

Doctor of Nursing Practice Program Handbook

Table of Contents

Preface	4
Mission	5
Vision	5
Core Values	5
Goals	5
Philosophy	6
Curriculum Framework	8
Figure 1. Curriculum Model	9
Figure 2. Practice Model	10
Figure 3. Outcome Model	11
Academic Accreditation	12
Doctor of Nursing Practice Program Contacts	12
Doctor of Nursing Practice Program Purpose and Outcomes	13
<i>Purpose</i>	13
<i>Outcomes</i>	13
Doctor of Nursing Practice Curriculum	14
Course Descriptions	14
Scholarly Project	14
Programs of Study	14
<i>BS to DNP/Adult Gerontology Primary Care Nurse Practitioner Sample Plan of Study</i>	15
<i>BS to DNP/Adult Gerontology Primary Care Nurse Practitioner Sample Plan of Study</i>	16
<i>Post-master's to DNP Sample Plan of Study</i>	17
<i>Certificate of Advanced Graduate Study: Psychiatric Mental Health Nurse Practitioner Sample Plan of Study</i>	17
Other Study Options	18
<i>RN to BS to DNP Fast Track</i>	18
<i>BS to DNP Fast Track</i>	18
<i>Graduate Admission Program (GAP)</i>	18
Doctor of Nursing Practice Program Policies	19
<i>Application Deadlines</i>	19
<i>Admission Criteria</i>	19
<i>Policy on Student Professional Nursing Competence and Good Moral Character GMC</i>	20
<i>Policy on Professional Nursing Competence and Good Moral Character Student Notification, Acknowledgement and Release</i>	30
<i>University of Massachusetts College of Nursing and Health Sciences Reporting Form</i>	31
References and Bibliography	32
<i>Clinical Policies</i>	33
<i>Advisement</i>	33
<i>Program of Study</i>	33
<i>Full Time/Part Time (FT/PT) Status</i>	33
<i>Changes in Program of Study</i>	33
<i>Registration</i>	34

<i>Failure to Register or Maintain Continuous Enrollment in the DNP program</i>	34
<i>Leave of Absence</i>	34
<i>Readmission to the Doctor of Nursing Practice Program</i>	34
Academic Policies	35
<i>Progression</i>	35
<i>Passing Grades</i>	35
<i>Incomplete Grades</i>	35
<i>Transfer Credit</i>	36
<i>Academic Probation</i>	36
<i>Dismissal</i>	36
<i>Policy on Complaint and Dispute Resolution Process</i>	36
<i>Appeal</i>	38
<i>Graduation</i>	38
<i>Application for Certifying Examination</i>	38
University, College, and Professional Organizations	38
<i>Sigma Theta Tau International</i>	38
<i>Doctor of Nursing Practice Committee</i>	39
Financial Assistance	39
<i>Scholarships/Fellowships</i>	39
<i>Teaching Assistants/Research Assistants (TA/RA)</i>	39
Communication	40
<i>Bulletin Boards</i>	40
<i>Electronic Communication</i>	40
<i>Student Mail</i>	40
Facilities	40
<i>Graduate Student Lounge</i>	40
<i>Library</i>	40
Faculty	40
<i>Appointments with Faculty</i>	40
<i>Faculty Mailboxes</i>	40
Files, Official Student	40
<i>Student Information</i>	41
Appendix A – RN to BS to DNP Fast Track Form	42
Appendix B – BS to DNP Fast Track Form	43
Appendix C – GAP forms	44

Preface

This handbook supplements the UMass Dartmouth Graduate Catalog and addresses issues that are unique to the Doctor of Nursing Practice Program in the College of Nursing and Health Sciences. The UMass Dartmouth Graduate Catalog offers a comprehensive guide to graduate student policies, program requirements, costs, academic calendar, and financial opportunities. This handbook supplements the Graduate Catalog.

Students and faculty are accountable for compliance with both the Graduate Catalog and this handbook as they coordinate graduate study in the CNHS at UMass Dartmouth.

UMass Dartmouth College of Nursing and Health Sciences

Mission

The Mission of the UMass Dartmouth College of Nursing and Health Sciences is to advance nursing knowledge and maximize the health of the commonwealth and beyond through exemplary nursing education, scholarship, and community engagement.

Vision

To shape the health care environment through transformative nursing education, leadership, and scholarship.

Core Values

- Excellence in teaching/scholarship
- Integrity
- Professionalism
- Respect
- Innovation
- Collaboration
- Community
- Diversity in People/ Ideas

Goals

- To provide exemplary nursing education that offers learners opportunities to expand their knowledge base and pursue advanced study.
- To foster creative and critical thinking that advances the discipline of nursing.
- To prepare nurses who demonstrate behaviors consistent with professional nursing practice.
- To create and sustain an environment for nursing scholarship and research within the University and beyond.
- To prepare leaders in the delivery of cost-effective health care which promotes positive consumer outcomes.
- To integrate concepts of health within the fabric of the University and the region.
- To create and expand partnerships that improve the health status of the population.
- To facilitate the exploration of political, legal, social, cultural, ethical and economic factors which influence the present and future of health care.

Philosophy

The faculty positively affects the health of persons, families and communities by educating nurses to provide quality nursing care to diverse populations. The College is committed to providing an environment of scholarship and caring wherein the education of nurses will flourish. Critical judgment, research skills and leadership skills are fostered throughout the programs of study. The graduates of this College demonstrate a commitment to humanism and promote the achievement of healthful living for society.

The Concepts of person, health, environment, and nursing are the guiding Concepts for the discipline of nursing and the education of students. The following summaries articulate the faculty's beliefs about these Concepts.

Person: A person is a unique, holistic being who is constantly interacting with the environment. The person may adapt to or alter this environment in an effort to maximize health. The person exhibits both unique and predictable behaviors influenced by antecedent factors, developmental patterns and the individual and situational context.

Nurses may interact with persons as individuals, or as families, groups or communities. Persons have the right to make decisions affecting their health. Nurses and persons collaborate to mobilize the strengths of persons to maximize health.

Environment: The environment consists of all forces, both internal and external, that reciprocally influence and interact with a person, family, and community. These forces produce a change or response in the person, which affects health status. Positive alterations in the environment, thinking abilities, repertoires of therapeutic interventions, and understanding of self and persons from diverse cultural backgrounds will improve the person's health status while negative alterations present risks to health status. Faculty promote professional role development by structuring environments conducive to learning and by providing support and direction while challenging students to reach their full potential.

Health: Health is a holistic, dynamic state. The person maximizes health by personal reflection and growth, and active interaction with the multidimensional environment. Inherent in the concept of health is environmental connectedness. Health is the actualization of inherent and acquired potential, as an individual, family, group, or community.

Nursing: Nursing is a humanistic discipline that is both an art and a science. Professional nurses assist and collaborate with persons to maximize health. The focus of nursing enhances the strengths of a person by viewing the total person, family or community with respect, mutuality and collaboration.

Professional nursing care occurs in any setting and at any point on the life continuum. Considerations of social, legal, spiritual, cultural, ethical and economic issues are essential components in the planning and implementation of nursing care.

Nursing assists persons to define health from their unique perspective. Changes in society have produced rapid changes in the health care delivery system. Nursing, as an integral part of the health care delivery system, shares the responsibility for effecting positive change within the system.

Nursing Education: Faculty and students collaborate in the educational experience so that students are prepared to safely and knowledgeably provide nursing care to individuals, families, and communities in a variety of settings. The nursing major incorporates a liberal arts foundation, including humanities, social sciences, and natural sciences.

Students engage in didactic and experiential learning activities. Experiential learning occurs both in the laboratory and in regional health care settings. Through these learning activities, students develop communications skills, critical thinking abilities, repertoires of therapeutic interventions, and understanding of self and persons from diverse cultural backgrounds. Faculty promote professional role development by structuring environments conducive to learning and by providing support and direction while challenging students to reach their full potential.

Approved by Faculty Organization 2/15/95
Revised by Faculty Organization 12/11/97
Revised by Faculty Organization 5/30/01

Revised by EPAC 5/19/14 Revised
by EPAC 1/14/15

Curriculum Framework

The curriculum framework is built upon the philosophy of the College. The central concept is nurse-person engagement aimed at maximizing health. Nurse-person engagement is shaped by values, belief and knowledge. Nursing integrates empirical, ethical, aesthetic, personal, sociopolitical and cultural knowledge. Utilizing this knowledge with respect, mutuality, and collaboration with the person the Nurse creates and maintains a caring environment.

Three key processes are used by the nurse to achieve the goal of maximizing health. These three processes are equally important; thus, they pervade the curriculum and direct Nursing interventions. These processes are:

Promoting Health: Promotion of health includes such activities as facilitating wellness and preservation of health within the illness experience. This occurs at all levels of being: Cellular, functional, intrapsychic, interactional, family unit, population, social aggregates and systems.

Guiding Persons through the Health Care Experience: Nursing actions are aimed at promoting the growth of the person within the health care experience. The nurse forms a therapeutic alliance with the person in order to protect the integrity/wholeness of the individual and vulnerable groups as well as enhancement of humanity within the health care system.

Shaping the Health Environment: Occurs through maximum interdisciplinary collaboration, effective utilization of information technology, effective, efficient use of resources, analysis and evaluation of nursing indicators, consideration of ethical and legal issues, standards of practice, and health policy.

