic understanding through a variety of mechanisms that would include:
 - a. Coordinating access to all existing internal university resources.
 - b. Securing external global resources.
 - c. Mentoring faculty 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 highest potential to ensure collaboration and inclusiveness
- 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:

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

College of Nursing Deans and Program Directors 2020-2021

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

Deans

Dean of the College of Nursing:

Dean of the College of Nursing: Dr. Allison Vorderstrasse BS, Mount Saint Mary College; MS, Yale University; DNSc, Yale University; Certified APRN (Diabetes Specialty); Fellow of the American Academy of Nursing - Professor - Research Interests: *Diabetes, Chronic Illness*

Executive Associate Dean & Graduate Program Director: Dr. Cynthia S. Jacelon BS, Trenton State College; MS, Boston University; PhD, New York University; Certified Rehabilitation Registered Nurse, Certified Gerontologic Registered Nurse; Fellow of the American Academy of Nursing - Professor – Research Interests: *Self-management and dignity in older individuals with chronic health problems*

Program Directors

Doctor of Nursing Practice (DNP) Program Director: Dr. Karen A. Kalmakis BS, Elms College; MS, MPH, PhD, University of Massachusetts. Certified APRN (FNP) – Associate Professor- Clinical interests in trauma informed care, public health, and women’s health. Research Interests: *the health consequences of early trauma and adversity, learned-resilience, and stress. Fellow of the American Association of Nurse Practitioners.*

Doctor of Philosophy (PhD) Program Director: Dr. Rachel Walker BA (biology & English); BS, PhD, Postdoctoral Fellowship Johns Hopkins University; Oncology Certified Nurse – Associate Professor – *Research Interests: Their team’s research focuses primarily on nursing invention and co-creative processes founded on the principles of design justice as vehicles for achieving health equity and social justice, and co-creating supportive care and technology to promote dignity, functioning, and a sense of well-being in the context of cancer, chronic illness, and symptom-related disability.*

Master of Science (Clinical Nurse Leader (CNL)Nursing Studies (MSNS) & Nursing Education (MSNE) Program Director: Dr. Mary Ellen Burke BSN, Rutgers University, MSN, Case Western Reserve University, DNP, University of Massachusetts, Certified Nurse-Midwife (CNM), Frontier School of Midwifery and Family Nursing, Post-Master’s Certificate in Nursing Education, University of Massachusetts Medical School, Certified Nurse Educator, (CNE).-Clinical Assistant Professor. *Research Interests: Women’s Health, Obesity, Stigma, Nursing Education.*

Office of Development

Director of Development: Olivia Frazier

Development Assistant: Benjamin Monat

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

II. Graduate Student Resources

NetID and Password

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

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

Before You Arrive: A Technology Checklist for New Students

The UMass Amherst Information Technology website provides a great checklist for new students to make sure you are all set and ready to compute once classes start. Please take a moment to familiarize yourself with their website, and abundant information that can assist you with your computing needs.

<http://www.it.umass.edu/general/you-arrive-a-technology-checklist-new-students>

Academic Advising

Academic advising services for graduate nursing students are provided by the College of Nursing. Academic advising services include but are not limited to; program planning, selection of courses, identification of scholarly research interests, changes in Plan of Study, leave of absence or withdrawal from the program, 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 on an individual basis and may be augmented as needed by referrals to appropriate student services on campus.

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

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

Plan of Study

Each student will receive a plan of study to guide their education upon admission to their program. The agreed upon plan of study will be signed by both student and

advisor (or program director) and placed in the student's academic file. A copy will be provided to the student. Changes in the plan of study can only be made in consult with the students' advisor or Director. Students are responsible for following the Plan of Study exactly as it is agreed upon with the advisor/director.

Registering for Courses

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

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

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

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

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

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

Campus Resources, Student Support and Financial Aid

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

Obtain UCard (id card)	http://www.umass.edu/ucard/
Health Insurance Plans	http://www.umass.edu/uhs/insurance/ship/
Graduate School Website	http://www.umass.edu/gradschool/
Graduate Student Funding Options	http://www.umass.edu/gradschool/funding-support
Veteran Services	http://www.umass.edu/veterans/

International Students Office	http://www.umass.edu/ipo/iss
Apply for a Parking Permit	http://parking.umass.edu
Explore the Amherst area	http://www.amherstarea.com
Visitor's center (maps and places to stay)	http://www.umass.edu/visitorsctr/

Graduate Scholarly Writing

Students admitted to College of Nursing Graduate Programs will be expected to write many papers during their coursework in their graduate program. The College of Nursing uses APA Formatting (American Psychological Association 7th Edition) for all required papers. Students are encouraged to seek assistance with their writing early on, if needed, in advance of their most critical writing times in their programs. The University of Massachusetts Amherst offers assistance with both scholarly writing and research. The links below can assist:

- a. Writing Center: SKYPE appointments are offered as well as walk in for distance learning students. Students may be assigned a consistent writing coach through the Writing Center. <http://www.umass.edu/writingcenter/>
- b. The Institute for Teaching Excellence and Faculty Development (TEFD): information on editors, writing coaches, writing retreats and more! <http://www.umass.edu/tefd/>
- c. APA formatting style - <http://www.apastyle.org/>

UMass Amherst Libraries

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

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.

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

Use the UMass Amherst Libraries System and DNP Library Guide:

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

ScholarWorks

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

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, the Free Application for Financial Student Aid Form, available in the Financial Aid Office, 255 Whitmore, must be sent to the appropriate offices <http://www.umass.edu/umfa/>

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

Graduate Assistantships and Awards

The University awards a limited number of graduate assistantships and associate-ships 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, associate-ships, 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 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 Assistantship Office, 239 Whitmore, 545-5287, or the Graduate Employee Organization, 201 Student Union Building, 545-5317. The website is: <http://www.umass.edu/gradCollege/funding-support/graduate-assistantship-office>

Appointment and Reappointment Procedure for Graduate Assistants

The following shall information shall serve as procedure for appointment and reappointment of graduate students who shall become Teaching or Research Assistants to the CON.

1. Posting of available positions

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

2. Decisions on who will receive funding

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

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

3. Application procedure

Interested students should complete the application and submit a CV within the timeframe indicated on the call for applications. Applications will be reviewed by the Academic Administrative Leadership Team and/or faculty who have projects/or grant funded research

4. Appointment procedure

Recommended students shall meet with the designated faculty member to discuss the details of the appointment.

Specific details of the duty will be discussed, and the guidelines outlined in the Graduate Appointments Policies and Procedures will be followed in respect to the TA/TO/RA/PA appointment.

Student signs the Appointment Form for Graduate Fellowship and Assistantships, which they have understood and agreed to the responsibilities

If the student is new to the University system, they will be informed that they must attend the Center for Teaching's TA Orientation Program, which is held in the fall of each year.

5. Reappointment procedure

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

6. Policies and guidelines

The College of Nursing will follow all guidelines outlined in the Agreement between Graduate Employee Organization UAW Local 2322 and The University of Massachusetts Amherst. The College of Nursing will also follow all guidelines from the

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

7. Assistantship

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

Policies for Teaching Assistants/Teaching Associates

Definitions:

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

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/>.

Please note that per institutional policies implemented as part of the UMASS Amherst COVID19 response, Graduate TAs or TOs who have concerns related to engagement in on-campus and/or face-to-face instructional activities retain the right to refuse to engage in on-campus/face-to-face activities until such a time as this policy changes, without risk of retribution or loss of pay. You do not have to disclose your reasons for refusal to faculty, students, or supervisors. These concerns and any accommodations can be managed confidentially via Human Resources (for TO contracts) or through the CON's Executive Associate Dean (Dr. Cynthia Jacelon).

Student Principles

TA/TO positions provide:

- a. Financial support for PhD education
- b. Teaching experience for PhD, DNP, & CNL students
- c. Opportunities to be mentored by faculty and experience faculty as colleagues
- d. Integral part of PhD education – meets an essential goal of the PhD curriculum
- e. TO's 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 TA/TOs, to orient new TA/TOs to their courses, and to both provide and solicit coaching and feedback to/from the TA/TO 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 CON, TAs are generally 10 hours/week spread over 17 weeks
- d. They could be as little as 5 hours/week and as much as 20 hours/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.
- e. In the CON, TOs are generally 10 hours/week for a 3-credit course
- f. Duties are determined by University guidelines/GEO contract
- g. TAs should work with expert teachers who have prior experience serving as TAs/TOs or teaching interns and/or mentoring new nurse faculty/graduate TAs
- h. Faculty are encouraged to schedule a formal evaluation/feedback and mutual mentoring sessions at midterm and end of semester.
- i. Faculty will also complete the end of semester TA evaluation in Typhon.
- j. TA/TO positions could be construed as teaching internships for PhD students
- k. International students who will be first time TAs/TOs must take the Spoken English Communication Skills test (International Teaching Assistant Communication Program) and score at least a 50.

University Ombuds Office 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 works with visitors 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 process.

Our office operates pursuant to its Charter Agreement with the University and the [International Ombudsman Association](#) Standards of Practice and Code of Ethics. Ombuds services are confidential*, neutral, informal, and independent.

Resources within the College of Nursing

Student Scholarships, Awards and Recognitions

The College of Nursing offers an array of scholarships and awards. Please visit our website for a complete, up to date list of what is currently being offered. 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 of late April. Recipients will be notified in June, scholarships placed in their accounts in late August and the recipients will be required to attend the Scholarship Reception the first week of September. Nursing scholarship decisions are made by the College based upon eligibility criteria of the particular award.

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

Organizations and Associations

Sigma Theta Tau International

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

Sigma Theta Tau was organized to encourage and recognize superior scholarship and leadership achievement at the undergraduate and graduate levels in nursing. Membership is available by 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 the University of Massachusetts Amherst was established in 1972 as the fifty-second chapter of Sigma Theta Tau International. It amended its charter in 2002 to include affiliation with the Elms College, Chicopee, MA. In 2006 the chapter again amended its charter to include American International College in Springfield MA. In 2017 the charter was amended again to include Westfield State University School of Nursing. Sigma Theta Tau is committed to serving its growing membership in the development of knowledge, encouragement of professional achievement and the advancement of nursing through research.

Membership is conferred only upon students in baccalaureate and graduate nursing programs and nursing leaders in the community, who demonstrate exceptional achievement in the nursing profession. Membership criteria and further information are available in the beginning of spring semester and at the chapter website at:

<http://betazeta.nursingsociety.org/BetaZetaChapter/Home/>

College of Nursing Alumni Association

Every graduate of a nursing program of the College of Nursing is automatically a member of the College 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 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 College of Nursing Governance

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

- a. Committee on Undergraduate Academic Matters
- b. Committee on DNP Academic Matters
- c. Committee on Masters 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 under conditions of physical distancing due to COVID19, it is possible for you to "attend" committee meetings by video chat or conference call. We would be thrilled to have our graduate students represent the College of Nursing committees. At the beginning of the fall semester we will be soliciting students to serve our committees. Students can also serve on university committees and the UMass Graduate Student Organization, which can be found at: <http://blogs.umass.edu/gss/>.

Students Evaluation of Courses

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

The Student Response to Instruction (SRTI) presents general questions about the course and instructor. All responses are anonymous. Instructors receive feedback via a computer-generated report with a statistical summary of multiple-choice responses. 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.

III. Graduate Program Policies

Academic Policies for Graduate Programs

Graduate Grading System

All graduate students must maintain a minimum grade point average (GPA) of 3.0. DNP students may receive no less than a "B" in clinical practicum courses. DNP students may receive no less than a "C" in didactic courses.

University Grading System as indicated in the Graduate Student Handbook Graduate School Grading System Course/seminar grades are assigned solely by the course instructor. The following letter grades are given to graduate students in graduate-level courses:

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. **Grade of C or higher** required in all courses numbering 500 or above.

