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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. 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 CON at UMD.
**College of Nursing**

**Mission**

The Mission of the UMASS Dartmouth College of Nursing 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
Figure 1. Curriculum Model
Figure 2. Practice Model
Figure 3. Outcome Model

Curricular Competencies
- Caring: Therapeutic alliance
- Communication
- Knowledge
- Therapeutic Interventions
- Outcome Evaluation
- Leadership Advocacy
- Collaboration
- Professional Development
- Quality
- Safety

Process Goals within Nursing
- Promoting Health
  - Facilitate wellness
  - Preserve health within illness experience
  - Occurs at all levels: cellular, functional, interactional, family unit, population, social aggregates, systems
- Guiding person through Healthcare experience
  - Promotes growth of person within healthcare experience
  - Form a therapeutic alliance
  - Protect integrity/wholeness of all persons & vulnerable groups
  - Protect and enhance humanity within the healthcare system

Nursing Praxis (reflective practice)
- Individual and Coordinated/Collaborative Practice
- Ways of Knowing & Being

Shaping the Health Environment
- Maximize interdisciplinary collaboration
- Utilize information technology effectively
- Track and analyze nursing indicators
- Effective, efficient use of resources

Outcome Goal of Nursing
- Maximize, in Commonwealth and beyond, health of Persons, families, population

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

Updated, 12/14

Revised and approved by Faculty Organization 06/2009
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.

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Doctor of Nursing Practice Program Purpose and Outcomes

Purpose

The purpose and goals of the BS-DNP and Post-masters 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 capstone 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 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 a minimum of 63 credits and the Post-masters DNP consists of a minimum of 27 credits that address areas of didactic and practicum content that have been deemed essential for advanced practice nurses by the American Association of Colleges of Nursing.

- 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.

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 American Nurses Credentialing Center certifying examinations for Advanced Practice in Adult Gerontology Primary Care Nurse Practitioner.

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

**Course Descriptions**

Students are referred to the Graduate Catalog for course descriptions at [http://www.umassd.edu/catalog/graduate/](http://www.umassd.edu/catalog/graduate/)

**Capstone Project**

Doctor of Nursing Practice students must complete a capstone project. NUR 772, 774, 776 Translating Research for Evidenced Based Practice, provides students with the didactic content on translating research into practice and quality improvement techniques. In addition, NUR 773, 775, 777 house the DNP scholarly project that is focused on translation of research to practice to improve the quality of care and patient outcomes. Students must also complete a professional portfolio documenting attainment of the DNP program outcomes and DNP essentials established by AACN and NONPF.
Program of Study

On the next several pages are examples of a part-time program of study for the BS-DNP study option and the Post-MS DNP.

BS to DNP / Adult Gerontology Primary Care Nurse Practitioner / Sample Plan of Study

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 500 Theoretical Foundations for Advancing Nursing Practice (3cr)</td>
<td>NUR 511 Translating Research Evidence for Advancing Nursing Practice (3cr)</td>
<td>NUR 605 Statistical Analysis of Data (3cr)</td>
</tr>
<tr>
<td>NUR 520 The US Health Care Delivery System (3 cr)</td>
<td>NUR 547 Population Health (3 cr)</td>
<td>15 credits</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
<th>Summer Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 550 Pathophysiological Bases for Advanced Practice Nursing (3cr)</td>
<td>NUR 553 Pharmacology for Advancing Nursing Practice (3cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 508 Healthcare Economics and Managing Healthcare Finance (3 cr)</td>
<td>NUR 771 DNP Seminar II – Genetics, Ethics, and Innovations in Advanced Nursing Practice (4 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 3</th>
<th>Spring Year 3</th>
<th>Summer Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 552 Advanced Health/Physical Assessment (2 cr and 1 lab)</td>
<td>NUR 557 Introduction to Primary Care for the Advanced Practice Nurse (2 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 770 DNP Seminar I Advanced Practice Nurse as Leader in Health System Change (4cr)</td>
<td>NUR 558 Introduction to Primary Care for the Advanced Practice Nurse-Practicum (3 cr )</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 4</th>
<th>Spring Year 4</th>
<th>Summer Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 656 Primary Care II (2 cr )</td>
<td>NUR 658 Chronic Illness Management (2 cr)</td>
<td>NUR 772 Translating Research for Evidence Based Practice I – Project Proposal Development (2 cr)</td>
</tr>
<tr>
<td>NUR 657 Primary Care II- Practicum (3 cr )</td>
<td>NUR 659 Chronic Illness Management-Practicum (3 cr )</td>
<td>NUR 773 DNP Residency I (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 5</th>
<th>Spring Year 5</th>
<th>Summer Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 774 Translating Research for Evidence Based Practice II: Project Implementation and Analysis (1 cr)</td>
<td>NUR 776 Translating Research for Evidence Based Practice III Dissemination of Findings (1 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 775 DNP Residency II (3 cr)</td>
<td>NUR 777 DNP Residency III (3 cr)</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