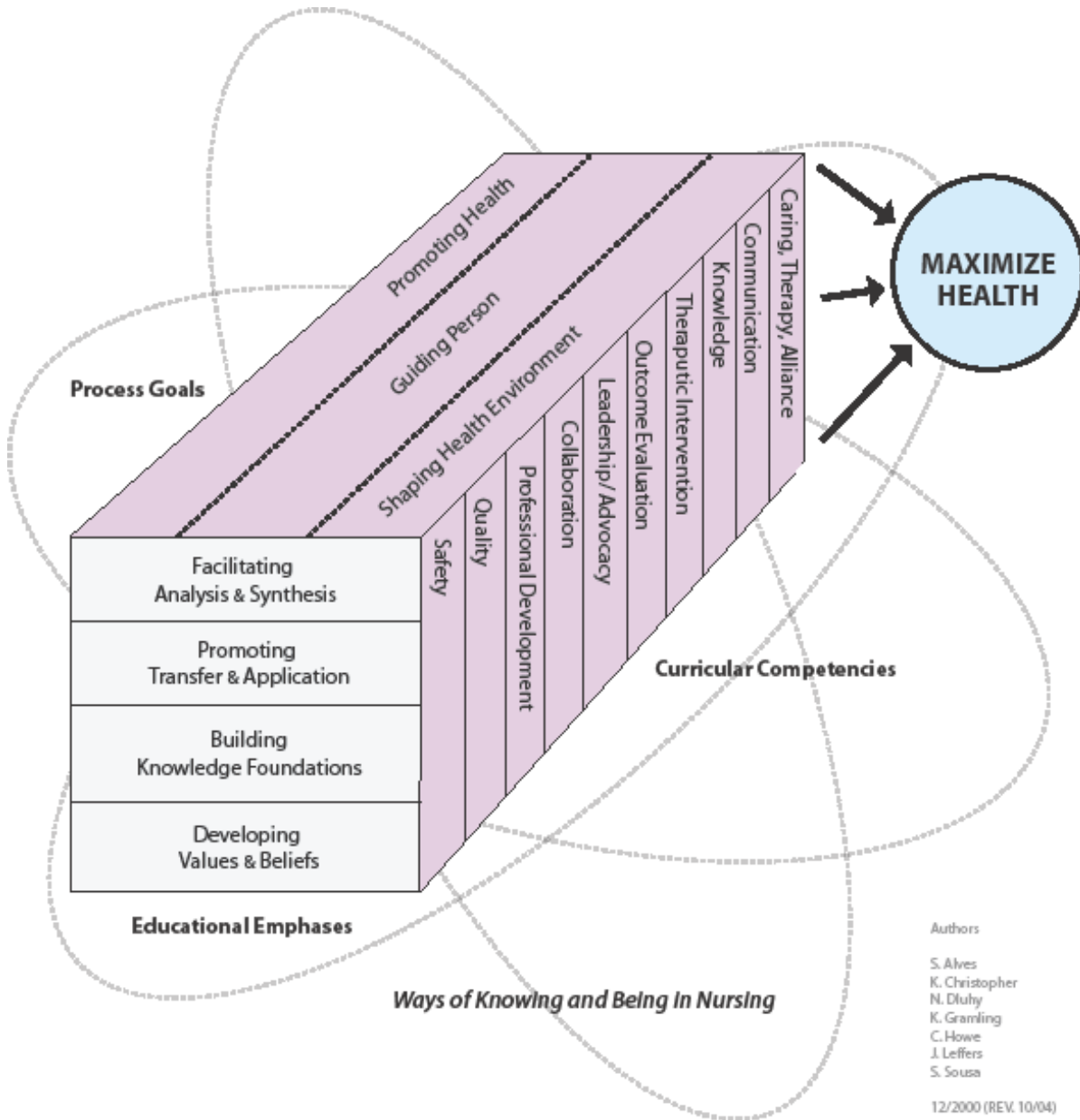
The nursing competencies that are the target of the curriculum are:

- Caring/therapeutic alliance
- Communication
- Knowledge
- Collaboration
- Outcome evaluation
- Leadership/advocacy
- Therapeutic interventions
- Professional development
- Quality
- Safety

Approved by Faculty Organization 10/20/04; Revised 6/09

Revised by EPAC 12/14

Figure 1 - Curriculum Model



Revised and approved by Faculty Organization 06/2009

Figure 2 - Practice Model

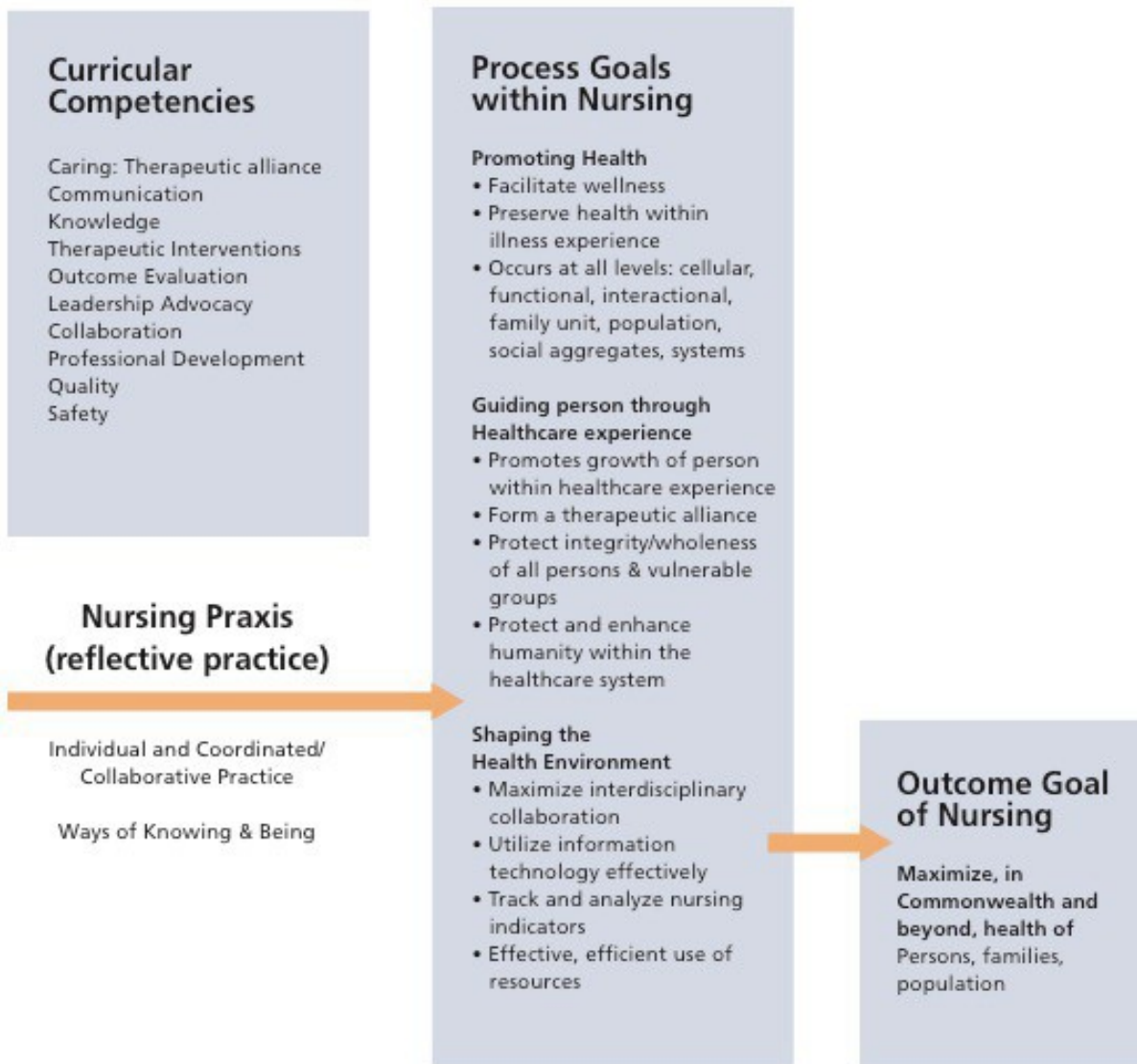
Person-Nurse Engagement

(shaped by values, beliefs and knowledge)



Model for Nursing Practices at UMass Dartmouth

Figure 3 - Outcome Model



Authors:
S. Alves
K. Christopher
N. Dluhy
K. Gramling
C. Howe
J. Leffers
S. Souza

Updated; 12/14

Revised and approved by Faculty Organization 06/20

Academic Accreditation

The Doctor of Nursing Practice Program at the University of Massachusetts Dartmouth is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. The College is a member of the Council of Member Agencies for the Baccalaureate and Higher Degree Programs of the National League for Nursing, and the American Association of Colleges of Nursing.

Doctor of Nursing Practice Program Contacts

Kimberly Christopher, PhD, RN

Dean, College of Nursing and Health Sciences

E-mail: kchristopher@umassd.edu

To make an appointment with the Dean contact:

Robin Couto

Administrative Assistant

Telephone: 508-999-8898

E-mail: rcouto@umassd.edu

Office: Dion 202C

June Horowitz, PhD, RN, PMHCNS-BC, FAAN

Associate Dean, College of Nursing and Health Sciences

E-mail: jhorowitz@umassd.edu

Shannon Avery-Desmarais PhD, RN, AGPCNP-C

Doctor of Nursing Practice Graduate Program Director

Telephone: 508-910-6598

E-mail: savery@umassd.edu

Office: Dion 318B

Deanna Hoffman

Administrative Assistant, Nursing Graduate Programs

Telephone: 508-910-6487

Fax: 508-910-6546

E-mail: dhoffman@umassd.edu

Office: Textiles, Lower Level, 012

Doctor of Nursing Practice Program Purpose and Outcomes

Purpose

The purpose and goals of the BS-DNP and Post-master's DNP programs are to prepare DNP advanced practice nurses with the skills to lead interdisciplinary teams and implement population- focused and evidence-based health interventions. In addition, DNP graduates are prepared to improve and transform health care through systems leadership, research translation, advanced clinical knowledge, and preparation as nurse educators. The DNP course work includes translation research methods, theory, health policy, population health, informatics, systems leadership, leadership residencies, and scholarly projects to achieve the goals for the DNP and to meet national accreditation and certification standards.

Outcomes

The BS-DNP Program is designed to prepare advanced practice nurses who are qualified for the Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) Examination or the Psychiatric-Mental Health Nurse Practitioner (PMHNP) Examination offered by either the American Nurses Credentialing Center or the American Association of Nurse Practitioners.