- a. **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.
- b. **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.
- c. **Audited Courses:** A grade of Audit (AUD) is recorded for students who register for and successfully complete the course requirements for auditing students. The instructor determines what constitutes successful completion. If an "audit" grade is not reported, the course will not be included on the student's transcript. No required courses for a graduate degree can be taken as an Audit.
- d. **Undergraduate Courses:** A graduate student who enrolled in an undergraduate level course (100-499) may receive any grade, which is valid for undergraduate students enrolled in the same course. Grades of "C-" and "D+ and D" are valid only for undergraduate-level courses.

Incomplete

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

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

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

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

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

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

Failing a course

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

If a CNL, MSNE or DNP 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 that the student needs the content of the didactic course as a refresher in order to successfully pass the practicum. The didactic course may be audited. Please review the Continuing and Professional Education (CPE) website (www.umas.edu/cpe) 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 College of Nursing *internally* provides both course waivers and course challenges in some instances. These waived courses do not go on a student’s official transcript, rather, are counted towards his/her plan of study work as “completed.”

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

A student may request to *challenge* a required course for academic credit. The challenge requirements are negotiated by the student’s advisor and the faculty of record teaching the course.

Online Courses and Posting Requirements

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

Continuous Enrollment/Program Fee

Graduate students not enrolled for course/thesis/dissertation credits and who are candidates for a degree (or certificate) must pay the Program Fee and register for Continuous Enrollment every semester until that degree (or certificate) has been formally awarded, not simply filed for. An incomplete grade (INC/IP) from a previous semester does not maintain a graduate student’s enrollment status. Newly admitted graduate students cannot register for Continuous Enrollment or pay the Program Fee to defer entrance into the University, nor is Continuous

Enrollment applicable for Non-Degree graduate students. Before the end of the registration period, graduate students may register for Continuous Enrollment (Gradsch 999) in SPIRE. The student will then receive a bill for the Program Fee from the Bursar's Office. If the student wishes to pay by credit card, the Graduate Records Office should be contacted by the registration deadline.

Leave of Absence

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 leaves of absence.

Academic Probation

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

Statute of Limitations

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

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

Posting of Grades

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

Transfer Credit Policy

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

- 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 master's program and may not have been used previously to fulfill the requirements for any other degree, certificate or diploma program. An official transcript of the course(s) to be transferred is required.
- 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 requirement nor can the grade received in a course taken at another institution be used to satisfy the University's requirement for letter-graded credits (see Master's Degree Requirements).
- c. **Number of Credits:** No more than a total of twelve (12) graduate credits may be transferred. Of these, a maximum of six (6) credits may be from any one of the following sources:
 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 College can, if necessary, certify that a course was not applied to any degree requirement at the University of Massachusetts Amherst and was eligible for graduate credit when appropriate,
 5. **Transferring Non-Degree Courses to UMass Amherst Transcript:** Students are responsible for providing the Graduate Program Director an official transcript from the courses they wish to transfer into their degree program. The Graduate Program Director then sends an official form to the Graduate School, with that transcript requesting the transfer.

Plan of Study

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

Credentialing:

Statement of the ANA position

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. In an effort 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. <https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/id/determining-a-standard-order-of-credentials-for-the-professional-nurse/>

The College of Nursing does not endorse the use of the credential PhD(c) or DNP(c). It is not a legitimate credential 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 PhD
Student
College of Nursing
University of Massachusetts Amherst

After passing the comprehensive exam:

Michael Torres MS, RN
PhD Candidate
College of Nursing
University of Massachusetts Amherst

In the final year of your DNP program:

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

Guidelines for Classroom Civility and Respect

AN ENVIRONMENT OF ACADEMIC FREEDOM

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

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

EXPECTATIONS FOR CLASSROOM BEHAVIOR

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

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 should be welcomed if presented in a mutually respectful manner. The challenging of viewpoints is part of the academic experience, but should occur in a manner that opens up dialogue and embodies anti-racist and emancipatory nursing praxis.

ACADEMIC HONESTY 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. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. 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/

Code of Student Conduct

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 Code of Student Conduct can be found here:

[Code of Student Conduct](#) or at the Dean of Students Office home page: [Dean of Students Office](#)

Formal definitions of academic dishonesty are outlined in the ACADEMIC HONESTY statement. A student identified by an instructor or another student of having committed a breach of the academic honesty regulations has the right to appeal before any penalty can be imposed. Please 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. Safe Assign scores should be checked to make sure written assignments are properly referenced and paraphrased.. Students should review their papers prior to submission to ensure a Safe Assign Score less than 40% with proper citation. A guide to Safe Assign can be found at this link:

https://help.blackboard.com/SafeAssign/Instructor/Grade/Originality_Report. More information about plagiarism may be found here:

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

Appeals must be filed within ten days of notification by the instructor that s/he suspects dishonesty. Information on the appeals process is also contained in the [ACADEMIC HONESTY POLICY](#), or can be obtained from the Ombuds Office, where appeals are filed.

It is an expectation of the College of Nursing that ALL students enrolled in graduate level courses act and present themselves respectfully when interacting with faculty, staff, colleagues, in the classroom, and, when a student is representing the College of Nursing in a clinical setting.

The American Nurses Association Code of Ethics

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

AMERICAN NURSES ASSOCIATION CODE OF ETHICS

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

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

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

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

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

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

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

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

Provision 9: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Source: American Nurses Association. (2015). *Code of ethics with interpretative statements*. Silver Spring, MD: Author. Retrieved from <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

Guidelines for Conduct in Practicum Settings

Code of Student Conduct

Guidelines for Professional Conduct

It is expected that each student will understand and act in accordance with the mission, vision and goals of the 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 (page 26). Confidentiality (HIPPA) of information related to clinical experiences and anonymity of patients and families are to be preserved. Professional accountability and responsibility includes timely attendance at all scheduled clinical experiences, being adequately prepared for the respective experiences, and maintaining safety in clinical practice at all times. It is imperative that each student communicates respectfully in collaboration with the health care team and patients.

Clothes and lab coats must be neat and clean. Please Students must also abide by the dress code at their assigned clinical agencies.

Health Clearance Requirements

Clinical Practicum Experiences

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 MS and DNP programs are online programs, with students located in communities throughout the United States. The College of Nursing clinical placement coordinator will be able to give you some suggestions for placements, and the 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 fit with the course objectives and practicum focus. Students in the MSNE program must determine an area of clinical expertise that they plan to develop during their direct care practicum course.

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

**STUDENTS MUST PROVIDE THE REQUIRED
DOCUMENTATION THROUGH CASTLEBRANCH IN
ORDER TO PARTICIPATE IN CLINICAL PRACTICUM
EXPERIENCES**

Before beginning a graduate practicum course students must have completed the submission of all required health records and certifications through CastleBranch, at least 8 weeks prior to the start of clinical. Instructions for the submission of records are included in Appendix A. **You will set up your student records account during orientation or via emailed instructions from your program.** Students will not be allowed to begin a practicum course until all required items have been submitted and the 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 clinical practicums associated with UMass College of Nursing. If you are moving after you have been admitted to the program, **notify us immediately.** so that we may advise you of your options. *You are not guaranteed to be able to complete clinical practicums in non-covered states if you move after being accepted into the program.*

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

practice.

SEE APPENDIX A: Practicum Materials for Health Requirements.

TYPHON:

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

There are tutorials within the system that will explain how to use Typhon. Like all computer programs, there may, at times, be issues. Please email Andrea Juno (ajuno@nursing.umass.edu) with any questions or concerns.

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

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

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

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

IV. Description of Graduate Programs

A. GRADUATE CERTIFICATES

Graduate Certificate in Nursing Education (GCNE)

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

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

Program Goals:

- 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 own teaching style as a means of incorporating new teaching strategies
- f. Prepare nurses for education roles in colleges, universities, and clinical settings

The GCNE consists of a flexible five course (15 credit) program of study focused on teaching curricular knowledge and pedagogical skills needed to teach nursing. In order to make these courses available, they will be offered in asynchronous online classes and a final practicum which may be in a clinical setting, face to face class, online class, clinical lab or in a health care setting in staff development and education. School of Education electives may be online, face-to face or blended classes.

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

Required courses:

- a. **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.
- b. **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.
- c. **N698T: Teaching Practicum in Nursing:** (Pre-requisites: N642 and N641). Ed 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.

Requirements for Teaching Practicum: N698T

This 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 spend 6 or more weeks in one of the following teaching/learning environments:

Nursing Student Education Setting.

1. Classroom (live and/or simulation)
2. Clinical (live, and/or videoconferencing)
3. Simulation/Skills Lab
4. Online (synchronous and/or asynchronous)

Direct Care Learning Environment: Patient or Patient Population Setting

1. Health Care facility
2. Community Health Setting
3. 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 1 hour in the learning environment, there are 3 hours of preparation so a 3-credit course= 3 hours class time+ 9 hours prep time=12 hours per week.

Students will be facilitated to identify a potential preceptor and site to complete the hours of their teaching practicum. The preceptor must have at least a Master's Degree in Nursing and at least 2 years of experience. The preceptor must agree to work with the student to achieve all of the required hours for the practicum. **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 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 receive feedback in evaluating the student's meeting of course objectives. The course faculty will assign the final grade for the course.

Elective Courses: Students will take two 3-credit electives in the School of Education at the 500 or 600 level. Electives should be related to teaching at the college level and higher education. Some examples of potential courses are listed below but are not inclusive. Students should check the mode of delivery of the course, whether it be online or face to face. Students with questions about School of Education electives should work with their academic advisor.

EDUC 551 - Foundations of Education

Selected problems and issues in modern education seen through disciplines of sociology, history, philosophy, comparative education, and social psychology. Foci are educational aims, societal expectation of the schools, church-state relations, professionalism, academic freedom, curriculum and methodological emphasis, urban education, and educational innovation. Independent study or field experience optional.

EDUC 692R - Seminar- Introduction to College Teaching

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

EDUC 553 - Uses of Critical Reference Tests

Steps in test development, preparation of domain specifications, item review techniques, test assembly, standard-setting methods, assessment of reliability and validity, guidelines for conducting test evaluations, and test uses.

EDUC 601A - Foundations of Higher Education

This course provides an overview of the higher education system in the United States and introduces higher education as both an academic field of study and an applied professional field.

EDUC 674 - Leading Higher Education

Analysis of major issues central to understanding of the possibilities and problems of leadership in higher education.

EDUC 689 - The Academic Profession

This seminar will explore higher education's most important investment and resource-- its faculty. The course will address the most current research and literature on faculty

issues in Higher Education.

EDUC 697K - Special Topics- Supporting Student Success

The phrase "student success" is ubiquitous across higher education. However, there is very little consensus by what we mean by student success, for whom we are speaking, and how different stakeholders are involved. In this course, we interrogate the concept of student success using frameworks that examine success as both an institutional and individual construct, consider critical junctures during students' pathways to and through higher education, and explore the different experiences of diverse populations of students.

EDUC 697SK - Special Topics- Helping Skills for Higher Education Professionals

The purpose of this course is to provide professionals in higher education with a foundational understanding of helping skills. Upon successful completion of this course, students should be able to demonstrate basic helping skills; including active listening skills, nonverbal and verbal responses, dynamic empathetic and compassionate interactions. The focus of this course will also translate learned helping skills into the development of helping strategies and interventions to fit a variety of settings within higher education. It should be noted that this course is not meant to develop professional counseling skills, however, it is meant for higher education professionals to understand and demonstrate helping skills within an institutions context so that they can effectively perform their duties and responsibilities as helping professionals.