Grand total of 63 credits, Practicum hours 1008
Post-MS to DNP Sample Plan of Study

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NUR 605 Statistical Analysis of Data (3cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>Fall Year 2</td>
<td>Spring Year 2</td>
<td>Summer Year 2</td>
</tr>
<tr>
<td>NUR 770 DNP Seminar I Advanced Practice Nurse as Leader in Health System Change (4 cr)</td>
<td>NUR 771 DNP Seminar II Genetics, Ethics, and Innovations in Advancing Nursing Practice (4 cr)</td>
<td>NUR 772 Translating Research for Evidence Based Practice I Project Proposal Development (2 cr)</td>
</tr>
<tr>
<td>NUR 508 Healthcare Economics and Managing Healthcare Finance (3 cr)</td>
<td>[NUR 547 Population Health (3 cr)]</td>
<td>NUR 773 DNP Residency I (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 (19) credits</td>
</tr>
<tr>
<td>Fall Year 3</td>
<td>Spring Year 3</td>
<td>Summer Year 3</td>
</tr>
<tr>
<td>NUR 774 Translating Research for Evidence Based Practice II Project Implementation and Analysis (1 cr)</td>
<td>NUR 776 Translating Research for Evidence Based Practice III Dissemination of Findings (1 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 775 DNP Residency II (3 cr)</td>
<td>NUR 777 DNP Residency III (3 cr)</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

Grand total of 27 credits, Practicum hours 504
Other Study Options

RN to BS to DNP in Nursing Fast Track
RN to BSN 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.

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.
The Graduate Admission Program (GAP)

For RNs with Non-Nursing Baccalaureate

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 University of Massachusetts Dartmouth College of Nursing. The program prepares GAP students for DNP level work by assuring that they have achieved the outcome objectives of the BS in Nursing Program. GAP students:

- Prior to admission to the program, take NUR 503 Transitions for Advancing Nursing Practice
- As a final assignment in NUR 503, students compile a portfolio that documents how they have achieved the UMD 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 A for GAP forms
Doctor of Nursing Practice Program Policies

Admission

Application Deadlines
Application deadlines are:

March 15 for Fall matriculation for BS-DNP program and Summer matriculation for Post Masters program.

Admission Criteria
In addition to UMD admission criteria, applicants to the DNP program options in the College of Nursing:

- Achieved a GPA of 3.0 in undergraduate 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
- Hold a current license to practice professional nursing in MA or be eligible to obtain a license.
- Submit three references that document competence and leadership in professional Nursing practice. If possible, one reference should be from a supervisor who is a professional nurse that holds a graduate degree and one 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's 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 (UMD) College of Nursing (CON). The policy is based on the assumption that nursing students of the UMD CON 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 UMD CON are expected to complete the curriculum requirements related to Professional Nursing Competency and GMC. It is the policy of the UMD CON to adhere to all policies at UMD including the requirements of the Americans with Disabilities Act as amended. Students are not required to disclose their disability to the UMD CON. Qualified Students with disabilities who believe they need an accommodation to meet the Professional Nursing Competency and/or GMC must register with the UMD Center for Access and Success.

The following standards have been deemed by the UMD CON to be essential to all clinical nursing courses. All nursing students must meet the Professional Nursing Competency and GMC Policy Effective September, 2012.

Standards set forth in this policy with or without a reasonable accommodation(s). Additionally, all UMD CON students must also adhere to the UMD Student Code of Conduct. Violations of student conduct that pertain to Professional Nursing Competency and/or GMC standards may be processed both through the UMD Office of Student Affairs, consistent with the Student Code of Conduct and CON, consistent with this policy. Please review the UMD 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 UMD CON faculty have a professional obligation to UMD 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 UMD CON has determined that the standards below are essential to the nursing profession. Therefore, students entering the nursing program at the UMD CON are expected to meet these standards for progression in the program to graduation.

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

1 The list of competency standards has been reprinted for use by UMD CON with permission from Dr. Barbara G. Miller, New York University College of Nursing Technical Standards for Core Nursing Competency Performance.
• 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.

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 UMD CON curriculum meets standards of excellence in nursing education requires that the UMD CON 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 UMD CON faculty member.

3. Violations of laws in the Commonwealth of Massachusetts and Clinical Substance Abuse

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 CON 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 UMD CON.
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 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 CON 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.