Both the BS-DNP and Post-masters DNP graduate is prepared to:

- Model nursing practice that demonstrates respect for human dignity, ethical responsibility, interpersonal connectedness and equity to promote health and reduce risk.
- Master communication, collaboration and consultation strategies to address complex health issues in a variety of forums and formats.
- Evaluate outcomes using accepted professional standards and evidence-based benchmarks to improve quality within and across systems so that consumers and staff can contribute to continuous quality improvement initiatives.
- Translate evidence, clinical judgment, research findings, and theoretical perspectives to improve practice, care environments and maximize health outcomes.
- Synthesize scientific knowledge and humanistic perspectives in a variety of roles and areas of practice.
- Influence nursing practice and health policy to shape care delivery, addressing gaps resulting from growing healthcare needs at the local, state, national and international levels.
- Use organizational and systems leadership in collaboration with interdisciplinary team members and community partners to promote health, guide clients through the illness experience and improve the health systems.
- Integrate effective use of informatics and technology to support quality improvement initiatives, clinical decision-making and safe care.
- Assume a leadership role in advancing, fostering and maintaining nursing values and standards in a variety of settings and roles for individuals, populations and systems.

Doctor of Nursing Practice Curriculum

The BS-DNP curriculum consists of 63 credits for the Adult-Gerontological track and 66 credits for the Psychiatric-Mental Health track that address areas of didactic and practicum content that has been deemed essential for advanced practice nurses (APN) by the American Association of Colleges of Nursing. The Post-master's DNP plan consists of 27 credits that builds on APN preparation already obtained via a prior MS degree.

- The adult gerontology primary care nurse practitioner option prepares advanced practice nurses who will function as adult gerontology primary care nurse practitioners and manage primary and chronic health problems in adult populations.
- The psychiatric-mental health nurse practitioner option prepares nurses for an advanced practice role in psychiatric-mental health care.

Students complete a professional portfolio documenting attainment of the DNP program outcomes and essentials. In addition to classroom and experiential learning in the practitioner role, the student completes the DNP residency - a three-semester structured experiential learning sequence with faculty and health care systems leaders, in informatics and quality improvement - and a translational research project that is focused on improving the quality of care and patient outcomes.

Graduates of the BS-DNP Program are eligible to take the American Nurses Credentialing Center certifying examination for Advanced Practice in Adult Gerontology Primary Care Nurse Practitioner or Psychiatric-Mental Health Nurse Practitioner.

Students typically pursue graduate study on a part-time basis. All degree requirements must be completed within 7 years of the date of matriculation in the program.

Scholarly Project

Doctor of Nursing Practice students must complete a scholarly project. The courses, NUR 772, 774, and 776, provide students with the didactic content on translating research into practice and quality improvement approaches. In addition, NUR 773, 775, 777 house the DNP scholarly project development, implementation, evaluation, and dissemination focused on translation of research to practice to improve the quality of care and patient outcomes. Students must also complete a professional portfolio that documents attainment of the DNP program outcomes and DNP essentials established by American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF).

Certificate of Advanced Graduate Study (CAGS): Psychiatric Mental Health Nurse Practitioner

Students in the CAGS: Psychiatric Mental Health Nurse Practitioner track at UMass Dartmouth will have completed the required coursework and clinical experiences for certification as Psychiatric Mental Health Nurse Practitioners (PMHNP) by the American Nurses Credentialing Center (ANCC). The CAGS curriculum consists of 18 credits and 500 clinical hours that address areas of didactic and practicum content that has been deemed essential for advanced practice nurses (APN) by the American Association of Colleges of Nursing. The CAGS Psychiatric Mental Health NP graduate will be prepared to:

- Incorporate bio-psychosocial, family, ethical and cultural theories in the assessment, diagnosis and treatment of children, adolescents and adults with complex psychiatric disorders.
- physical, psychological, socioeconomic, cultural, economic and political variables into a comprehensive practice perspective of psychiatric disorders and mental health.

- Apply principles of assessment, diagnosis and treatment to include crisis management and emergent situations.
- Implement culturally appropriate biological, psychosocial, and/or supportive interventions to promote the health of individuals, families and at-risk groups.

Course Descriptions

Students are referred to the Graduate Catalog for course descriptions at:

<https://catalog.umassd.edu/content.php?catoid=64&navoid=5341>

Programs of Study

On the next several pages are examples of a part-time program of study for the BS-DNP AGPCNP, BS-DNP PMHNP, Post-master's DNP and CAGS PMHNP student.

BS to DNP / Adult/Gero Nurse Practitioner / Sample Plan of Study

Fall Year 1	Spring Year 1	Summer Year 1
NUR 500 Theoretical Foundations for Advancing Nursing Practice (3cr)	NUR 511 Translating Research Evidence to Advance Nursing Practice (3cr)	
NUR 520 Healthcare System (3cr)	NUR 547 Promoting the Health of Populations (3cr)	
		12 credits
Fall Year 2	Spring Year 2	Summer Year 2
NUR 550 Pathophysiological Bases for Advanced Practice Nursing (3cr)	NUR 553 Pharmacology for Advanced Nursing Practice (3cr)	
NUR 508 Healthcare Economics and Managing Healthcare Finance (3cr)	NUR 771 DNP Seminar II: Genetics, Ethics, and Innovations in Advanced Nursing Practice (4cr)	
		13 credits
Fall Year 3	Spring Year 3	Summer Year 3
NUR 552 Advanced Health / Physical Assessment (2cr lecture and 1cr lab)	NUR 557 Introduction to primary Care for the Advanced Practice Nurse (2cr)	*NUR 605 Statistical Analysis (3cr)
NUR 770 Seminar I: Advanced Practice Nurse as Leader in Health Systems Change (4cr)	NUR 558 Introduction to Primary Care for the Advanced Practice Nurse-Practicum (3cr)	
		15 credits
Fall Year 4	Spring Year 4	Summer Year 4
NUR 656 Primary Care II for the Advanced Practice Nurse (2cr)	NUR 658 Chronic Illness Management (2cr)	*Option to take NUR 605 here
NUR 657 Primary Care II for the Advanced Practice Nurse Practicum (3cr)	NUR 659 Chronic Illness Management-Practicum (3cr)	
	NUR 772 Translating Research for Evidence Based Practice I (1cr)	
		11 credits
Fall Year 5	Winter/Intersession Year 5	Spring Year 5
NUR 774 Translating Research for Evidence Based Practice II: Project Implementation and Analysis (1cr)	NUR 775 DNP Residency II (1cr)	NUR 776 Translating Research for Evidence Based Practice III: Dissemination of Findings (2cr)
NUR 773 DNP Residency (4cr)		NUR 777 DNP Residency III (4cr)
		12 credits

Grand total of 63 credits, Practicum hours 1008

BS to DNP / Psychiatric Mental Health Nurse Practitioner / Sample Plan of Study

Fall Year 1	Spring Year 1	Summer Year 1
NUR 500 Theoretical Foundations for Advancing Nursing Practice (3cr)	NUR 511 Translating Research Evidence to Advance Nursing Practice (3cr)	
NUR 520 Healthcare System (3cr)	NUR 547 Promoting the Health of Populations (3cr)	
		12 credits
Fall Year 2	Spring Year 2	Summer Year 2
NUR 550 Pathophysiological Bases for Advanced Practice Nursing (3cr)	NUR 553 Pharmacology for Advanced Nursing Practice (3cr)	NUR 554 Neuro- psychopharmacology and Biologically Based Treatments (3cr)
NUR 508 Healthcare Economics and Managing Healthcare Finance (3cr)	NUR 771 DNP Seminar II: Genetics, Ethics, and Innovations in Advanced Nursing Practice (4cr)	
		16 credits
Fall Year 3	Spring Year 3	Summer Year 3
NUR 552 Advanced Health / Physical Assessment (2cr lecture and 1cr lab)	NUR 564 Advanced Practice Psychiatric and Mental Health Nursing I (2cr)	*NUR 605 Statistical Analysis (3cr)
NUR 770 Seminar I: Advanced Practice Nurse as Leader in Health Systems Change (4cr)	NUR 565 Advanced Practice Psychiatric and Mental Health Nursing I -Practicum (3cr)	
		15 credits
Fall Year 4	Spring Year 4	Summer Year 4
NUR 676 Advanced Practice Psychiatric and Mental Health Nursing II (2cr)	NUR 678 Advanced Practice Psychiatric and Mental Health Nursing III (2cr)	*Option to take NUR 605 here.
NUR 677 Advanced Practice Psychiatric and Mental Health Nursing II - Practicum (3cr)	NUR 679 Advanced Practice Psychiatric and Mental Health Nursing III -Practicum (3cr)	
	NUR 772 Translating Research for Evidence Based Practice I (1cr)	
		11 credits
Fall Year 5	Winter Year 5	Spring Year 5
NUR 774 Translating Research for Evidence Based Practice II: Project Implementation and Analysis (1cr)	NUR 775 DNP Residency II (1cr)	NUR 776 Translating Research for Evidence Based Practice III: Dissemination of Findings (2cr)
NUR 773 DNP Residency (4cr)		NUR 777 DNP Residency III (4cr)
		12 credits

Grand total of 66 credits, Practicum hours 1008

6-28-18 JH

Rev 3/1/19 - SK

Post-master's to DNP Sample Plan of Study

Fall Year 1	Winter Year 1	Spring Year 1	Summer Year 1
NUR 508 Healthcare Economics and Managing Healthcare Finance (3cr)		NUR 771 Seminar II: Genetics, Ethics and Innovations in Advanced Nursing Practice (4cr) NUR 772 Translating Research for Evidence Based Practice I (1cr)	NUR 605 Statistical Analysis (3cr)
NUR 770 Seminar I: Advanced Practice Nurse as Leader in Health Systems Change (4cr)		**NUR 547 Promoting the Health of Populations (3cr)	15 Credits
Fall Year 2	Winter Year 2	Spring Year 2	Summer Year 2
NUR 774 Translating Research for Evidence Based Practice II: Project Implementation and Analysis (1cr)	NUR 775 DNP Residency II (1cr)	NUR 776 Translating Research for Evidence Based Practice III: Dissemination of Findings (2cr)	
NUR 773 DNP Residency (4cr)		NUR 777 DNP Residency III (4cr)	12 Credits