Registration:

- a. Matriculated students do not need to fill out a "Non-Degree application" but will need to complete our College of Nursing internal application.
- b. Non-degree students will fill out both the "Non-Degree application" (Graduate School), and our College of Nursing application, and their file will be kept in Nursing.
- c. The College will keep track of students' progress, but students are responsible for keeping track of when they have completed their required coursework. The student can complete the Graduate Certificate Eligibility Form at any time during their graduate career.
- d. For non-degree students, the College will monitor their progress and inform the Graduate School when they have completed the sequence of courses. Non-matriculated students will be acknowledged in the Commencement Program under "certificate programs".

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

The Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Master's Online 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**
- Work in a variety of inpatient and outpatient settings

Objectives of the PMHNP Post Master's Certificate

1. Provide the instructional foundation for students to obtain professional certification as a Psychiatric Mental Health Nurse Practitioner
2. 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.
3. Effectively evaluate the efficacy of drug therapies on the physical and mental health of patients and consider non-drug integrative therapies to promote health.
4. Assess, diagnose and treat common psychiatric and mental health disorders across the lifespan.
5. Engage in inter and intra disciplinary collaboration and consultation in care of individuals, groups, and families.
6. Synthesize and translate evidence-based practices from nursing and other disciplines to manage complex psychiatric and mental health conditions.
7. Analyze social problems, health care policies and practices which affect the delivery of psychiatric mental health care.

Required courses:

Applicants to the certificate will have a full review of prior coursework in order to determine credits and hours needed to full the ANCC board certification examination, and CON requirements. An individual plan of study is made up depending on the student's prior education consisting of courses in our PMHNP DNP program- these courses are listed on page 42 of this handbook. Students must follow the same procedure for clinical placements as the DNP students.

B) Master of Science Program

The Master of Science program at UMASS Amherst College of Nursing is a distance accessible program offered through predominantly asynchronous delivery methods. All course work is offered through Continuing and Professional Education (CPE)/Online Education: www.umass.edu/cpe.

i. Nursing Studies Concentration (MSNS): 31 credits

The Nursing Studies concentration in the Master's program consists of 31 credits including the seven core courses in our Master of Science Curriculum listed below:

N603	Theoretical Components of Nursing Practice	3 cr
N604	Introduction to Statistics for Health Research	3 cr.
N615	Advanced Pathophysiology	3 cr.
N614	Advanced Health Assessment	3 cr.
N619	Advanced Pharmacology	3 cr.
N630	Research Methodology in Nursing	3 cr.
	Total Core	19 cr.
	Total Electives	12 cr.

In addition to the core courses, the following electives courses are needed: 12 additional credits, at least three of which must be from the 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 program will be eligible to apply for this concentration. The goals of the MSNS concentration are to recognize students who have completed the necessary credits for a Master's degree in Nursing and provide competent MS prepared nurses for generalist's roles in nursing. This flexible program of study is intended for candidates in our doctoral or 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 but wish to complete the MSNS enroute to completing the doctorate.

ii. Nursing Education Concentration (MSNE): 32 credits

The Master's of Science in Nursing Education prepares to students to enhance nursing practice and health care delivery through the education of nurses to prepare and educate nursing students and health care professionals in the classroom, clinical, and online learning environment.

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 Master's in Nursing Education role. The graduate is prepared to take the NLN certification examinations prepared by the National League for Nursing.

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

1. Develop a grounding in pedagogical theories
2. Evaluate nursing curriculum using accreditation guidelines
3. Consider quality measures in nursing education in developing and evaluating nursing curriculum
4. Use creative teaching methods to enhance pedagogy

5. Reflect on own teaching style as a means of incorporating new teaching strategies

6. Prepare nurses for education roles in colleges, universities, and clinical settings

7. Develop an area of advanced clinical expertise that enhances the nurse educator role.

The Nursing Education concentration in the Master's program consists of 32 credits including the six core courses in our Master of Science Curriculum listed below and N690D; a direct care practicum in which the student will develop an area of advanced expertise in nursing practice.

Master's Core Courses

N603	Theoretical Components of Nursing Practice	3 cr.
N604	Introduction to Statistics for Health Research	3 cr.
N615	Advanced Pathophysiology	3 cr.
N614	Advanced Health Assessment	3 cr.
N619	Advanced Pharmacology	3 cr.
N630	Research Methodology in Nursing	3 cr.

MSNE Courses

N690D	Clinical Practicum for Advanced Direct Care and Clinical Reasoning for Nurse Educators	2cr.
N642	Teaching in Nursing	3 cr.
N641	Curriculum Development	3 cr.
N698T	Practicum: Teaching in Nursing	3 cr.
	Total Core	18
	Total MSNE	11
	Total Electives from College of Education	3
	Total Credits	32

Three credits of electives must be from the College of Education.

Sample Plan of Study

Fall Semester

N603: Theoretical Components of Nursing Practice- 3 Credits
N615: Advanced Pathophysiology- 3 credits
N619: Advanced Pharmacology- 3 credits
N642: Teaching in Nursing- 3 credits
Total- 12 credits

Spring Semester

N604: Introduction to Statistics for Health Research- 3 credits
N614-Advanced Health Assessment- 3 credits
N630: Research Methodology in Nursing- 3 credits
N690D: Clinical Practicum for Advanced Direct Care and Clinical Reasoning for Nurse Educators-2 credits. (Pre or co-requisites, N614, N615, N619)
Total-11 credits

Summer Semester

N641: Curriculum Development- 3 credits
Total- 3 credits

Fall Semester

N698T: Practicum: Teaching in Nursing (Pre-requisites N641 and N642)- 3 credits
Elective from the College of Education- 3 credits.
Total-6 credits.

This is an example of how courses might be sequenced to complete the course of study as a full-time student, but students may have individualized plans of study created in collaboration with their academic advisors. Students should note that certain courses are only offered in Fall, Spring, or Summer semesters and should plan accordingly when creating their course schedule. Electives from the College of Education may be online or face-to face and students should note the method of course delivery when registering for courses.

Clinical and Teaching Practicum Information

Students have two practicums as part of their plan of study in the MSNE program. The first practicum, N690D 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 into 112 contact hours (at a 1credit hour:4 clinical hour ratio). These Direct Care clinical contact hours are allocated for supervised practice in selected clinical facilities or community agencies. Placement will be facilitated in negotiation with clinical preceptors, agencies and the College of Nursing.

Direct Care Learning Environment: Patient or Patient Population Setting Examples:

1. Health Care facility/ Primary Care setting
2. Community/Public Health Setting or Outreach site
3. Psychiatric-mental Health setting
4. OB/GYN or other specialty site
5. 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 the achievement of the course objectives. The course faculty will collaborate with the preceptor during the course of the clinical practicum and is ultimately responsible for evaluation of the student.

Practicum Focus:

A nurse educator role concentration is considered as a direct care role and evidence of practicum experience at the master's degree level in the direct care role is an expectation of the AACN/CCNE Master's in Nursing Education Essentials. 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" and nursing programs must provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.

With these standards in mind, the focus of this practicum is to help students master clinical reasoning and nursing at the advanced graduated level. The practicum will run concurrently or sequentially depending on plan of study to align with the didactic and theoretical material being delivered in N614 course. The student will master baccalaureate level skills in health and physical assessment while advancing to higher level clinical reasoning skills, applying those skills within an identified clinical area of practice in order to build graduate level expertise in the area. Focus will be on analysis of patients/clients within the practice setting and of 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 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 N690D), 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.**

Clinical Nurse Leader (CNL) Concentration

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. The concentration also promotes social accountability; students are educated and encouraged to work for reform in the healthcare system at the community, regional and national levels. The Commission on Collegiate Nursing Education (CCNE), a national nursing education accrediting body, accredits this concentration.

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

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

This program addresses the knowledge and competencies specified by the American Association of Colleges of Nursing (AACN) for 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.

CNL Concentration Objectives

At the completion of the program the graduate will be prepared 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.

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 learned content from the previous two courses throughout the didactic course N614.

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

All courses in the MS CNL concentration must be successfully completed before the student is allowed to enter their final clinical year of the program. The final clinical courses, N698N 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 subject of the Capstone proposal. CNL students need a preceptor from the setting to oversee the project, and the student may work with one preceptor or a team.

The primary requirement for the main preceptor is a master's degree in nursing. If there is a certified CNL in the setting, that person would be an ideal preceptor. Many students work with 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.

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

- 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 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 in that passion and guide you.
3. Engage support persons in your efforts.
4. Be flexible, plan well ahead, and be persistent!

Clinical Requirements - CNL students are to follow the guidelines for College of Nursing students as outlined in this book. If the clinical practicum for the capstone course is done at a setting where the student is not employed, they should complete the requirements of CastleBranch if needed by the facility.

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 regularly with their advisor to outline their plan of study and discuss academic progress.

CNL Program Office

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

Cynthia Mendoza- Program Assistant.

The Clinical Nurse Leader Curriculum (32 credits)

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.

3) Doctor of Nursing Practice (DNP) – Online Program

General Information

The University of Massachusetts Amherst offers the Doctor in Nursing Practice (DNP) degree to prepare advanced practice nurses at the highest level. This professional nursing preparation will include advanced coursework in leadership, research translation, and clinical knowledge and skills. This 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, Adult Gerontology Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner or, the applicant can be an APRN and not choose a role and complete the core courses of the program (DNP Completion).

Doctor of Nursing Practice Program Terminal Objectives & Core Competencies

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

- 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. Provide culturally proficient care to respond to health disparities and societal needs

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

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

Course Requirements

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

DNP Core Courses

All students will take core courses that include the following:

N603 Theoretical Components of Nursing Practice (3)
N630 Research Methodology in Nursing (3)
N605 Scholarly Writing (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} (2)
N798W DNP Project Proposal Finalization and Approval {Capstone III} (1)
N840 DNP Project Implementation and Monitoring {Capstone IV} (3)
N898A DNP Project Completion, Evaluation and Dissemination {Capstone V} (3)

Role Concentration Courses

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

Family Nurse Practitioner (FNP) & Adult Gerontology Primary Care (AGPCNP)

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 Complex Health Problems in Primary Care – I (2)
N733 or N706 Complex Health Problems in Primary Care – II (2)
Complex Health Prob. in Primary Care for Patients with Multiple Chronic Conditions
N698 & N798 Practicums & Role Seminars (12 credits)

Public Health Nurse Leader (PHNL)

N540 Epidemiology for Clinicians (3)
HPP620 Introduction to the U.S. Health Care System (3)
EHS565 Environmental Health Practices (3)
HPP601 Application of Social & Behavioral Theories in Health Ed and Intervention (3)
HPP628 Financial Management of Health Institutions (3) (or equivalent PH course)
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: Contemporary Issues in Public Health Practice (3)

Psychiatric Mental Health Nurse Practitioner (PMHNP)

N614 Advanced Health Assessment and Clinical Reasoning (3)
N615 Advanced Pathophysiology (3)
N619 Advanced Pharmacology (3)
N670 Family Systems and Intervention (3)
N580 Integrative Therapies (2)
N703 Pharmacotherapy Management (3)
N643 Assessment and Diagnosis of Psychiatric and Mental Health Disorders (3)
N707 Neuropsychopharmacology (3)
N612 Advanced Psychiatric Mental Health Nursing with Children & Adolescents (3)
N622 Advanced Psychiatric Mental Health Nursing with Adults & Older Adults (3)
N712 Advanced Psychotherapy Modalities with Individuals, groups and Families (2)
N722 Psychiatric Mental Health Complex Health Problems (2)
N698 to N898 Practicum & Role Seminar (11)

DNP Completion (for currently certified APN's)

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} (2)
N798W DNP Project Proposal Finalization and Approval {Capstone III}
N840 DNP Project Implementation and Monitoring {Capstone IV} (3)
N898A DNP Project Completion, Evaluation and Dissemination {Capstone V} (3)

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

Faculty Advisors

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

Specific Requirements for Progression in the DNP

Program Overview of Progression through Coursework

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

project which is a requirement for graduation.