CON 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 CON 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 UMD CON or designee will direct the faculty member or member of the CON 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 UMD CON 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 UMD CON. Additionally, the
Department Chair or representative will be invited to attend. A faculty member of the UMD CON 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 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 who may adopt, deny or modify the recommendation(s) and make a decision. All appropriate UMD 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 UMD 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 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, the student will not continue in the CON from the date of dismissal and will not be permitted to enroll at a later date. Students may apply for transfer to another UMD 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 UMD CON 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 UMD CON 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 UMD administrative officials.

Section V – Appeal
The determination by the Dean of the CON in the formal proceedings can be appealed to the UMD 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) CON 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 UMD 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’s 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 that this violation is also a violation under the Policy, I may be processed both through the UMD Office of Student Affairs, consistent with the Student Code of Conduct, and the CON.

By signing this form, I give the Office of Student Affairs permission to inform the College of Nursing 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 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


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


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

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, provide the Graduate Program Secretary with a copy 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 CON, 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

Full time study is two courses per semester.
Part-time study is one course per semester.

Changes in Program of Study

To change status from FT to PT or PT to FT students must submit a formal request in writing to the DNP Program Director. These requests are reviewed by the DNP Committee. The changes require that a new program of study be filed in the Graduate Program Office.

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 UMD 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 Catalogue.

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 submit an application for readmission to the Office of Graduate Studies. The application should be submitted at least three months before the beginning of the semester in which the student plans to return.

Academic Policies

Progression

Refer to Graduate Catalog

To progress in the DNP program in the College of Nursing, 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
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 negotiable 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 “F.”

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. 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 UMD.

A maximum of six (6) credits of graduate courses taken before matriculation in a Doctor of Nursing Practice program 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.

Once matriculated in the program, students may take graduate courses 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) are subject to dismissal from the program.

Appeal

A student may appeal any action concerning academic probation or dismissal by petitioning the DNP Committee.

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” in the Office of Enrollment Services on July 1 for September 1 graduation; on November 1 for January 31 graduation; or on March 15 for May commencement.
- Upload an updated CV to Typhon and submit a copy to the Graduate Program Secretary 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 they may sit for certification as Adult Gerontology Primary Care 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 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.

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 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

Several scholarships are awarded during the academic year. To be considered for an award, students must complete a generic scholarship application, available from the Dean's secretary. See Appendix B for more information.

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.

Miscellaneous Information

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/or distributed electronically. It is the students’ responsibility to review the contents.

Electronic Communication

The DNP Program Director uses UMD e-mail address to communicate with students. Please check your UMD 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/index.html
Hilary Kraus, Health Sciences Librarian, hkraus@umassd.edu 508-999-8681

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. 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 UMD 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 and other “medical” records are kept in a separate area of the student record folder, as are course related documents such as preceptor evaluations, contracts or 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 and to safeguard the contents.

**Student Information**

Students are requested to advise both the University Office of Graduate Studies, and Admissions, and the CON 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

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 evidence.

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

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Limited areas</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

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
Appendix B

Nursing Scholarships

Scholarships are awarded on the basis of academic achievement and to qualify, you must meet the criteria listed below for each scholarship. Your GPA should be at least a 3.0 and you must return a completed scholarship application to the Dean’s Secretary by **February 1**. Students should be advised that the Scholarship Committee may request recommendations from course/clinical faculty. Faculty decisions will be made by April 1 and the scholarship will be applied to the following academic year.

**Bristol South County Medical Auxiliary Scholarship:**
Awarded to a Nursing student who is interested in developing a career in Nursing, and is a permanent resident of Bristol County.

**Grace R & Henry C. Lincoln, MD Scholarship:**
Awarded to a full-time matriculated Nursing student, and is based on academic merit, as well as financial need.

**Arlene M. Olivieria Scholarship Fund:**
Awarded to a Nursing student who will be a Junior, Senior or student in the Graduate program, who is employed by St Anne's Hospital, Fall River, MA.

**Truesdale Hospital Nurses Alumnae Association Scholarship Fund:**
Awarded to a Nursing student in the Graduate program who demonstrates financial need and academic merit.

To apply for one of the above scholarships, please submit a typed request which includes:

- Your name, address, social security number, telephone number and year of expected graduation.
- A description of your Nursing career goals.
- A short statement supporting your financial need for this scholarship, being specific.
- List current employment, e.g., name of agency, # of hours/week.
- List activities related to community involvement, volunteerism and leadership.

Students should return this written request to the Graduate Program of the College of Nursing by **FEBRUARY 1**. Students should also be advised that the Scholarship Committee may request recommendations from course/clinical faculty. Faculty decisions will be made by April 1 and the scholarship will be applied to the following academic year.

**Submit this request to:** Dean’s Office, College of Nursing