Grand total 27 credits

**If student has not completed a compatible course in Master's program - should take NUR 547 Spring year 1

CAGS DNP / Psychiatric Mental Health Nurse Practitioner / Sample Plan of Study

	Spring Year 1	Summer Year 1
	NUR 564 Advanced Practice Psychiatric and Mental Health Nursing I (2 cr)	NUR 554 Neuro-psychopharmacology and Biologically Based Treatments (3 cr)
	NUR 565 Advanced Practice Psychiatric and Mental Health Nursing I -Practicum (3 cr)	
		8 credits
Fall Year 2	Spring Year 2	
NUR 676 Advanced Practice Psychiatric and Mental Health Nursing II (2 cr)	NUR 678 Advanced Practice Psychiatric and Mental Health Nursing III (2 cr)	
NUR 677 Advanced Practice Psychiatric and Mental Health Nursing II -Practicum (3 cr)	NUR 679 Advanced Practice Psychiatric and Mental Health Nursing III -Practicum (3 cr)	
		10 credits

Grand total of 18 credits, Practicum hours 500

Other Study Options

RN to BS to DNP Nursing Fast Track

RN to BS students are eligible to enroll in up to nine (9) credits of graduate level nursing courses (from among the following courses: NUR 500, 511, 520, and 547) if the following criteria are met:

- all 300 level nursing courses completed
- maintain a 3.3 GPA in all nursing courses
- satisfactory professional writing skills
- recommendation of the RN-BS program director
- approval of graduate program director

These nine (9) graduate credits fulfill both undergraduate elective and graduate degree requirements. Students pay undergraduate tuition rates for the courses and must get a grade of B or better for the course to count for graduate credit. In addition, students must apply for admission in spring of their senior year for matriculation the following Fall. Students who do not matriculate in the DNP program the fall following graduation will not be permitted to use the above courses toward a DNP degree. See Appendix A for RN to BS to DNP Fast Track form.

BS to DNP Fast Track

Senior nursing students may enroll in up to nine (9) credits of graduate level nursing courses (from among the following courses: NUR 500, 511, 520, and 547) if the following criteria are met:

- all 300 level nursing courses are completed
- maintain a 3.3 GPA in all nursing courses
- satisfactory professional writing skills
- recommendation of their faculty advisor
- approval of graduate program director

These nine (9) graduate credits fulfill both undergraduate elective and graduate degree requirements. Students pay undergraduate tuition rates for the courses and must get a grade of B or better for the course to count for graduate credit. In addition, students must apply for admission in spring of their senior year for matriculation the following Fall. Students who do not matriculate in the DNP program the fall following graduation will not be permitted to use the above courses toward a DNP degree. See Appendix B for BS to DNP Fast Track form.

The Graduate Admission Program (GAP)

For RNs with Non-Nursing Baccalaureate Degrees

This program provides Registered Nurses who hold an Associate Degree in Nursing and a BA or BS in a field other than Nursing with the opportunity to enter and complete the Doctor of Nursing Practice Program at the UMass

Dartmouth College of Nursing and Health Sciences. The program prepares GAP students for DNP level work by assuring that they have achieved the outcomes/objectives of the BS in Nursing Program. To meet requirements, GAP applicants must:

- Take NUR 503 Transitions for Advancing Nursing Practice (prior to admission to the program),
- As a final assignment in NUR 503, students compile a portfolio that documents how they have achieved the UMass Dartmouth undergraduate nursing program outcome objectives through self-evaluation of prior learning and experience.

With their assigned academic advisors, students discuss their strengths and limitations and devise individualized plans to meet any identified learning needs. See Appendix C for GAP forms.

Doctor of Nursing Practice Program Policies

Application Deadlines

Application deadlines are:

March 15th for priority review for fall matriculation in the BS-DNP program and Post-master's programs. Applications completed after March 15 will be reviewed on a rolling basis dependent upon space in the program.

May 15 for summer matriculation and October 15th for spring matriculation in the CAGS PMHNP program.

Admission Criteria

In addition to UMass Dartmouth admission criteria, applicants to the DNP program options in the College of Nursing and Health Sciences must:

- Have achieved a GPA of 3.0 in undergraduate and/or graduate study.
- Hold a Bachelor of Science degree in nursing from a program accredited by the NLNAC or CCNE.
 - Registered Nurses with a bachelor's degree in a related field may seek admission through the GAP program.
 - Registered Nurses with a master's degree and current certification as an advanced practice nurse from an accredited program may apply to the Post-Masters DNP program
 - Registered Nurses with a master's or doctoral degree and current certification as an advanced practice nurse from an accredited program may apply to the CAGS program.
 - Registered nurses with a master's or doctoral degree without current certification as an advanced practice nurse may apply to the CAGS program if they have successfully completed the equivalent of NUR 550, NUR 552 and NUR 553 from an accredited program (accepted at the discretion of the DNP Admissions Committee upon transcript review.)
- Hold a current license to practice professional nursing in MA or be eligible to obtain a license.
- Submit two references that document competence and leadership in professional Nursing practice. If possible, one reference should be from a supervisor who is a professional nurse who holds a graduate degree, and one should be from a nurse educator.

Policy on Student Professional Nursing Competence and Good Moral Character GMC

Section I – Purpose

The purpose of this document is to explain the College of Nursing and Health Sciences' position regarding Professional Nursing Competency and Good Moral Character (GMC) standards for all clinical nursing courses. All students, faculty and staff are expected to read, understand, and comply with this policy described herein. Students will sign an acknowledgement of receipt of this policy at the beginning of the first nursing course and all students

will review and sign this policy each September. The policy and executed acknowledgement will be placed in the individual student file located in the Dean's office. The Associate Dean or designee will periodically disseminate this policy so that all students, staff and faculty understand its importance and implications.

Section II - Preamble

The following policy has been adopted by the Faculty Organization of the University of Massachusetts Dartmouth (UMASSD) College of Nursing and Health Sciences (CNHS). The policy is based on the assumption that nursing students of the UMASSD CNHS will be eligible for licensure as registered nurses, as well as practicing as nurses at the basic professional RN or advanced practice levels. The professional nature of these experiences, and the

professional licensure and certification associated with nursing education brings an ethical responsibility to our faculty to attend to the competency and GMC of its students.

Students admitted to the UMass Dartmouth CNHS are expected to complete the curriculum requirements related to Professional Nursing Competency and GMC. It is the policy of the UMass Dartmouth CNHS to adhere to all policies at UMass Dartmouth including the requirements of the Americans with Disabilities Act as amended. Students are not required to disclose their disability to the UMass Dartmouth CNHS. Qualified Students with disabilities who believe they need an accommodation to meet the Professional Nursing Competency and/or GMC must register with the UMass Dartmouth Center for Access and Success.

The following standards have been deemed by the UMass Dartmouth CNHS to be essential to all clinical nursing courses.

All nursing students regardless of whether they have accommodation(s) must meet the Professional Nursing Competency and GMC standard policy effective September 2012. Additionally, all UMass Dartmouth CNHS students must also adhere to the UMass Dartmouth Student Code of conduct. Violations of student conduct that pertain to Professional Nursing Competency and/or GMC standards may be processed both through the UMass Dartmouth Office of Student Affairs, consistent with the Student Code of conduct and CNHS, consistent with this policy. Please review the UMass Dartmouth handbook on student conduct for clarification. Additionally, the American Nurses Association Code of Ethics should guide any consideration of appropriate behaviors in the profession.

Section III – Professional Nursing Competence and Good Moral Character (GMC) Definitions

A. Professional Nursing Competency

The UMass Dartmouth CNHS faculty have a professional obligation to UMass Dartmouth and the public to ensure that nurses graduating from its programs are competent to practice within the nursing profession. Part of professional competence is having a knowledge base that allows practitioners to make sound clinical decisions. Professional competence is the habitual and judicious use of effective communication, knowledge, technical skill, reasoning, emotions, values and reflection in daily practice for the benefit of the individual and community being served (Epstein & Hundert, 2002).

The UMass Dartmouth CNHS has determined that the standards below are essential to the nursing profession. Therefore, students entering the nursing program at the UMass Dartmouth CNHS are expected to meet these standards for progression in the program to graduation¹.

1. Communication and Observation Skills

Students are expected to sufficiently demonstrate the following verbal, non-verbal, written, computer assisted entry, and observational skills during professional interactions with others during their professional nursing practice.

Communication includes not only speech, but also seeing, reading, writing, and computer literacy abilities in the classroom and clinical on and off-campus settings; the ability to communicate with a wide variety of people, and the ability to be easily understood.

The following are examples of communication and observation skills. The nursing student needs to be able to:

- Speak clearly and effectively in English
- Hear and observe patients in order to elicit information, describe changes in mood, activity and posture, and to perceive nonverbal communications
- Communicate in writing or computer entry, as well as orally using standard, professional nursing and medical terminology
- Communicate effectively and sensitively with patients' family members and other members of the healthcare team, as well as faculty and peers in a 1-1 or group situation.
- Elicit, convey or exchange information at a level that allows for the implementation and evaluation of the nursing process
- Communicate in ways that are safe and not unduly alarming to patients, family members, and other members of the healthcare team
- Relay appropriate information to patients: teach, explain, direct and counsel a wide variety of individuals, as well as provide clear, direct communication in English during highly stressful, crisis situations.