Overview of DNP Project Course Sequence

I-N742 Defining Evidence for Problems and Solutions

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.

II-N798U Evidence Based Proposal Development

This course is the second course in the sequence of five 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. There are 112 indirect hours required for this course. Data collection and project implementation (i.e. project timeline) should not begin until after IRB approval (end of summer semester / Capstone III or beginning of Fall semester / Capstone IV).

III-N798W DNP Project Proposal Finalization and Approval

This course focuses on finalizing the proposal for the planned scholarly project. Two drafts of the proposal are read by course faculty and feedback given. If your adviser is available over the summer, you may work on early approval and then application to IRB. All students are required to at least draft the Human Subjects form in this course. There are 56 hours of indirect hours required for this course for the refinement and approval of the DNP Project proposal.

IV-N840 DNP Project Implementation and Monitoring

This course involves the actual implementation of the planned proposal. This includes seeking and obtaining both advisor and IRB approval as well as a letter of support from the clinical site of project if you have not obtained one already. You will actually implement / work on your project at the designated site with your preceptor / mentor. There are 168 hours of direct clinical hours required for this course.

V- N898A DNP Project Completion, Evaluation and Dissemination

This course is the fifth and 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 168 hours of direct clinical 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 advisor. The advisor and student should be mindful of incomplete grades and students whose CGPA falls below 3.0 who will be in jeopardy of dismissal by the College of Nursing and the University.

DNP Project

Students work within their DNP project courses and with their adviser to complete this scholarly project.

DNP Project Description

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

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

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

The DNP Project Process

For the DNP Project students are assigned one College of Nursing faculty member and should use an outside mentor as the project mentor. Students are expected to work closely with their adviser/chair and their course faculty throughout the process of completing the DNP project and anticipate the submission of multiple drafts before final approval.

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

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

A student must receive a grade of C or above in order to pass the DNP Project requirement. Once complete, DNP Projects must be submitted after the final approved DNP Project to *ScholarWorks* on the UMASS Amherst library site, (signatures are not required, names may be typed on the DNP Project Title Page). All DNP projects should be presented to a professional audience either at Scholarship Day or at clinical site or a professional conference

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.

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 course shell.

Protection of Human Subjects

Students must complete the "Determination of Human Subjects" research form which is available on the UMass Research Compliance website once their proposal is written. Copies of the form will be included in Capstone course shells. Once your proposal is approved by your adviser, they will submit the completed Human Subjects form along with the proposal to the Human Research Protection Office (HRPO). The UMass Amherst Institutional Review Board (IRB) will determine whether your research needs additional IRB review and notify you with a Memorandum of determination in an email attachment. More Information: <https://www.umass.edu/research/policy/human-subjects-research-policy>

Do NOT begin data collection prior to receiving IRB determination

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 College of Nursing DNP curriculum adheres to the requirements of the American Association of Colleges of Nursing (AACN), "Essentials of DNP Education", and the guidelines established by the National Organization of Nurse Practitioner Faculties and The American Association of Community Health Educators. Nationally, DNP programs in any practice specialty should include 1000 practice hours. The UMass Amherst DNP program stipulates that all students engage in practicum experiences to fulfill the hours required of a practice doctorate. Post Master's DNP students are required to document the number of practicum hours they obtained in their previous master's degree program.

How to Select Preceptors

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

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

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

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

Concentrations in the DNP Program

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

Prior to beginning any specialty courses in the FNP/AGPCNP program, students must successfully complete N615 Advanced Pathophysiology, and N619 Advanced Pharmacology. Students must also have completed (or take concurrently) N703 Pharmacotherapeutics and both FNPs/AGPCNPs N670 Family Systems and Interventions when enrolled in the first specialty courses in the sequence, N614 and N698A.

In the FNP/AGPCNP 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/AGPCNP students are required to take these courses, unless they have a Master's degree in a nurse practitioner specialty, and have received some course waivers at the time of admission. These courses build upon each other and must be taken in the sequence outlined in the Plan of Study.

Course Descriptions:

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

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

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

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

N643 Assessment and Diagnosis of Psychiatric and Mental Health Disorders (3 cr.) This course introduces the diagnostic processes in mental health/mental disorders using DSM 5 diagnostic criteria, ICD coding, and other mental assessment tools while considering family, community, and cultural influences.

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

Content and practicum focus is on acquiring the knowledge and skills needed to perform comprehensive health assessments and develop enhanced capacity for clinical reasoning and laboratory test interpretation. Application of this knowledge occurs in the concurrent clinical

practicum N698A, the first clinical practicum experience in the FNP specialty that affords students the opportunity to develop+ competence and confidence in a precepted clinical experience while applying knowledge obtained in a concurrent theory course.

Students will select an agency and a preceptor in their community and engage in **56 hours of practicum** experiences to meet course objectives. The N698A UMass faculty will supervise this practicum course in conjunction with the student's approved preceptor. This first practicum experience, which starts mid-way through the semester, concentrates on the "Art" of Clinical Reasoning and, therefore, most any qualified provider from a variety of healthcare settings can be appropriate.

The concentration of the practicum is for students to learn the techniques and practices of the "Focused Case Visit" and the "Complete History and Exam Visit" to acquire a sound knowledge base in diagnostic reasoning and differential diagnosis prior to launching into the individual patient population courses. NPs and MDs who see patients of all ages in a primary care setting are preferred.

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

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

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

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

N723 Complex Health Problems in Primary Care I (2 cr.) and N798K Practicum: Complex Health Problems in Primary Care (2 cr.) – must be taken concurrently.

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

N733 Complex Health Problems in Primary Care II and N798KA Practicum Complex Health Problems in Primary Care II (2 cr.) – must be taken concurrently.

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

or

N706 Complex Health Problems with Multiple Chronic Conditions 2 (2 cr.) and N798S Practicum: Complex Health Problems with Multiple Chronic Conditions 2 (2 cr.) – must be taken concurrently.

This course provides students specializing in the advanced practice role of the Adult Gerontological Primary Care or FNP (DNP) Nurse Practitioner student the opportunity to build knowledge and skills beyond that of the singular simple acute or stable chronic conditions. This course affords the opportunity to focus on health care of adult and older adult patients (including frail elders) with multiple chronic conditions (MCC) and complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798S. The N798S UMass faculty will supervise this practicum course in conjunction with the student's approved preceptor. Students must recruit a MD or NP geriatric/gerontology and adult provider in order to assure that complex patients will be seen—providers can be NPs or MDs or a combination of both for a total of **112 hours** (52 hours needs to be in sub-acute rehabilitation and long-term care practice environments).

Final Spring Semester of Study in the DNP Program

N898D Final Immersion Practicum (2 cr.) -

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

Public Health Nurse Leader (PHNL) - Role Course Sequence

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

The PHNL program consists of a total of 4 practicum courses, for a total of 840 practice hours. Three of these courses are 3 credit practicum courses that require 168 hours of supervised

practice, for a total of 504 hours. In the final semester of the DNP program, students will take the Final Immersion Practicum N898A for 6 credits (336 hours – of which 150 hours may be used to implement the required Capstone Scholarly Project).

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

PHNL Specialty Course Sequence

N640 Advanced Public Health Nursing I (3 cr.) (Fall) and N698G Practicum: Advanced Public Health Nursing I (3 cr.) Content and practicum focus is on conducting a Comprehensive Community Assessment and a targeted Needs Assessment. Application of this knowledge occurs in the concurrent clinical practicum N698L. Students will engage in **168 hours of practicum experiences** to meet course objectives. This practicum is conducted in a community that the student chooses. Students will need an outside community preceptor for this course. In order to plan ahead by mid-semester students should be identifying a preceptor and an agency that they will affiliate with for the next practicum course, N798P, offered in the spring semester.

N750 Advanced Public Health Nursing II (3 cr.) (Spring) and N798LL Practicum: Advanced Public Health Nursing II (3 cr.) Content and practicum focus is on program development and evaluation in the field of public health. Application of this knowledge occurs in the clinical practicum N798P. This practicum should be conducted in the same community as the previous practicum course, N698L. Students will select an agency and a preceptor in the community and engage in **168 hours of practicum experiences** to meet course objectives. The N798P UMass faculty member will supervise this practicum course in conjunction with the student's community preceptor.

N760 Advanced Public Health Nursing III Contemporary Issues in Public Health Practice (3 cr.) and N798M Practicum: Contemporary Issues in Public Health Practice (3 cr.) Content and practicum focus is on current issues in public health nursing practice. Students will select an agency and a preceptor in the community and engage in **168 hours of selected practicum experiences** to meet course objectives. The N798M UMass faculty member will supervise this practicum course in conjunction with the student's community preceptor.

Psychiatric Mental Health Nurse Practitioner (PMHNP) - Role Courses

Course Descriptions:

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

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

N703 Pharmacotherapy Management (3 cr.) – Integration of principles of pharmacology and

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

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

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

Content and practicum focus is on acquiring the knowledge and skills needed to perform comprehensive health assessments and develop enhanced capacity for clinical reasoning and laboratory test interpretation. Application of this knowledge occurs in the concurrent clinical practicum N698A, the first clinical practicum experience in the FNP specialty that affords students the opportunity to develop competence and confidence in a precepted clinical experience while applying knowledge obtained in a concurrent theory course.

Students will select an agency and a preceptor in their community and engage in **56 hours of practicum** experiences to meet course objectives. The N698A UMass faculty will supervise this practicum course in conjunction with the student's approved preceptor. This first practicum experience, which starts mid-way through the semester, concentrates on the "Art" of Clinical Reasoning and, therefore, most any qualified provider from a variety of healthcare settings can be appropriate. The concentration of the practicum is for students to learn the techniques and practices of the "Focused Case Visit" and the "Complete History and Exam Visit" to acquire a sound knowledge base in diagnostic reasoning and differential diagnosis prior to launching into the individual patient population courses. NPs and MDs who see patients of all ages in a primary care setting are preferred.

Specialty courses include:

N643 Assessment and Diagnosis of Psychiatric and Mental Health Disorders- This course introduces the diagnostic processes in mental health/mental disorders using DSM 5 diagnostic criteria, ICD coding, and other mental assessment tools while considering family, community, and cultural influences.

N580 Integrative Therapies in Health Care- This course will examine integrative health therapies including the cultural contexts of health and health care, telehealth, dynamics of systems and individual change, and evidence-based analysis of therapeutic effectiveness.

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

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

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

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

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

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

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

N722 Psychiatric Mental Health- Complex Health Problems (3 cr.) - A refinement of advanced knowledge and skills required to deliver psychiatric mental health care to culturally diverse individuals of all ages with complex mental health and psychiatric issues.

N798CH Practicum Psychiatric Mental Health- Complex Health Problems (3 cr.)- This course will consist of a supervised clinical practicum experience in a health care agency/facility providing psychiatric mental health care to individuals, **112 clinical practicum hours.**

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

4) Ph.D. in Nursing Program

PhD Curriculum

The PhD program builds on previous nursing education and is designed with both post-baccalaureate (78 credits) and post-master's degree (57 credits) points of entry. Candidates with a DNP will have an individualized plan of study based on their transcript and experience. All applicants must have a baccalaureate or basic master's degree in nursing. The program consists of courses in nursing knowledge and theory development, nursing research designs and methodologies, grantsmanship and scientific writing, and cognates; a comprehensive examination, and a dissertation.