2. Cognitive Abilities

Nursing students on admission and throughout the program are expected to sufficiently demonstrate cognitive abilities which include intellectual, conceptual, integrative, quantitative, critical thinking and comprehension skills that allow her/him to carry out the nursing process in the care of patients. The following examples include, but are not limited to nursing students demonstrating these related cognitive skills:

- Sufficient skills to read and understand written documents in English
- Sufficient skills in problem solving including measurements, calculations, reasoning, memory, analysis, and synthesis of subjective and objective data as well as critically appraise the best available research evidence
- Sufficient skills to comprehend three-dimensional relationships and to understand the spatial relationships of structures
- Critical thinking ability sufficient for academic and clinical judgments demanded of nurses which require the intellectual abilities to critically appraise, to synthesize knowledge, integrate and prioritize all aspects of patient care in a prompt, timely fashion; synthesis of objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses and initiate a plan of care integrating patient preferences
- Incorporate data from multiple patient sources (e.g. physical assessment, vital signs, lab values, interdisciplinary documentation) in a prompt manner in order to provide appropriate, safe patient care
- Recognize, make decisions quickly, and respond rapidly and safely to changes in a patient's status based on a variety of sources, such as physical assessment and pertinent laboratory findings, and ability to revise care to promote appropriate patient outcomes

3. Gross Motor Skills, Strength, Mobility, and Physical Endurance

The student is expected to be able to perform gross and fine motor movements required to provide comprehensive nursing care. Examples of care that the student must be able to perform safely include, but are not limited to:

Lifting as described below:

- Turning and positioning patients as needed to prevent complications due to bed rest or minimal movement
- Transferring patients in and out of bed
- Transporting and exercising patients
- Pulling and pushing patients and/or equipment
- Administering cardiopulmonary resuscitation (CPR)
- The student is expected to have the psychomotor skills necessary to perform or assist with procedure treatments, administration of medications, and emergency interventions. On a regular day whether in the classroom or clinical (on-campus simulation or off campus clinical), the student may be expected to sit, walk and stand. Examples include but are not limited to, the ability to:
 - Stand and/or sit for long periods of time (e.g., minimum of 3-4 hours)
 - Stand and maintain balance while transferring patients, reach below the waist and overhead while providing patient care procedures
 - Walk without a cane, walker, casts, walking boots, or crutches, as well as, arms free of casts or other assistive/restrictive devices in order to ambulate patient and provide bedside or general nursing care
 - Have two hands, real or prosthetic

4. Behavioral and Social Attributes/Abilities

Nursing students must exhibit the professional behavioral and social attributes embedded in AACN's (2008) Essentials of Baccalaureate Education for Professional Nursing Practice. They must possess the emotional and mental health required for full use of their intellectual, communication/observational, motor and sensory abilities in order to exercise appropriate judgment and promptly complete all responsibilities attendant to the diagnosis and care of patients in a variety of settings and from different cultures. The following are examples, which are not limited to, the behavioral and social attributes and abilities that nursing students need to demonstrate;

- Ability to relate to patients, family members, as well as work cooperatively with other members of the healthcare team and colleagues with honesty and integrity, and with non-discrimination in relation to the patient's race ethnic group, age, gender, religion or political preference, ability to pay, gender or sexual orientation
- Ability for the development of a mature, sensitive and effective therapeutic relationship with clients
- Ability to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients

- Ethical behavior reflecting adherence to the professional nursing code of ethics, students nurse' code of ethics and student academic integrity policy
- Sufficient emotional and mental stability to:
 - Tolerate physically taxing workloads
 - Handle emotions that might affect practice performance
 - Function effectively when stressed
- A level of consciousness and attentiveness that guarantees patient safety
- Ability to participate in the professional care of a patient, before and after procedures that he/she may be in disagreement with
- Ability to care for patients with communicable diseases using appropriate standard precautions and/or guidelines
- Ability to accept and integrate constructive criticism given in the classroom and clinical settings
- Ability to examine and change his/her behavior when it interferes with productive individual or team relationships and/or the care of patients
- Ability to work in close quarters with patients, healthcare team members and nursing faculty

5. *Sensory Skills*

Nursing students must have hearing, visual and tactile skills sufficient to monitor, access, and respond to patient health needs. Nursing students must possess these skills in connection with the other identified technical skills in order to observe and learn from demonstrations in the on-campus clinical simulation laboratory and in the off-campus clinical patient care areas, and to make observations accurately at a distance and close at hand of the patient and the patient's environment. Observation necessitates the functional use of the senses of vision and other sensory modalities; it is enhanced by the functional use of the specimens; and obtains information from digital, analog, and waveform representations of treatment/therapy.

Examples of the necessary sensory skills include, but are not limited to;

- Normal tactile feeling and use of touch to feel sensitivity to heat, cold, pain, pressure, etc.
- Use of auditory sense to detect sounds related to bodily functions using a stethoscope; to hear and interpret many people and correctly interpret what is heard; i.e., physicians' or nurse practitioner orders whether verbal or over telephone, patient complaints, physical assessment (especially heart and other body sounds), fire and equipment alarms, etc.
- Auditory sense to communicate clearly in telephone conversations and respond effectively with patients and with other members of the healthcare team
- Acute visual skills necessary to detect signs and symptoms, body language of patients, color of wounds and drainage, and possible infections anywhere; interpret written words accurately, read characters and identify colors on the computer screen

- Observation skills to observe lectures, demonstrations, research and patient situations in the practice of healthcare professions; observation is necessary to perform competent health assessments and interventions and necessitates functional use of vision, hearing, tactile and somatic senses
- Capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities.

¹ The list of competency standards has been reprinted for use by UMass Dartmouth CNHS with permission from Dr. Barbara G. Miller, New York University College of Nursing and Health Sciences Technical Standards for Core Nursing Competency Performance.

Normative difficulties. The policy is not intended to address the common and expected difficulties experienced by a majority of nursing students particularly as they start a new clinical course. These normative difficulties might include, but are not limited to, mild emotional reaction and adjustment difficulties, mild or transient difficulty keeping up with academic work and normative conflict with professors, fellow students, supervisors and administrators in clinical placements.

B. Good Moral Character

Another part of competence is what has been called Good Moral Character (GMC) to practice nursing. GMC is defined for practical purposes as the ability to practice nursing in a safe and competent manner and with minimal risk to the public health, safety or welfare. The Massachusetts Board of Registration in Nursing assesses Good Moral Character in order to be eligible for licensure. The term “GMC” generally includes character and health as well as functional abilities that may impact a professional’s ability to practice in a competent manner.

GMC as defined by the Massachusetts Board of Registration in Nursing is demonstrated through reliable evidence of good conduct. Additionally, the Commission on Collegiate Nursing Education who certify that the UMass Dartmouth CNHS curriculum meets standards of excellence in nursing education requires that the UMass Dartmouth CNHS program defines policies and procedures that govern competence and GMC to practice consistent with established guidelines (CCNE, 2009). The policy described herein is based on these ethical standards and requirements.

1. Examples of such good conduct are as follows:

- honesty
- trustworthiness
- integrity
- accountability
- reliability
- distinguishing between right and wrong
- avoidance of aggression to self and others
- taking responsibility for one’s own actions and other similar attributes found relevant by the Massachusetts Board of Registration in Nursing

2. Examples of absence of such good conduct are as follows:

- hostile or destructive conduct to another or to self
- conduct that demonstrates disregard for the welfare, safety or rights of another
- conduct that demonstrates disregard for honesty, integrity or trustworthiness
- inability and/or unwillingness to acquire and integrate professional standards into professional behavior
- inability to control personal stress, interpersonal difficulties, significant psychological dysfunction, and/or excessive emotional reactions that interfere with professional function
- inability or unwillingness to acknowledge, understand or address the impairment when it is identified
- failure to report absence of GMC evidenced by another student to a UMass Dartmouth CNHS faculty member

3. Violations of Laws in the Commonwealth of Massachusetts and Clinical Substance Misuse

Students, while enrolled in the nursing program, who are arrested or charged with a misdemeanor or other crime including the use, possession, manufacture, sale or distribution of alcohol or any other drug, are required to report this within two University/business days to the Dean of Nursing. Students who receive a positive drug screen during any of their clinical rotations will be required to meet with the Dean of the CNHS or designee within five University/business days of the positive drug screen. Additionally, students may not return to classes, on-campus clinicals or off campus clinicals until meeting with the Dean or designee

Massachusetts Board of Registration in Nursing standards underlie this policy. See the web address located in the references. These standards from the Massachusetts Board of Registration in Nursing include:

- The use of psychoactive substances while performing or learning to perform nursing care is not acceptable.
- When a student's performance is impaired, safe, effective care is at risk whether it occurs in the classroom, skills laboratory or in a clinical setting.
- Alcohol and drug abuse and addiction are primary illnesses and can be successfully treated.
- Legal transgressions such as theft, falsification of records, diversion of drugs for sales or to supply another, or the substitution, alteration or denial of prescribed medications to patients are unacceptable at UMass Dartmouth CNHS.

Section IV - Assessment and Remediation Steps

Reporting a matter of concern

Students, faculty or staff who become aware that a student is showing characteristics that may suggest noncompliance with nursing competencies, and/or GMC are urged to report this to the Dean's office. The Associate Dean of the College of Nursing and Health Sciences will schedule a meeting with the student within seven (7) school days and may recommend informal or formal proceedings. The Associate Dean, after meeting with the student and

any other individuals, may recommend informal or formal proceedings. Such proceedings may be extended if they occur during semester breaks. All members of the CNHS community are responsible for complying with the Policy on Professional Nursing Competence and GMC including reporting of any potential infringement of this policy. No lawyer or legal representative is allowed to participate in the informal or formal proceedings. No recording devices will be permitted in the informal or formal proceedings.

CNHS will inform the Student Affairs Office of any conduct that is also a violation under the Student Code of conduct. In such a case, conduct that is noncompliant under this policy and the Student Code of conduct will be addressed in both CNHS and Student Affairs.

Informal Proceedings

Informal proceedings, after discussions with the student, will include non-binding suggestions to the student for the purpose of improving a nursing competence(ies) and/or GMC or the remediation of a nursing competency(ies) and/or GMC noncompliance.