Graduates of the PhD program will have a strong foundation in inquiry and three major areas of expertise:

- a. Knowledge of the discipline including history, theory, and philosophies of emancipatory nursing
- b. In-depth knowledge of a specific clinical or nursing context and gap in nursing knowledge as it relates to history, theory, practice, power and oppression, public health and health systems, innovation, technology, research methodologies and implementation
- c. Strategies of research and scholarship, including interdisciplinary team science and community engagement, equity- and human-centered design, critical analysis, grant-writing, emancipatory and anti-racist nursing praxis, data management, publication, and science communication

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

- a. Advance nursing knowledge to support and improve health, equity, and social justice
- b. Synthesize knowledge from nursing and other disciplines to address complex health challenges, transform structural inequities, and to imagine and co-create new futures
- c. Provide visionary and inclusive leadership for nursing research and innovation, and by extension, to transform nursing practice, education, technologies, communities, health systems, and policy

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

Curriculum Requirements

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

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

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

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

Total Program Credits (78)

N603 Theoretical Foundations of Nursing Science (3cr)

Nursing Electives (9cr)*

Cognate Electives (6cr)

Introductory Statistics (3cr)

**Students may take these 9 credits as cognates rather than as nursing electives*

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

The plan or study of applicants with DNP degrees or Master's Degrees in other fields will be tailored to the learning needs of the applicant. Students who matriculated in Fall 2014 and after complete the following curricula requirements: 57 credits

Pre-requisites

N603: Theoretical Components of Nursing Practice (or equivalent) (3 cr)

N604: Introduction to Statistics for Health Research:

Computer Application and Analysis of Data (or equivalent) (3 cr)

Required Courses

N700: History of Nursing Science and Philosophy	(3 cr)
N710: Quantitative Methods in Nursing Research	(3 cr)
N716: Intermediate Statistics	(3 cr)
N720: State of the Discipline of Nursing	(3 cr)
N730: Qualitative Methods in Nursing Research	(3 cr)
N775: Measurement in Health Research	(3 cr)
N810: Advanced Nursing Research	(3 cr)
N820: Emerging Nursing Theory	(3 cr)
N897A: Topics in Health Research	
N870: Role of the Scholar and Leader	(3 cr)
Advanced Methods elective	(3 cr)
Cognate electives	(6 cr)
N893a: Dissertation Seminar Fall and 893b Spring	(1 cr)
N899: Dissertation	(18 cr)
<i>Comprehensive Examination</i>	

Mentored Research Experience (120 hours minimum)

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

Total Program Credits: 78

N603: Theoretical components of Nursing Practice	(3 cr)
N615: Advanced Pathophysiology	(3 cr)
N619: Advanced Pharmacology	(3 cr)
N614: Advanced Health Assessment and Clinical Reasoning	(3 cr)
N630: Research Methods in Nursing	(3 cr)
N604: Introduction to Statistics for Health Research: Computer Application and Analysis of Data (or equivalent)	(3 cr)
N605: Scholarly Writing (suggested)	(3 cr)

Per a unanimous vote of the PhD Academic Matters Committee in Spring 2020, students who matriculate into the program on or after Fall 2020 may petition the program to count evidence from prior life experience, scholarship and/or non-paid coursework such as via platforms like Coursera towards meeting competency requirements for N603, N604, and N630. Further, students who wish to challenge the current curricular requirement for enrollment in N614, N615, or N619 prior to engaging in the first year of MS-PhD coursework should discuss this with their PhD advisor and the PhD Program Director. Such tailored plans of study will be reviewed and approved by the PhD Academic Matters Committee on a case-by-case basis.

The PhD curriculum consists of a series of courses in three areas: emancipatory philosophies and theories of nursing and knowledge production; research designs and methods; and cognate courses (Graduate courses in disciplines outside of Nursing that augment the student's area of study). In addition to academic coursework, students must:

- Successfully pass a Comprehensive Examination after they have completed N700, N710, N730, N775, and N820 (at the end of the 1st year of study for most MS-PhD students);
- Complete a 120 hour (minimum) set of mentored research experiences;
- Submit and orally defend a scholarly dissertation prospectus
- Implement, write and defend an original dissertation study

PhD Nursing Courses: All PhD students enroll in courses in the areas of nursing knowledge and

theory, research design and methods, and cognates. These required courses are offered in a sequence that is presented in specific Plans of Study for Post-Baccalaureate and Post-Master's students.

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

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

Mentored Research Experience: Each student will engage in a 120 hour mentored research experience. The student will contract with a faculty member to participate in research experience. This experience could be working as a Research assistant (paid or unpaid) on the faculty's research, or conducting pilot work for the student's own research. It is expected that this experience will lead to dissemination activities such as publications or presentations.

Synchronous Distance Education: A blend of in-class and distance technologies are typically used in the PhD program. However, due to physical distancing constraints related to COVID19, 100% of PhD courses in fall 2020 will be fully remote. Most will involve a combination of live, synchronous learning and materials/experiences that can be accessed asynchronously. 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 who may be accessing course materials from distant time zones. This schedule and our current fall 2020 plan was informed by student input via an anonymous poll, and best practices recommended by advocacy groups including the Accessible Campus Action Alliance.

If you anticipate any challenges connecting to coursework 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 College of Nursing faculty who hold a PhD, maintain active programs of scholarship including recent (within the past 3 years) peer-reviewed publications and/or research grants, and who have graduate faculty status are eligible to serve as Dissertation Chairs and primary advisors for PhD students. 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 help to hold them accountable for emancipatory and anti-racist nursing praxis.

This 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 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 folk engaged in the scholarship of other disciplines as well as other types of nursing practice preparation (DNP, MSN, 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.

PhD Program Office

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

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:

- 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/
- 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>
- 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>
- 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:

- 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/>

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) _____

Is this intended to be a presentation or manuscript (check all that apply):

- Presentation Manuscript Poster 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

AND

- Final approval of the version to be published.
- 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.

Comprehensive Exam Policy/Application to take Exam

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

Information for the 2021 Comprehensive Examination will be available in February 2021

All students in the PhD program are required to take a comprehensive examination at the end of their first year of PhD course work (for most BS-PhD students the exam is at the end of year two, after their first year of live coursework). In order to request to sit for the examination the following courses must have successfully completed: N700, N710, N716, N730, N775, and N820. Students who are not eligible to take the comprehensive exam (e.g., incomplete in a required course) will have the opportunity to take the examination prior to the fall semester. The examination questions provide students the opportunity to demonstrate mastery and synthesis of the content in the 1st year courses.

A three-person Comprehensive Exam Committee will be responsible for identifying questions and the generation of grading rubrics. The PhD Program Director and the Dean will choose committee members. The Comprehensive Exam Committee is typically composed of faculty who have recently taught the required first year courses, and must include **at least one** faculty member who has previously participated in the generation or grading of the Comprehensive Exam.

Students will receive a separate grade of Pass or No Pass for each exam question. In order to progress in the program, a grade of Pass must be achieved on all exam questions. Students who do not receive a 'Pass' on any part of the exam will be provided feedback on their performance and given an opportunity to sit for an oral exam at the end of August. All committee members and the PhD Program Director will be present for the oral exam. Students who do not receive a 'Pass' on any portion of the oral portion of the exam will be provided feedback on their performance and referred to the PhD Program Director.

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

Application to Take the Exam

- 1) In order to sit for the exam, the Comprehensive Examination Application Form must be submitted to the PhD Program Director 14 days prior to the exam date.
- 2) The grade for each of the 5 required courses must be provided on the application.
- 3) If the student is currently enrolled in one of the 5 required courses, the **student** must have the professor of record initials next to the grade indicating that they anticipate a passing grade.
 - a. If the student does not pass the course as anticipated, they will not be allowed to sit for the exam.
 - b. If a student is not eligible to take the exam (e.g. they receive an "incomplete" in a course), they will need to contact the PhD Program Director to determine when the test can be taken.

Exam Procedures

- 1) The Comprehensive Exam Committee will determine the precise format and delivery methods for the exam.
- 2) Student may rely upon any printed documents, written notes, or books that they would like to reference during the exam.

Exam Content

Exam questions will allow students to demonstrate mastery and synthesis of 1st year course content. Faculty from 1st year courses write the exam questions. The exam topics and questions are summarized below:

Theory & Philosophy	Students will synthesize knowledge learned from History of Nursing Science & Philosophy (N700) and Emerging Nursing Theory (N820).
Qualitative Critique	Students will be asked to provide a thorough critique of a research article involving qualitative research methods that will be provided. This can include articles involving mixed methods. The critique should be written as if reviewing the study for publication in a peer-reviewed journal.
Quantitative Critique	Students will be asked to provide a thorough critique of a research article involving quantitative research methods that will be provided. This can include articles involving mixed methods. The critique

	should be written as if reviewing the study for publication in a peer-reviewed journal.
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Grading Policies

- 1) Criteria and rubric will be developed for grading each question by the PhD Comprehensive Exam Committee.
- 2) Grading will be pass/fail for each question.
- 3) Students will be notified of results in writing within three weeks of taking the exam.
- 4) If a "PASS" is not achieved on every question, the student will have an opportunity demonstrate their mastery of that content area during an oral exam at the end of August of the same year. There will be an oral exam question for each written exam question that did not receive a PASS.
- 5) For any portion of the oral exam on which a "PASS" is not achieved:
 - a. The student will be provided feedback on their performance.
 - b. The student will be referred to the PhD Program Director and Executive Associate Dean where a final decision will be made.

COMPREHENSIVE EXAMINATION APPLICATION

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

Student name: _____

Date _____

Examination date: _____

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

Course # and Title	Semester/Year Completed	Grade	FA Initials*
Nur700 History of Nursing Science & Philosophy			
Nur710 Quantitative Methods in Nursing			
Nur716 Intermediate Statistics			
Nur730 Qualitative Methods in Nursing Research			
Nur775 Measurement in Health Research			
Nur820 Emerging Nursing Theory			

Student Signature: _____

Date _____

Advisor Signature: _____

Date _____

PhD Program Director Signature: _____

Date _____

*If the student is currently in the course, the professor of record will initial if the student is currently passing the course.

a. Students must pass the entire comprehensive exam in order to progress in the PhD program

Dissertation

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

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

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

The second step is to approval of the dissertation proposal. The student, under the guidance of the Dissertation Chair and the other committee members will develop a research proposal. It is the responsibility of the 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). 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 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.

Steps For Proposal Defense

- A dissertation Committee should already be established.
- Student contacts the PhD program assistant to reserve Skinner room for defense (or, under conditions of COVID19-related physical distancing, to arrange for a ZOOM defense link).
- PhD Program Assistant needs to be informed of the date of the proposal defense.
- PhD student to provide the title of their defense to PhD Program Assistant so the correct signature page can be constructed and sent back to the student.
- Student is to bring **at least 4** copies of the original signature pages to the day of their proposal defense. (In light of a ZOOM defense under COVID19 physical distancing requirements, this process may be handled digitally per the advice of the UMASS Graduate School.)
- An e-signature is acceptable if a committee member is not present on the day of defense.
- Once the signature pages are signed, bring 2 original pages to PhD Assistant, office room

After the research is completed, and the dissertation is written and has tentative approval from the Dissertation Committee, the dissertation defense can be scheduled. The guidelines for dissertations can be found at <https://www.umass.edu/gradschool/current-students/doctoral-degree-requirements-and-dissertation-information>. The time and date of the dissertation defense shall be submitted to the Graduate Dean when all the Dissertation Committee members agree that the dissertation is sufficiently complete to stand defense (Appendix B). **NOTE:** There must be a period of at least seven months between the proposal defense and the 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 COVID19-related 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 members of the Dissertation Committee may cast a vote.

There are three possible outcomes for a dissertation defense. First is "Pass," no further action is required except submission to the Graduate School. The second possible outcome is "Pass with revisions." In this case the dissertation is substantially completed and sound, but requires further refinement before the committee approves the dissertation. The third category is fail. A unanimous vote of Pass is required for the student to pass the Dissertation Defense. The dissertation must be approved and signed by all members of the Dissertation Committee and the Dean. See the Graduate School Handbook for specific instructions.

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

Steps for dissertation defense:

- 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.
- Student or Committee Chair reserves Skinner room for defense.
- PhD Program Assistant will remind the student to send her the signed doctoral degree eligibility form (required from the PhD student).