During the Informal Proceeding, the Associate Dean of the UMass Dartmouth CNHS or designee will direct the faculty member or member of the CNHS community to provide specific information about the complaint and specific recommendations. This information will be documented in the reporting form for this Policy on Student Professional Nursing Competence and Good Moral Character GMC. This form will include a list of competencies and/or GMC not met; instances or circumstances surrounding the non-achieved competency(ies) and/or GMC surrounding the lack of competencies and/or GMC and information necessary for remediation; findings of fact based upon the preponderance of the evidence, and recommendation(s). This form will be forwarded to the Associate Dean or designee. The report will not become part of the student's record but will be given to the Associate Dean. The report will be kept in a separate confidential file by the Associate Dean of Nursing for a period of 3 years after the student leaves the program. The student also will receive a copy of the reporting form. Recommended remediation from Informal Proceedings may include but will not be limited to the following: additional academic work, meetings with faculty or clinical mentors, periodic review of progress, periodic feedback on progress, recommendation for counseling or medical intervention, and referral to the Ombudsperson's Office.

Formal Proceedings

The Associate Dean of Nursing or designee will begin Formal Proceedings if a second complaint is filed; or if no change in the competency(ies) and/or GMC behavior occurs as a result of the Informal Proceeding; or if failure in the course or dismissal from the UMass Dartmouth CNHS is a possible consequence of the complaint.

The Associate Dean of Nursing will inform the student that a Formal Proceeding will be scheduled with a minimum of five (5) school days' notice. Such proceedings may be extended if they occur during semester breaks.

Voting members of the formal proceeding will include the following members. Two faculty members will be invited to attend by the Associate Dean of Nursing. This will include the supervising clinical faculty member as well as a faculty member from the Enrollment Progression and Advisement Committee (EPAC) within the UMass Dartmouth CNHS. Additionally, the Department Chair or representative will be invited to attend. A faculty member of the UMass Dartmouth CNHS will be invited as a voting member by the student.

The student may invite an additional non-voting panel individual including a faculty member representative. No lawyer or legal representative is allowed to participate in the formal proceedings. No recording devices will be permitted. The student must notify the Associate Dean regarding those individuals that he or she has invited to be physically present, forty-eight hours prior to the time of the Formal Proceeding. The Associate Dean or designee will chair the panel and state the nature of the violation related either to competence or good moral behavior. The Associate Dean will offer panel members an opportunity to discuss the issue and the remediation. The student will have an opportunity to explain their actions. Formal Proceedings recommendation(s) will be made after a majority vote of the voting members. In the event of a tie vote, the Associate Dean or designee of the College of Nursing and Health Sciences will vote. The range of remediation recommendations may include but will not be limited to all of the remediation listed under Informal Proceedings and will also include: a recommendation of failure in the clinical course; a recommendation of dismissal, suspension or probation. The recommendation(s) will be forwarded to the Dean or designee of the College of Nursing and Health Sciences who may adopt, deny or modify the recommendation(s) and make a decision. All appropriate UMass Dartmouth administrators will be notified. The proceedings, recommendation(s) and decision of the Dean or designee will be maintained as confidential to the extent allowed. The decision by the Dean or designee will be provided to the involved student and appropriate UMass Dartmouth administrative officials.

Probation

If the decision of the Dean or designee, is to place the student on probation, the student will be given a written list of GMC impaired nursing competencies, GMC demonstrated behaviors and a written list of recommended remediation(s). The student will be diligently reviewed in subsequent clinical courses at least once each semester by the Associate Dean of Nursing. The probation may continue until the inappropriate GMC behaviors(s) are resolved and the Competencies have been met. When GMC Competencies have been met, the Associate Dean of the College of Nursing and Health Sciences will recommend ending the probation to the Dean. If probation continues for more than one full semester, the student will be recommended for suspension and failure in the current academic clinical course.

Suspension and Failure in Course

If suspended, the student will not continue in the course from the date of suspension and will receive a failing grade in the course. The student may not progress in the curriculum but must first repeat the clinical course from which he or she has failed. In repeating a course, the competencies not met, and/or inappropriate GMC behaviors identified in the failed clinical course will be documented. Recommended remediation will be specified and may include but will not be limited to the following: additional academic work, meetings with faculty or clinical mentors, periodic review of progress, periodic feedback on progress, recommendation for counseling or medical intervention. When the student repeats this course, he or she will meet with the clinical faculty member and the Associate Dean at mid-semester regarding an appraisal of the remediation and or the effectiveness of the remediation.

Dismissal from the Nursing Program

If dismissed by the Dean of the College of Nursing and Health Sciences, the student will not continue in the CNHS from the date of dismissal and will not be permitted to enroll at a later date. Students may apply for transfer to another UMass Dartmouth college or department.

In all of the decisions above, the student will receive a copy of the actions taken which will include finding of the facts, conclusions and recommendations. A copy will also be placed in the student's confidential file in the Associate Dean's office.

Confidentiality

Information provided by a faculty member, student, staff member or witness involved in the Informal or Formal Procedure will be maintained as confidential to the extent possible. During and after these procedures, the UMass Dartmouth CNHS will use reasonable efforts to maintain the confidentiality of all in the process. All individuals participating in the procedures will be informed of this expectation. When the Dean of the UMass Dartmouth CNHS or designee has completed the procedures, he/she will, to the extent appropriate, inform all involved of the determination of results including the identified student and appropriate UMass Dartmouth administrative officials.

Section V – Appeal

The determination by the Dean of the CNHS in the formal proceedings can be appealed to the UMass Dartmouth Provost or his/her designee within 10 days of the date of the decision of the Dean. This appeal may be made on the grounds that: (1) the sanction administered as a result of the original student behavior is unjustified in its severity; (2) the weight of evidence did not justify a finding from the Formal Proceedings; (3) CNHS failed to comply in material respect to its Formal proceeding procedures; or (4) new evidence exists that is relevant and that was unobtainable at the time of the original Formal Proceeding. The decision of the UMass Dartmouth Provost is final and cannot be appealed.

**Policy on Professional Nursing Competence and Good Moral Character:
Student Notification, Acknowledgement and Release**

I, _____, have read and understand the University of Massachusetts, Dartmouth’s College of Nursing and Health Sciences’ policy on Student Professional Nursing Competence and Good Moral Character GMC, (the “Policy”) which is attached hereto and made a part of this Notification and Acknowledgement.

I understand that if I violate the University of Massachusetts Dartmouth’s Student Code of Conduct and if this violation is also a violation under the CNHS Policy, I may be processed both through the UMass Dartmouth Office of Student Affairs, consistent with the Student Code of Conduct, and the CNHS.

By signing this form, I give the Office of Student Affairs permission to inform the College of Nursing and Health Sciences of any resolved complaint made against me that violates the principles of the policy on Professional Nursing Competency and Good Moral Character.

Print Student Name

Student Signature

Date

**University of Massachusetts College of Nursing and Health Sciences Reporting Form
Policy on Professional Nursing Competence and Good Moral Character**

The purpose of this form is to record information required to initiate either an Informal or Formal Proceeding.

Student Name

Name of individual making complaint

Date: _____ List Members of Informal ___ or Formal _____ Proceeding (select one)

Describe specific behavior related to: Professional nursing competence; and/or good moral character. Include name(s) of individuals reporting this behavior or involved; include date(s) when this occurred:
(Attach written description of the alleged infraction)

Describe student's perception related to these behaviors: (Attach written description of student's perception)

Recommendations from the Informal or Formal Proceeding:

Associate Dean or Designee: _____ Date: _____

References and Bibliography

American Association of Colleges of Nursing (2011). The Essentials of Master's Education in Nursing. Author. Washington D.C. Retrieved from <http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf>

American Association of Colleges of Nursing, American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, American Dental Education Association, Association of American Medical Colleges, and Association of Schools of Public Health. (2011). Core competencies for inter-professional practice: Report of an expert Panel. Author.

American Association of Colleges of Nursing. (2008). The essentials of baccalaureate education for professional nursing practice. Washington, DC: Author. Retrieved from <http://www.aacn.nche.edu/education/pdf/BaccEssentials08.pdf>

American Nurses Association. (2010a). Nursing: Scope and standards of practice (2nd ed.). Silver Spring, MD: Author.

American Nurses Association. (2010b). Nursing's social policy statement: The essence of the profession. (2nd ed.). Washington, DC: Author.

American Nurses Association. (2008). Guide to the code of ethics for nurses: Interpretation and application with interpretive statements. Silver Springs, MD: Author.

Cronenwett, L., Sherwood, G., Pohl, J., Barnsteiner, J., Moore, S., Sullivan, D., et al. (2009). Quality and safety education for advanced nursing practice. *Nursing Outlook*, 57, 338-348.

Epstein, R. & Hudnert, E. (2002). Defining and assessing professional competence. *JAMA*, 287, 226-235.

Institute of Medicine of the National Academies Report on the Future of Nursing (2010)

The Future of Nursing: Leading Change, Advancing Health. Retrieved from <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>

Massachusetts Board of Registration in Nursing: Available at: <http://www.mass.gov/?pageID=eohhs2subtopic&L=6&L0=Home&L1=Provider&L2=Certification%2c+Licensure%2c+and+Registration&L3=Occupational+and+Professional&L4=Nursing&L5=About+the+Board+of+Registration+in+Nursing&sid=Eeohhs2>

Massachusetts Department of Higher Education Nurse of the Future Competencies Committee. (2010). *Creativity and Connection*. Retrieved from www.mass.edu/currentinit/documents/NursingCoreCompetencies.pdf

New York University College of Nursing and Health Sciences Technical Standards for Core Nursing Competency Performance <http://www.nyu.edu/nursing/academicprograms/bachelors/NYUCNTechStandards.pdf>

Quality and Safety Education for Nurses. Retrieved from <http://qsen.org/>

Standard for Accreditation of Baccalaureate and Graduate Degree Nursing Programs April 2009 <http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf>

Clinical Policies

DNP students must comply with university health services policies and in addition, upload in Typhon copies of the following prior to clinical or practicum placements in the Doctor of Nursing Practice program:

- Required immunizations
- Proof of CPR Certification (Health Care Provider).
- CORI
- Copy of unencumbered MA RN License.
- Copy of malpractice insurance
- Drug screens and other testing as required by specific clinical agencies

This information is a necessary pre-requisite for clinical or practicum placements for students. Students are responsible for assuring that current information is on file with the Graduate Program secretary. Students who do not comply, cannot participate in clinical/practicum placements.

Advisement

At the time of admission to the DNP Program of the CNHS, students are assigned a faculty advisor. Faculty advisors meet with students to prepare a written Program of Study and to select courses for each semester while enrolled. Students must communicate with their advisor each semester to assure their progress in the program and to have the advising hold removed from the students' COIN accounts. Advisors work with students to support success in the program.

Program of Study

The Program of Study is completed by the student and the advisor before the student registers for classes (usually immediately upon admission). The Program of Study defines for the student and the DNP Committee a plan to complete the academic requirements for the DNP degree. The official Program of Study reflects the course work that contributes to the student's knowledge base for advanced practice nursing and qualifies the student for graduation. A copy is kept on file in the student's record in the Graduate Program office and the student is provided with a copy.

Full-Time/Part-Time (FT/PT) Status

Refer to Graduate Program Catalog for definition of full-time and part time status.

<https://catalog.umassd.edu/content.php?catoid=64&navoid=5319>

Changes in Program of Study

To change status in program of study request in writing to the DNP Program Director. These requests are reviewed by the DNP Committee.

Students who wish to transfer from the DNP to the MS program must submit a formal request in writing to the Graduate Program Director. The request is reviewed for approval by the DNP and Masters Committee. Transfer is dependent on available space in the specialty requested and the student's good academic standing (Cumulative GPA of 3.0 or better). Program changes require developing a new program of study with a new academic advisor.

Registration

Registration for classes is accomplished on-line with the UMass Dartmouth COIN system. DNP students, like all university students, register during the intervals indicated by Student Enrollment Services. It is essential that students register for courses in a timely fashion because undersubscribed courses will be cancelled.

A Schedule of Classes for the next semester will be posted on the On-Line COIN system. Frequently, courses offered by the College and other academic units require pre- or co- requisites for enrollment. Students are advised to refer to the current Graduate Catalog and to consult with their advisor in order to plan appropriately.

Details regarding registration and course Add/Drop procedures are also provided by Student Enrollment Services. Day and evening Doctor of Nursing Practice classes, offered on or off campus, during the two regular semesters and the summer sessions are considered part of the regular program.

Failure to Register or Maintain Continuous Enrollment in the DNP program

Refer to Graduate Catalog

DNP students must be continually enrolled in course work in their program of study. Failure to enroll results in automatic withdrawal from their program. To restart their studies, students must reapply to the university and to the program.

Leave of Absence

Refer to Graduate Catalog

A request for a leave of absence (LOA) for one semester or one year may be made in cases when serious illness or injury or other major event prevents the student from participating in his/her program of study for an extended period of time. To receive permission for LOA, a student must apply in writing (by mail or e-mail) to the Graduate Program Director stating the reason the LOA is needed and the anticipated length of the LOA (one semester or one year). Students who fail to return from LOA as scheduled are dismissed from the program and must reapply for admissions.

Readmission to the Doctor of Nursing Practice Program

Any former graduate student must apply for readmission to the Office of Graduate Studies & Admissions. The application should be submitted at least three months before the beginning of the semester in which the student plans to return.

Academic Policies

Refer to university Graduate Catalog at <https://catalog.umassd.edu/content.php?catoid=64&navoid=5319> for information on University policies

Progression

Refer to Graduate Catalog

To progress in the DNP program in the College of Nursing and Health Sciences, students must have a cumulative GPA of 3.0 and no failing grades (C- or below).

A cumulative GPA of 3.0 is needed to graduate.

- A cumulative GPA below 3.0 will result in academic probation for students who have completed 15 or fewer credits in their graduate program.
- A cumulative GPA below 3.0 is subject to dismissal from the program for students who have completed 16 or more credits in their graduate program.
- Students with a cumulative GPA less than 3.0 may not participate in clinical courses.

Passing Grades

Refer to Graduate Catalog

C is the passing grade in all graduate courses. Grades of C- and below are failing. Students may not repeat a course that they have failed without permission of the DNP committee.

Incomplete Grades

Refer to Graduate Catalog

In general, the grade of "I" (Incomplete) must be requested by the student. When the student, who is otherwise in good standing (Cumulative GPA of 3.0 or above), is unable to complete a course because of conditions beyond the student's control, the student may request an incomplete grade ("I"). Also, an incomplete grade ("I") may be assigned by the instructor to a student who has not completed work in the course for some emergent and justifiable reason.

- The exact time frame and conditions for completion of the incomplete work is negotiated between student and faculty and must be documented in a memo with copies for the instructor, the student and the DNP Coordinator.
- In general, the incomplete work must be completed with the same instructor before the start of the next semester except under extenuating circumstances.
- Students who receive a grade of "I" have one calendar year to complete the course work for a grade. At the end of one year, University policy converts the "I" to an "FI"

Transfer Credit

Transfer of credit is the acceptance of credit from another institution for inclusion in a program of study leading to a degree awarded by UMass Dartmouth. The number of credits transferred from other institutions may not exceed six (6). Transfer credit for selected courses applied to the program of study must be approved by the Graduate Program Director and the Dean, College of Nursing and Health Sciences. Among the courses that may be transferred are Nursing Theory, Health Care Delivery System, Statistics and Health Care Economics and Finance. Pathophysiology, Pharmacology, Health Assessment and the core theory/clinical courses must be taken at UMass Dartmouth

A maximum of six (6) credits of graduate courses taken before matriculation in a Doctor of Nursing Practice program but not counted toward another degree, may be applied to the student's program of study if the courses are relevant to the program of study and the student achieved a B or better. However, the grades will not be calculated in the cumulative GPA.

Students may take up to six graduate credits at other universities with the advance approval of their academic advisors and the graduate program director. Credit for grades of B or better will be accepted in transfer however, the grades will not be calculated in the cumulative GPA.

Academic Probation

Academic Probation: Students with 15 or fewer credits and no failing grades (C- or below) who fall below a cumulative GPA of 3.0 are placed on academic probation. While on probation, students must meet with their advisor to create a plan for improved performance and degree progression, and monitor satisfactory progression on that plan on a monthly basis. Registration in future nursing courses must be approved by the DNP Program Director and the DNP Committee.

Students on academic probation in the program are ineligible for traineeship funding or assistantship positions.

Dismissal

Students with 16 or more credits who fall below a cumulative GPA of 3.0 are subject to dismissal from the program. Students who fail a course (grade of C- or below) or have 3 or more grades below B-are subject to dismissal from the program.

Policy on Complaint and Dispute Resolution Process

Student complaints

During the academic year, a variety of issues may arise where a student believes that she or he has been treated poorly or unfairly or may have some other concern. The following list describes a number of different types of concerns and relevant resources. If a student has a concern and is uncertain how to proceed, an undergraduate student should contact the Assistant Dean of Undergraduate Studies and a graduate student should contact the Associate Dean of Graduate Studies and Research.

Student complaints implicating the Commission on Collegiate Nursing Education (CCNE) Standards or Massachusetts Board of Registration in Nursing (BORN) Regulations

Any student wishing to file a formal complaint that may violate CCNE Standards or MA BORN regulations should follow the following procedures.

Submission of Complaint: File a student petition in the Dean's Office where it will be assigned to the appropriate Associate/Assistant Dean. Identify the issue in sufficient detail to permit an investigation into the matter. All complaints must be written and signed and include the student's contact information. The appropriate Assistant or Associate Dean will acknowledge in writing receipt of the complaint within five business days.

Initial Investigation: The Assistant/Associate Dean will initially investigate and attempt to resolve the complaint. If resolution is not possible, the Assistant/Associate Dean will refer the matter to the appropriate administrator, administrative body, or an administrative official designated by the Dean (the "Referral Investigator"), within three weeks of receipt of the complaint. The Assistant/Associate Dean will communicate resolution of the complaint, or its referral, to the complainant upon such resolution or referral.

Referral Investigation: If referral of the complaint is made as referenced above, the Referral Investigator shall attempt to resolve the complaint as soon as possible, generally no later than three weeks after referral of the complaint. Upon completion of the referral investigation, the College will communicate its findings and, if appropriate, any intended actions to the complainant.

Appeals: If the complainant is dissatisfied with the outcome or resolution of a complaint, the complainant may appeal the decision in writing to the Dean of the College. Such appeal must be filed within two weeks of communication to the complainant of the resolution of the complaint. The Dean's decision will be communicated in writing to the complainant within three weeks of the time the appeal was filed and shall be final.

Maintenance of Records: The College shall maintain a written record of each complaint filed and its resolution in the Office of the Assistant/Associate Dean for a period of ten years from the date of the final resolution of the complaint.

Complaints not concerning CCNE or BORN regulations (examples below) should be submitted according to guidelines outlined on the UMassD website or in the University Handbook and/or College of Nursing and Health Sciences and Health Sciences Nursing Handbooks.

Grade appeals

Students who have questions about their grades should seek to discuss the matter first with the relevant faculty member. In certain limited circumstances, students may pursue a formal grade appeal. The process for pursuing a grade appeal is described at <https://www.umassd.edu/acadvising/grades/>.

UMassD Nursing Grade Appeal Officer is located at <https://www.umassd.edu/acadvising/grades/>.

Student Conduct & Dispute Resolution

The [Office of Student Conduct and Dispute Resolution](#) handles complaints for violations of the [Student Code of Conduct](#) or other laws and regulations.

Office of Equal Opportunity, Diversity & Outreach

The [Office of Equal Opportunity, Diversity & Outreach](#) deals with equal opportunity and [sexual assault/harassment](#) complaints.

UMass Student Rights & Responsibilities

The rights and responsibilities of UMass students, including students' rights under the Family Educational Rights and Privacy Act ("FERPA"), are found in the [statement of student rights and responsibilities](#).

Other complaints

Students with concerns that do not fall within any of the previously described categories should contact the Assistant Dean of Undergraduate Studies or Associate Dean of Graduate Studies and Research for assistance.