- PhD Program Assistant will construct the signature pages and send the signature page to the PhD Student.
- Student is to bring **at least 4** copies of the original signature pages to the day of the final oral defense.
- Student must be present on the day of their dissertation defense.
- ALL committee members must be present on the day of the oral defense.

- Chair to set up zoom link for dissertation defense and sent to Graduate Faculty and PhD students.
- Once the signature pages are signed, bring 2 original pages to PhD Program Assistant office room 032
- Electronic Dissertation submission process:
<https://www.umass.edu/gradschool/current-students/doctoral-degree-requirements-and-dissertation-information/electronic-dissertation-s>

Helpful information:

CHECKLIST FOR DOCTORAL DEGREE:

http://www.umass.edu/gradschool/sites/default/files/checklist_for_doctoral_degrees.pdf

CHECKLIST FOR FINAL DOCTORAL ORAL EXAMINATIONS:

http://www.umass.edu/gradschool/sites/default/files/checklist_for_doctoral_oral_exams.pdf

Manuscript Instructions:

The dissertation must be typed in a proscribed style. (Refer to the *Guidelines for Master's Theses and Doctoral Dissertations*, available in the Office of Degree Requirements or online at: <http://www.umass.edu/gradschool/policies-forms/forms-graduate-students>. 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: Practicum Materials

PREPARING FOR YOUR CLINICAL PRACTICUM

For any questions contact:

AJ Juno, Clinical and Affiliation Agreements Coordinator, ajuno@umass.edu, 413-545-5056

PLEASE READ THOROUGHLY so you do not have delays or cancellations of your practicum.

These instructions are on our website in the Graduate Clinical Placements tab on the right side:
<http://www.umass.edu/nursing/graduate-clinical-placements>

Please familiarize yourself with the steps for preparing for your clinical practicum. You should start early, especially in determining whether your site needs an affiliation agreement. For more details about the courses and academic requirements, and criteria for choosing a preceptor, read the Graduate Handbook located on our College of Nursing website.

Affiliation Agreements:

The first step is finding out if your site needs an affiliation agreement. You must ask the correct person or department. If an agreement is needed, this process can take many months. (Do not confuse an affiliation agreement with the Student-Preceptor Form, explained below.)

- An affiliation agreement is a contract between UMass Amherst and the corporation or owner that owns the site of your practicum. UMass does not need an affiliation agreement for you to do your practicum. But some sites do. For the many sites that do not, you can go there without the lengthy process it takes to complete an agreement. Once an agreement is finished, it will last for years. The typical expiration date is 3 yrs, but many never expire.
- It is your responsibility to find out if an agreement is needed. The first thing you need to do is ask them. If you don't know who to ask, start with the HR department or the administration. Your preceptor might not know. If you give me the wrong person who does not work with agreements, that can create delays. I have found that it is best if the student asks them rather than myself as the representative of UMass. If your site has any questions, then I am happy to answer any they might have. You are free to give my contact info.
- Allow enough time to execute an agreement. It can take 2 to 6 months to complete. 6 months is rare but it does happen. And sometimes, even rarer, UMass and the site cannot reconcile our disagreements and the affiliation agreement is not completed. **Have a backup site available incase this happens.**
- If your site needs an **affiliation agreement**, find out the contact person that I will be working with and gather the following info: **full site name, full contact name, title, email, phone number, mailing address and the semester you want to start.**
 - Go to the Affiliation Agreement Request Form (link is on the Grad Clinical Placement tab on our website). This will go to AJ Juno who will start working on the agreement:
Link: **<https://www.umass.edu/nursing/affiliation-agreement-request-form>**

Once you have a site and a preceptor:

- **New Students:** If you are new to Typhon and do not have a student login, email me so I can send you one. There is a one-time fee of \$90. Your Typhon account will last up to 5 years after you graduate so you can take advantage of your Typhon Portfolio.
- **CastleBranch Health and Background Check Requirements:** All students need to set up an account with CastleBranch, our third-party vendor, after admission to the College of Nursing. You will be responsible for uploading your immunizations and required documents about two months before your first clinical. **See detailed instructions below.**

Complete the STUDENT-PRECEPTOR FORM:

- On our UMass CON website, go to the Graduate Clinical Placements tab, <http://www.umass.edu/nursing/graduate-clinical-placements> and find instructions to fill out the “**Student-Preceptor Form.**” Once I receive it from you, I will send to your preceptor to sign.
- ***Even if you have had the same preceptor in a previous semester, please fill out the form so we can have the preceptor’s signature each semester.***
- You may have more than one preceptor in a semester. For each preceptor you will need to complete a Student-Preceptor Form.
- Make sure you have the **preceptor’s email correctly spelled!** If not, the Preceptor will not receive the form or their Typhon login.
- **Fill out ALL of the fields on the form**—they are needed to fill out the fields in Typhon for your preceptor and clinical site. Also, make sure you **include a date** (Affiliation Period) range and the **Course # (it starts with N)**.
- Obtain a **CV (resume) from your preceptor** and email it to me. Or, give your preceptor my email so they can send it to me directly.

Lastly:

- **REQUIRED FORMS FOR SITES: It is up to you, the student, to find out what is required by your site and let me know if they need something from me/the college.** Some sites need Verification or Attestation Letters or other paperwork. Each site is different, with very different procedures and forms.
- **Send me a reminder email about a week before you start your clinicals to put your preceptor into Typhon, if they do not have an account already.** I do **not** automatically send the preceptor the login email when I receive a Student-Preceptor Form. Since grads start at different times, it is usually too early, the emails are ignored, and the link expires in 7 days. Once a preceptor has a Typhon account, they can keep it indefinitely.
- **If your PRECEPTOR Forgets Password or if their email link has expired for their Typhon account, give them these instructions:**
 - Go to this link: <https://www.typhongroup.net/np/>
 - Click [Preceptor/EASI Login](#)
 - Acct # is: [7313](#)
 - Email address: the one preceptor used originally.
 - Click link: [Forgot Password](#)
- **FOR STUDENTS if your link expires or you forgot your password:**
 - Go to this link: <https://www.typhongroup.net/np/>
 - Click Student Data Entry Login
 - Acct # is: [7313](#)
 - Click link: [Forgot Password](#) if needed
- Please **update me if you will no longer be using a preceptor** that you had previously sent me information on so I can update our records.

CCP (Centralized Clinical Placements) Orientation for HIPAA, OSHA, and more:

- CCP, which is run by the MA Dept. of Health, has an orientation that all students need to complete. Most of our affiliation agreements with facilities require that we train all students in HIPAA, , OSHA, fire and safety, etc. You only need to do this once.
- Instructions for completing CCP Orientation are on the website.

- For those students who are doing their practicums in a **Massachusetts CCP facility**, such as Boston Med, Mass General, BWH, etc., they require that the placement must be placed into the CCP database in order to be approved. Contact **Dr. Lori Anne Lyne**, loriannelyne@nursing.umass.edu, who will do this. They will also require you to complete their "**HCO facility-specific material**" in CCP. You complete this by first completing the CCP general 4 modules, then you are directed to the specific facility's orientation.
 - 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, and making an end-run around the nurse educators can cause them to reject your application.
- Please let me know in all correspondence if you have changed your name when married. It's best if you change your name in SPIRE as well as in College of Nursing records and other offices.
- Make sure you receive email from your UMass email address! We send important information only to the UMass email lists.

If you **need help finding a preceptor**, contact our Graduate Clinical Placement Coordinator, Dr. Lori Anne Lyne, loriannelyne@nursing.umass.edu. Also, if your site is a CCP site in Massachusetts (ask the clinical facility contact person), contact Dr. Lyne to put your placement request into CCP for approval. She will need a copy of your CV, your course number, number of hours required and which area you are looking for such as ambulatory care. Then contact me for instructions to do the CCP modules for the site.

CastleBranch Health and Background Check Requirements

For any questions about CastleBranch contact AJ Juno, ajuno@umass.edu or CastleBranch customer support.

All students need to set up an account with CastleBranch, our third-party vendor, after admission to the College of Nursing. You will be responsible for uploading evidence of your immunizations and required documents into the self-service system at least two months before your first clinical. Castle Branch will also perform a national background check on all students (a separate code needed), which is necessary before entering clinical placements.

Go to: www.castlebranch.com and "**Place Order**". Your pin number is your SPIRE number. Enter your program "**Package Code**" and click "**Submit**"

You need to place an order for 2 package codes: the main account and the separate background check. The background check is now a national check. This separate background check is mandatory for all students— one-time only. This is different from the CORI form that is in the regular account. Some sites require a background check to be done within a certain time frame, such as no later than 3 months or 1 year from the start of their clinicals. In that case you must follow the requirements of the site, even if you have already completed a background check earlier.

See below for the codes:

DNP (includes **FNP, PMHNP, AGNP, PHNL, Post Masters Psych Certificate**): Main Account is **UM28**, no fee.

DNP Background Check: **UP60bg**. This is a one-time requirement - \$43.00

If your site requires a drug test — DNP Drug Test: **UP60dt**. Optional, as needed for site - \$39.00.

For students in placements in the **Baystate Medical System**, a Drug Screen is required. If you are an employee, then you can have your drug test done there.

CNL: The code for the main account is UM29

UP60bg – DNP Background Check – Required, one-time fee - \$43.00

UP60dt – DNP Drug Test - Optional, as needed for site - \$39.00

- To open your CastleBranch account your Personal Identification Number is your UMass SPIRE Number.
- The email address you use when placing your order will become your username for your CastleBranch account and will be the primary form of communication for alerts and messages regarding your health and certification records requirements.
- You can respond to any active alerts or To-Do list items now, or return later by logging into your CastleBranch account. You will receive alerts if information is needed to process your order and as requirements approach their due dates. Access your CastleBranch account anytime to view order stats and completed results. Authorized users at UMass will have access to view your requirements and compliance status from a separate portal. Please do not share your login or password.
- The easiest way to upload documents to your CastleBranch account is to download the CastleBranch app from your app store on your iPhone/iPad or Android device. Search for “**My CB**” after setting up your account via web browser and you will be able to snap a picture of a document directly into your to-do list.
- Please be aware that all students need to have their clinical requirements in before starting any clinical placements.
- **The CastleBranch service desk is available to assist you via phone, chat, and email. Monday-Friday 9am – 8pm, Sunday 10am – 6:30pm EST (888) 914-7279**

DO NOT SEND ME YOUR HEALTH OR BACKGROUND INFORMATION—upload them to CastleBranch.

IMMUNIZATION AND HEALTH 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 and/or signed declination form.
- **Varicella** (Chicken pox) — One of the following is required: 2 vaccines or a positive antibody titer or history of disease (provider verification required). If titer is negative or equivocal you will be required to confer with your provider and choose to receive a booster and repeat titer or repeat vaccination series.
- **TB**- 2-Step PPD followed by yearly PPD or a negative T-spot within the past 12 months. If positive submit clear chest X-ray and TB questionnaire on school form both dated within past 12 months.
- **Seasonal Flu Vaccine** Required- Declinations must be submitted on the school form.
- **Current Physical** with date and comments (within one year of entry into first clinical).

Additional documents such as current **CPR** (from *American Health Association* only, no online courses acceptable), **Professional Liability Insurance** (www.nso.com), and other items should be uploaded.

SAMPLE LETTER to send to Preceptor:

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). This practicum would be mutually beneficial to us. I would love to meet with you to discuss this further.

Please review my resume (attach a copy of your CV). I will be sending you, via email, our Student-Preceptor Form to be completed online and signed via Adobe E-Sign. Please look at our website www.umass.edu/nursing under our student section for our Preceptor Handbook and instructions. The link to our Graduate Clinical Placements is: <http://www.umass.edu/nursing/student-resources/graduate-clinical-placements>. The Graduate Preceptor Handbook is on the right-hand side near the bottom.