Appeal

A student may appeal any action concerning academic probation or dismissal by petitioning the Graduate Studies Office.

Graduation

Students must complete all specified course work within 7 years of matriculation and have a cumulative GPA of 3.0 to graduate from the program. Students must:

- Declare their "intention to graduate" with the Office of Enrollment Services in accordance with the University deadline.
- Upload an updated CV to Typhon at least 2 weeks before the end of classes.
- Complete the exit survey. This survey collects data to assess program satisfaction and to evaluate program effectiveness.

Application for Certifying Examination

Application for Certifying Examination: Students must complete applications to the American Nurses Credentialing Center (ANCC) to sit for the appropriate certification examination. Once BS-DNP students have completed coursework that includes NUR 658 and NUR 659 or NUR 678 and NUR 679 they may sit for certification as Adult Gerontology Primary Care Nurse Practitioners or Psychiatric-Mental Health Nurse Practitioners. Please note that ANCC will hold certification until the DNP degree is conferred and students may not practice as nurse practitioners until that time. Students should notify the Graduate Program Secretary upon submission of the ANCC application.

University, College and Professional Organizations

Sigma Theta Tau International

The UMass Dartmouth College of Nursing and Health Sciences received a charter for the Theta Kappa Chapter in April 1986 and inducted 229 charter members. Sigma Theta Tau is the International Honor Society of Nursing. Constituent chapters are established in accredited collegiate schools of Nursing. The organization recognizes superior achievement, and the development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to ideals of the profession. Membership is by invitation only.

Invitations will be sent to candidates selected by the faculty who have leadership and research abilities, who have completed one-half of the Nursing program, and who have a cumulative grade point average of 3.50 or higher.

Doctor of Nursing Practice students who are currently members of Sigma Theta Tau through other chapters are invited to transfer membership to the Theta Kappa Chapter and to participate in meetings with the College of Nursing and Health Sciences.

Doctor of Nursing Practice Committee

The purpose of the DNP Committee is to provide leadership for long-range planning, overall development, implementation, and evaluation of the curriculum and student progression in the program. One student from the Doctor of Nursing Practice Program will serve as voting representative on the DNP Committee.

Financial Assistance

Financial assistance for Doctor of Nursing Practice study is available in the form of scholarships, traineeships, assistantships, and loans. Scholarships, traineeships, and assistantships are awarded to students with regular admission status and satisfactory academic standing. In addition to information on financial assistance presented in this section, students are advised to consult the Graduate Studies Catalog.

Scholarships / Fellowships

There are several scholarships available to students in the College of Nursing and Health Sciences.

To view available scholarships and submit an application, please visit: <https://www.umassd.edu/financialaid/scholarships/>

or access the link from:

<https://www.umassd.edu/nursing/scholarship-opportunities/>

Teaching Assistants/Research Assistants (TA/RA)

Graduate teaching/research assistants are graduate students employed on a part-time basis by University of Massachusetts Dartmouth. The award of teaching/research assistantship carries with it a compensatory stipend for services rendered. A graduate teaching/research assistantship is a form of apprenticeship and contributes to professional development. Its primary purpose is to assist students in strengthening and successfully completing their academic program. It should include activities that are relevant to each student's program of study and contribute to the University's teaching or research/creative activity.

Applications for Teaching Assistantships are available from the Graduate Program secretary.

Communication

Bulletin Boards

Important communication regarding class offerings, financial assistance, job opportunities, and other information will be posted on bulletin boards outside the Graduate Program Office (Textiles 012) and distributed electronically. It is the students' responsibility to review the contents.

Electronic Communication

The DNP Program Director and faculty use UMass Dartmouth e-mail address to communicate with students. Please check your UMass Dartmouth e-mail regularly.

Student Mail

Mail for graduate students is distributed in a lateral file in the Graduate Program Office. Faculty and staff use these files to facilitate the distribution of messages, announcements, and class papers. The content of the mail files should be respected as the student's private property. Students should check mail files on a routine basis.

Facilities

Graduate Student Lounge

A graduate student lounge (Textiles 009) is available for all graduate students. This space contains a refrigerator, microwave, and coffeemaker for use by students. A bulletin board is available outside Textiles 012 to post appropriate notices.

Library

Claire T. Carney Library – Link: <http://www.lib.umassd.edu> 508-999-8675

Faculty

Appointments with Faculty

Students may make appointments with their faculty advisor or course professor by electronic contact, signing up on the schedule outside each faculty member's office, leaving a note for the faculty member on the bulletin board on the faculty member's office door, leaving message on faculty member's voicemail. Response times from faculty may vary.

Faculty Mailboxes

Students submitting materials to faculty may place the materials in the mailboxes located in Dion 201 or Textiles 012.

Files, Official Student

Official student files are maintained in the Graduate Program Office of the College of Nursing and Health Sciences. The contents of the files are limited to information which is relevant and essential for academic purposes. This material will be reviewed by the academic advisor and graduate program director to determine appropriateness.

Letters of reference and transcripts submitted for admission are the property of UMass Dartmouth and may not be forwarded outside the University.

Examples of items included in the file are

- Application for admission with supporting materials (letters of reference and transcripts)
- Changes in enrollment status
- Official correspondence between the student, the college, college committees and the university
- Transcripts
- Approved interactive program of study
- Advisement notes
- Requests and subsequent actions

Copies of immunization records are uploaded in Typhon and other related documents include preceptor evaluations, contracts and letters of agreements with community agencies, and other evaluative data.

Students may review their files in the presence of the DNP Program Director, who is present to answer questions about information contained in the file as well as Typhon to safeguard the record.

Student Information

Students are requested to advise both the University Office of Graduate Studies, and Admissions, and the CNHS Graduate Program secretary about address, telephone number or name changes. Failure to do so will interfere with timely receipt of financial reimbursements or other equally important information.

Those students who have completed degree requirements are also requested to submit forwarding addresses and information regarding employment to the Graduate Program Office for certification and accreditation purposes.

Appendix A

RN to BS to DNP Fast Track

Student Name: _____

Student ID: _____

RN to BS students who wish to enroll in the DNP program immediately upon graduation are eligible to enroll in up to nine (9) credits of graduate level nursing courses (from among the following courses: NUR 500, 511, 520, and 547) if the following criteria are met:

- all 300 level nursing courses completed
- maintain a 3.3 GPA in all nursing courses
- satisfactory professional writing skills
- recommendation of the RN-BS program director
- approval of graduate program director

NUR 500 _____ Date Completed _____

NUR 511 _____ Date Completed _____

NUR 520 _____ Date Completed _____

NUR 547 _____ Date Completed _____

These nine (9) graduate credits fulfill both undergraduate elective and graduate degree requirements. Students pay undergraduate tuition rates for the courses and must get a grade of B or better for the course to count for graduate credit. In addition, students must apply for admission in spring of their senior year for matriculation the following Fall. Students who do not matriculate in the DNP program the fall following graduation will not be permitted to use the above courses toward a DNP degree.

DNP Program Director Signature: _____

Date: _____

Appendix B

BS to DNP Fast Track

Student Name: _____

Student ID: _____

Senior nursing students who wish to enroll in the DNP program immediately upon graduation are eligible to enroll in up to nine (9) credits of graduate level nursing courses (from among the following courses: NUR 500, 511, 520, and 547) if the following criteria are met:

- all 300 level nursing courses are completed
- maintain a 3.3 GPA in all nursing courses
- satisfactory professional writing skills
- recommendation of their faculty advisor
- approval of graduate program director

NUR 500_____ Date Completed_____

NUR 511_____ Date Completed_____

NUR 520_____ Date Completed_____

NUR 547_____ Date Completed_____

These nine (9) graduate credits fulfill both undergraduate elective and graduate degree requirements. Students pay undergraduate tuition rates for the courses and must get a grade of B or better for the course to count for graduate credit. In addition, students must apply for admission in spring of their senior year for matriculation the following Fall. Students who do not matriculate in the DNP program the fall following graduation will not be permitted to use the above courses toward a DNP degree.

DNP Program Director Signature:_____

Date: _____

Appendix C

GAP Forms

Self-evaluation for DNP Students in Graduate Admission Program (GAP)

For RNs with Non-Nursing Baccalaureate Degree (revised 2015)

Name: _____ Date: _____

This document helps the student and faculty advisor assess the student’s prior learning in order to plan how to bridge professional knowledge from baccalaureate education in another field with basic nursing knowledge.

Indicate the way in which you have met the following objectives of the BSN program through your formal education, continuing education and professional roles. Be as specific as possible. Attach documentary

UMass Dartmouth BS Outcomes	Self-assessment
Synthesize knowledge from humanities, the physical and behavioral sciences as the basis for providing holistic nursing care.	
Demonstrates an understanding of organizational structures and philosophy in promoting quality and safety in health care delivery.	
Integrates current theoretical scientific and research knowledge into professional practice.	
Assimilates data information systems and patient care technology in the planning and delivery of patient care.	
Demonstrates an understanding of the impact of health care policy, finance, and regulatory bodies on nursing practice.	
Uses effective inter-professional communication in collaborating with the multidisciplinary health care team.	
Provides culturally sensitive nursing care to promote and prevent health and prevent disease in individuals.	
Applies standard of ethical, legal, and moral conduct in professional role development.	
Demonstrates behaviors that incorporate the dimensions of a professional essential to fulfill nursing’s social contract.	

List any certifications (date) you have obtained in Nursing.

Membership in any professional organizations (hold an office?)

Indicate any additional formal courses you may have taken beyond your RN preparation or BS or BA degree.

Indicate the primary types of continuing education or professional conferences that you have attended since receiving your RN license.

Discuss, in brief, the professional roles you have held as an RN

Please complete a personal mission statement and attach to this form. Objectively discuss your strengths and limited areas of professional knowledge.

Strengths	Limited areas

Agreement of GAP-NBD Needs:

1. NUR 503 Bridge Course
2. Any other educational deficits/needs/strategies to resolve them.

Academic Advisor

GAP-NBD Student

Date