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

Sincerely,

Student Name
attach a copy of CV.

Appendix B: Forms and Memoranda for the PhD Program

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

For students who matriculated before Fall 2014

Submission of Intent to Schedule the Comprehensive Examination

Date of Submission to the Graduate Program Director: _____

Title: _____

Student: _____

Committee Members:

Chair: _____

Second Member: _____

Optional Member: _____

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

PhD COMPREHENSIVE EXAMINATION APPLICATION

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

Student name: _____

Date _____

Examination date: _____

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

Course # and Title	Semester/Year Completed	Grade	FA Initials*
Nur700 History of Nursing Science & Philosophy			
Nur710 Quantitative Methods in Nursing			
Nur716 Intermediate Statistics			
Nur730 Qualitative Methods in Nursing Research			
N775 Measurement in Health Research			
Nur820 Emerging Nursing Theory			

Student Signature: _____

Date _____

Advisor Signature: _____

Date _____

PhD Program Director Signature: _____

Date _____

*If the student is currently in the course, the professor of record will initial if the student is currently passing the course.

Research Mentor Agreement Form

College of Nursing

University of Massachusetts, Amherst

PURPOSE: The purpose of this required research experience is to provide students with the Opportunity to spend a period of time (120 hours) intensely involved in ongoing research. It is expected that this experience will provide students with a degree of “immersion” in the research process and contribute to their development and socialization as scholars and nurse scientists.

A variety of research experiences are appropriate to meet this requirement. Examples include, but are not limited to: participation in data collection and/or data management activities, instrument development and/or evaluation, secondary analysis of faculty data (past or current), and proposal development where the focus is on the research methods, design, measurement and analysis. Examples of experiences not appropriate are those exclusively involving library searches, manuscript preparation, or data entry. Any of these activities may be combined with those more directly involved in the research process.

It is the responsibility of the Research Mentor to monitor the planning of this experience. The research mentoring plan should include the specifications of how this experience will be met. It is the responsibility of the Faculty Mentor to monitor the experience itself and determine if the requirement has been satisfactorily fulfilled.

OBJECTIVES: Upon completion of the required research experience, students will:

- a. Report increased confidence in their ability to carry out research activities.
- b. Have acquired hands-on experience in data collection and/or data management and analysis.
- c. Articulate common issues encountered in the research experience and identify strategies to solve those problems.
- d. Have beginning ability to negotiate issues related to collaborative efforts, such as publication authorship, presentation rights, accountability for
- e. components of the research, etc.

PROCEDURES: The program will be implemented as follows:

- a. Students will work with their advisor to identify a rich research experience. The research experience can be with the student's advisor or with another faculty member. The identified research mentor does not have to be part of the College of Nursing faculty; the research mentor can be in another UMASS department. It is not necessary that the mentor's research program is funded; however, it is essential that she/he be actively engaged in ongoing research or major proposal development.
- b. In accepting this student into their research, the research mentor takes on the responsibility of the research mentoring experience. As a component of this Mentor Agreement, the student and Mentor should discuss the following expectations and add any additional expectations as needed:
- c. The Research Mentor and student establish mutually agreed upon objectives (consistent with the overall objectives listed above), develop a written agreement as to the nature of the experience, the projected time schedule, and the expected outcome. The research mentoring plan form is signed by the Research Mentor and Faculty Advisor (if not the Research Mentor) and approved by the PhD Program Director. The Research Mentor provides verification of the satisfactory completion of the experience to the PhD Program

Director and the Faculty Advisor (if not the Research Mentor) on the same form when requirements are fulfilled.

- d. Permission to work with a research mentor outside the College of Nursing must be requested in writing, with rationale and research plan, accompanied by a letter of support from the student's academic advisor, and a letter of commitment from the prospective mentor with a copy of his/her resume, and approved by the PhD Academic Matters Committee.
- e. Students typically will be involved in work on the Research Mentors research (rather than an independent research effort); it is suggested, however, that "ownership" of the products of the experience (e.g. manuscripts, instruments) be discussed and agreed upon in advance.
- f. Students will be expected to spend a total of approximately one hundred twenty (120) hours engaged in the activities delineated in the written agreement (plan). The experience must be satisfactorily completed prior to dissertation proposal defense.

Graduate Student Expectations:

- a. Be committed to a high standard of excellence and integrity in all of your work.
- b. Learn independently when possible and seek guidance when needed.
- c. Be respectful of the time and efforts of all members of the research team.
- d. Conduct research honestly and report it accurately.
- e. Be familiar with and adhere to professional research and ethical guidelines.
- f. Respect the confidentiality of unpublished research
- g. Take responsibility for your career development
- h. Prepare and submit articles for publication in conjunction with your mentor
- i. Participate actively in the research efforts and goals.
- j. Work closely with mentor to outline a learning plan

Mentor Expectations:

- k. Be available for contact and consultation at appropriate intervals.
- l. Provide advice and guidance in the research process.
- a. Provide guidance on development of a meaningful research.
- b. Expose the student to research methodologies that will foster the student's growth into an independent and capable scholar.
- c. Provide a work environment that will support the student's research efforts.
- d. Provide an understanding of the ethical implications of the research and model ethical behavior.
- e. Fairly acknowledge student contributions and recognize the student as an apprentice researcher rather than employees.

Research Mentor Agreement Form

Research Project Title: _____

Nature of the Research Experience:

Date research experience will be complete: _____

Plan Approval

I hereby agree to the contents and intent of this Research Mentor Agreement:

_____ Student Mentor Date	_____ Date	_____ Research	
_____ PhD Program Director	_____ Date	_____ Academic Advisor	_____ Date

Verification of Completion

Were agreed student activities completed? YES

NO Were

anticipated timeframes met? YES NO

Were the required 120 hours of mentored research experience obtained? YES NO

If no, explain: _____

Formation of Committee

Steps for proposal defense:

-Two months before: Establish dissertation committee.

- Four to six weeks before:

Student organizes proposal defense date and time with committee members

-One month before:

1. Student or Committee Chair reserves Skinner room for defense.
2. Student informs Cynthia Mendoza, PhD Program Assistant, the date of the proposal defense.
3. Student to provide the title of their defense to Cynthia Mendoza so she may construct the signature page.
4. Cynthia Mendoza will send the signature page back to the student.

-Two to four weeks:

Student to provide final proposal to all committee members

-One week before:

Student generates signature pages.

Day of proposal:

- a. Student is to bring **at least 4** copies of the original signature pages to the day of their proposal defense.
- b. An e-signature is acceptable if a committee member is not present on the day of defense.
- c. Once the signature pages are signed, bring **2** original pages to Cynthia Mendoza's office room 026
- d. Cynthia Mendoza needs a copy of PhD student's outline to be filed at the Graduate School (for example, their PowerPoint if that is what they used to present their proposal)

Steps for Dissertation defense:

-5 weeks before:

1. Student or Committee Chair reserves Skinner room for defense.
2. Student to notify Cynthia Mendoza, PhD Program Assistant, at least 5 weeks prior of the final dissertation defense. (Dissertation title, day, date, time, room) The Graduate School's requirement of defense announcement is 1 month prior.
3. Doctoral degree eligibility form (required from the PhD student) Cynthia Mendoza will remind the student to send her the signed form.
4. Cynthia Mendoza will construct the signature pages and send the signature page to the PhD Student.

-Week of the defense:

Chair to set up zoom link for dissertation defense and send to Graduate Faculty and PhD students.

-Day of the defense:

1. Student is to bring **at least 4** copies of the original signature pages to the day of the final oral defense.
2. Student must be present on the day of their dissertation defense.
3. ALL committee members must be present on the day of the oral defense.
4. Once the signature pages are signed, bring **2** original pages to Cynthia Mendoza's office room 026
5. Committee Chair to communicate to the PhD Program Assistant, Cynthia Mendoza, that the student has passed their oral defense.

-Electronic Dissertation submission process: <https://www.umass.edu/gradschool/current-students/doctoral-degree-requirements-and-dissertation-information/electronic-dissertation-s>

Helpful information:

CHECK LIST FOR DOCTORAL DEGREE:

http://www.umass.edu/gradschool/sites/default/files/checklist_for_doctoral_degrees.pdf

CHECKLIST FOR FINAL DOCTORAL ORAL EXAMINATIONS:

http://www.umass.edu/gradschool/sites/default/files/checklist_for_doctoral_oral_exams.pdf

Formation of the PhD Dissertation Committee must be reported to the Graduate School in the form of a memorandum from the Graduate Program Director of Nursing.

MEMORANDUM

Date:

To: Barbara Krauthamer, Graduate Dean

From: _____, Graduate Program
Director, Nursing

Re: Doctoral Dissertation Committee for _____

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

- a. Chairperson, College of Nursing
- b. Member College of Nursing

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

(sample memorandum approved proposal)

TITLE OF PROSPECTUS

A Dissertation Prospectus Presented

By

STUDENTS NAME

Approved as to style and content by:

Chair, Nursing

Member, Nursing

Member, Department

Graduate Program Director, Nursing

Sample memorandum to be sent by the Graduate Program Director to the Dean of the Graduate School once final dissertation defense has been scheduled

(sample memorandum, scheduling of the final oral defense)

MEMORANDUM

Date:

To: Barbara Krauthamer, Graduate Dean
From: Graduate Program Director, Nursing

Re: Final Doctoral Examination for _____

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

Day of the week: _____
Date: _____
Time: _____
Place: _____
Major: Nursing
Committee Chair: _____
Dissertation Title: _____

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

Sample memorandum to be sent by the Graduate Program Director to the Graduate Dean once the final dissertation defense has been successfully passed

MEMORANDUM

Date:

To: Barbara Krauthamer, Graduate Dean

From: _____ Graduate Program Director, Nursing

Re: Completion of Dissertation

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

The Dissertation Committee Members conducting the examination are:

Chair, Nursing

Member, Nursing

Member, Department

Appendix C:

Final Approval of DNP Project

DNP Student: _____

Title of DNP Project:

Committee Members

Nursing Chair: _____

Outside Mentor: _____

Title: _____

Address: _____

Date of approval of the completed DNP Project: _____

Signed by Chair: _____

Date submitted to DNP Program Office: _____

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

**UNIVERSITY OF MASSACHUSETTS
College of Nursing**

***LEARNING CONTRACT
FOR INDEPENDENT
STUDY***

Student Name: _____ Instructor: _____

Address: _____ Office: _____

_____ Telephone #: _____

Telephone #: _____

Independent Study: N ____ Credit Allocation: _____ Proposed Completion Date: _____

Title: _____

Statement of Objectives:

Learning Activities:

Criteria for Evaluation:

Comments:

Contract must be completed before student registers for independent study.

Approved By _____
Student Date

Approved By _____
Instructor Date

Completion Date: _____ Grade: _____

Proposal Template for DNP Project
A final write up guide is available on N898A Blackboard Course shell.

(DNP PROJECT PROPOSAL TEMPLATE)

**[THIS TEMPLATE IS NOT AUTO-FORMATTED
USE IT AS GUIDE AND CREATE AND FORMAT YOUR OWN PROPOSAL
TEMPLATE ACCORDING TO APA AND THE INSTRUCTIONS HEREIN]**

Full Title of the Proposal (Title Case)

Author's Name (no professional initials)

College of Nursing, University of Massachusetts, Amherst

Course name and number

Professor

Date

Chair: Type your advisor's name here

Mentor: Type your practice site preceptor/mentor's name here

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Abstract

An abstract is a brief (approximately 500 words—no longer than one page) summary of the contents of the proposal. The abstract includes an overview of the proposed project's introduction and background and review of literature, purpose, method, plan, [results, interpretation/discussion, and conclusion are added when project completed]. Abstract does not contain personal comments **and should not contain citations.**

Required Headers:

Background and Review of Literature:

Purpose:

Methods:

Implementation Plan/Procedure:

Implications/Conclusion:

Keywords, such as those below, are words you used to perform database searches for the proposal.

Keywords: APA style, sixth edition, publication manual

[This template is a guide to writing a DNP project proposal in APA Style, 7th edition. It provides the necessary sections, headings, and subheadings required in a proposal, as well as the line and paragraph spacing, page breaks, page numbering, and referencing styles. It is formatted with one inch top, bottom, left, and right margins; 12-point Times New Roman, 11-point Calibri, 11-point Georgian, 11-point Arial fonts or 10-point Lucinda are acceptable; double-spaced; aligned left; and paragraphs indented 5-7 spaces. For more information about APA Style, see the *Publication Manual of the American Psychological Association (7th ed.)*, the APA Style web site: <http://www.apastyle.org>, and Purdue Owl Writing Center website: <http://owl.english.purdue.edu/owl/resource/560/01/> .]

Add Full Title of the Proposal (Title Case), Centered, Doubled-Spaced

Introduction

In this introductory section, begin by writing a concise paragraph that gives an overview of your problem telling why the problem within your chosen population is important.

Background

The Background section includes the detailed evidence of the problem. It can be a few paragraphs up to a few pages in length. Build a case for the need for the project that you propose by discussing **key indicators** that are missing, lacking or inadequate. Describe key data about the magnitude of problem, dynamics leading to problem, population characteristics, attitudes and behaviors that are causing or exacerbating your problem. Support this with findings from the literature; include relevant statistics (national, regional, and/or local), and cite them according to APA Style, 7th ed. Public Health Departments and the Centers for Disease Control and Prevention (CDC) are great places to look for these statistics. As O'Leary (2010) states, the main job of this section is "to ... convince your readers that the problem you want to address is significant and worth exploring" (p. 64). **Example of appropriate citation for quote, but remember, use quotes sparingly.**

Note that all source material used in this proposal must be documented in the body of the paper by citing the authors and dates of the sources (See APA manual 7thed. for citation guidelines). The full reference to each citation must appear on a separate reference page entitled 'References'. The reference pages at the end of this template provide examples of types of references frequently used in academic papers. Reference entries are typed in *hanging indent* format, meaning that the first line of each reference is set flush left and subsequent lines are indented.

Problem Statement

Your introduction section should smoothly transition into a problem statement. It

should flow logically from the information you provided. Take all that you have written about your population, problem, and what is lacking in practice and encapsulate it into one to three sentences that succinctly summarize the problem. Then, lastly, explain your Quality Improvement (QI) project approach and how your approach will address the problem.

Organizational “Gap” Analysis of Project Site

Include a description of the gap analysis of the project site to identify why this project is appropriate for the site where it will be implemented. Use your Agency for Health Care Research and Quality (AHRQ) Guide and other resources to outline this section.

Review of the Literature

This section should always start with a paragraph describing your search terms, databases you searched, number of articles found and exclusion and inclusion criteria for choosing articles to review about **the intervention or solution options** for your population problem. The goal of a review of literature is to present an in-depth, current state of knowledge about your particular topic and QI approach to solving the population problem. **Rather than just summarizing and listing research studies, one after another, conducted on your topic, summarize, compare and contrast the works, and then *synthesize* the key concepts of the literature you have read.** Identify any major trends, patterns, or gaps you may have found in the literature and identify any relationships among studies. In general, there is a **five-year span from the present** for the date of literature you should use except for an older, landmark/hallmark study, which should be identified as such. The review of literature for your proposal should provide the context your future capstone project through your narrative that fully explores the best evidence based practice options to address the problem.

The review of the literature should clearly describe your search strategy, the results from each database, the number of articles yielded, how you eliminated any articles and the final count – as well as types – of articles used. The search process should be precisely described such that if

anyone wanted to replicate your search, they would get similar results.

Organize your main findings by using subheadings called Level 2 headings, which are typed in bold face type, in upper and lower case letters (Title Case), and typed flush with the left side of the paper. Use Level 3 headings to further subdivide topics. Level 3 headings are indented, typed in lowercase letters, in boldface and italicized. Fourth level headings are indented, boldface, ending with a period. The text begins on the same line and continues as a regular paragraph. Fifth level headings are indented, boldface, italicized and end with a period. Text begins on same line and continues as a regular paragraph. Examples of Level 2 and 3 headings can be found in this paper under **Project Design**. The APA Manual or the Purdue Owl Writing Center website provides more information about all five levels of headings in APA Style, 7th edition. **Use quotes sparingly and only to emphasize or explain an important point. More than one quote per scholarly paper, may be one quote too many!**

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

Conclude the review of literature with a concise summary of your findings and provide a rationale for conducting your DNP project based on your findings.

Theoretical Framework or Evidence Based Practice Model

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

Goals, Objectives and Expected Outcomes

Describe your goals and objectives for the DNP project. Remember the acronym SMART when writing your objectives and expected outcomes. They each should be Specific, Measurable, Assignable (specify who will carry them out), Realistic, and Time-specific. You can include a table or a numbered list in this section. Make sure your goals and Objectives match your Expected Outcomes. Make sure that the Expected Outcomes are reasonable for your project design, plan, and timeframe and are **measurable**. Avoid using vague terms such as “understand” for this section.

Example: Four (4) sixty-minute educational presentations from 3pm - 4pm each Wednesday during October 2018 to staff on the the Toolkit via PowerPoint format.

Methods

This section includes is a detailed description about how you will actualize (from set-up to data collection) and complete your project. In this section, clearly explain your Quality Improvement Project design (what type of project you will be implementing: Educational intervention, Practice Intervention, Process Improvement, Program Evaluation, Integrative Review with Presentation of Toolkit) and, the methods you will use to obtain the desired data for your project. Use the **future tense** to explain what you **will do** in your DNP project. Convince the reader that your approach is practical and will lead to a credible solution to your proposed problem. Include a brief statement about the evidence-based practice/s (EBP) [specific practice or educational intervention, program intervention or evaluation, presentation and toolkit, or policy change] QI option that you have chosen and that you will be implementing based on the review of the literature.

Write a paragraph describing each of the following subheadings as they apply to your project.

Project Site and Population

Describe the setting where the project will take place and the necessary resources for the

project. This includes the description of the community, its makeup, current services, the participants and stakeholders, and the role they will play in the project. Describe the characteristics of the participants (providers, patients, community dwellers, administrators, staff, litigators, public health personnel, etc.), and selection or recruitment strategies, if applicable. List the inclusion and exclusion criteria.

Describe how the project site or practice is organized, the services offered, current procedures, staffing patterns, etc. and how you will interact with site personnel and patients (clients) to implement your project. Obtain a letter of support for your quality improvement project on the agency letterhead and include in the appendices.

Describe the resources, constraints, facilitators and barriers that will influence the implementation of your DNP project. Describe how you will overcome any anticipated barriers.

Measurement Instruments

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

Data Collection Procedures

Describe all the steps of your project in narrative form, including your plan for implementation and plan for evaluation. You can use subheaders that define your approach. You can use the Plan, Do, Check, Act PDCA framework or key parts of your theory as subheaders to tie together the parts of your plan. Include projected recruitment, steps in actualizing the intervention, data collection procedures, and evaluation. You can organize your procedures by stages or phases (pre-intervention, intervention, postintervention) of your project implementation

and/or according to a timeline.

Data Analysis

Fully address how you plan to describe and or analyze the quantitative and/ or qualitative data that you will collect. Descriptive statistics alone are fine for projects with less than 12-15 participants- consider using graphical representations of your data. These data may be from the measurement instruments you listed or from focus groups, individual or group discussions, or observations.

Ethical Considerations/Protection of Human Subjects

Use these narrative sentences to launch this section: “The University of Massachusetts, Amherst (UMass) Internal Review Board (IRB) approval will be obtained prior to initiating the DNP Project”.

The official IRB Determination Form will be submitted as soon as the proposal is approved. Then, look at the UMass IRB site for samples of informed consents. Describe how HIPAA and *Standards of Care* assist you to protect your participants. Describe any ethical considerations, risks and benefits, if applicable.

One Example: All participants were protected by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) which, among other guarantees, protects the privacy of patients’ health information (Modifications to the HIPAA Privacy, Security, Enforcement, and Breach Notification Rules, 2013). Additionally, the DNP student and practice personnel who carefully will conduct this project will follow the *Standards of Care* for practice in a primary care office. All information collected as part of evaluating the impact of this project will be aggregated data from the project participants and will not include any potential patient identifiers.

The risk to patients participating in this project is no different from the risks of patients receiving standard XXX care. Participant confidentiality is assured by coding the participants using individual identification numbers. The list of participants and their identifying numbers will be kept in locked filing cabinets each practice office, only accessible to the project coordinators. All electronic files containing identifiable information will be password protected to prevent access by

unauthorized users and only the project coordinators had access to the passwords.

Note: Once you submit the IRB Determination Form and get letter of approval or waiver of Human Subjects, include notice in final work and as an appendix item.

Cost-Benefit Analysis/Budget

Provide an account of costs – financial, time or otherwise and who will bear them. If you are using a clinical site, make sure to show how you offset costs with benefits to site, providers, and patients within the site. Do not include costs for such things as your personal computer use, or your personal transportation unless you are specifically traveling to multiple sites to conduct the project. Place Cost-Benefit Analysis/Budget Table in appendix and refer to it here.

Timeline

Outline in detail the timeline you propose for actualization of your project, starting with proposal approval and continuing through data collection through analysis of and interpretation of outcomes. Remember that your proposal may not be approved until 3-4 weeks into the fall semester. Make a Table for Timeline and place in appendix--See Appendix B for example.

Conclusion

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

Once you complete the entire proposal, go back to the Table of Contents to fill in the sub-headers you have chosen to use for your project proposal narrative and the page numbers that are appropriate for each section and sub-section header. When you do revisions, you will have to go back to the TOC to make sure the sub-headers and page numbers are still correct and correctly leveled.

As previously mentioned, all literature cited in the proposal must be referenced in APA Style, 6th edition, on a separate reference page(s). **Please do not list works you**

have not cited in the text all citations must have a corresponding reference. The following list shows the more commonly used references. For more information on how to reference, refer to the *Publication Manual of the American Psychological Association* (7th ed.), the APA Style tutorial web site found at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>, and the Purdue Owl Writing Center website found at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Note that appendices appear after the reference page(s). They are used to present detailed information that adds to the body of the paper, for example, sample questionnaires, tables, or figures. Tables usually show numerical values or textual information arranged in an orderly display of columns and rows. Any type of illustration other than a table is a figure. Figures present data in the forms of graphs, charts, maps, drawings, and photographs. Refer to APA 7th Edition for examples for tables and figures: http://psych.utoronto.ca/users/reingold/courses/resources/handouts_apa/TablesFigures1.pdf .

If your manuscript has only one appendix, label it *Appendix* in italics. If it has more than one, label each appendix with a capital letter, for example, **Appendix A**, **Appendix B**, according to the order in which you refer to it in your text. Label each appendix with a title, but refer to it in the text by its label, for example: (see the *Appendix A* for basic APA, 7th edition, citation styles).

References (Sample citation format)

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- Smith, M. (2001). Writing a successful paper. *The Trey Research Monthly*, 53(1), 149-150.

Appendix

(Align Appendices sequentially from first inclusion

in narrative through last inclusion.

Start each new Appendix item on separate page in your actual work)

Appendix A**(or whatever letter will be Costs Table)****Appendix B****Timeline****Table 1***Simplified Project Timeline* (yours will have more Task Headers and will be more detailed)

Task	October	November	December	January	February	March	April
Recruitment of eligible participants	X	Continued	?				
Intervention; Evaluation; Toolkit	X	X	X	X	X		
Post-test and Analysis of outcomes				X	X	X	X
Results presented to local providers							X