Undergraduate Student Curriculum Handbook

BS Nursing (PL), RN-BS Degree,
Second Degree Accelerated BS (ABS)

Revised October 2021
(Curriculum Committee/Student Support & Policy Committee)
The baccalaureate degree in nursing 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

[link: www.aacn.nche.edu/ccne-accreditation]

We are accredited through December 31, 2026

The College of Nursing and Health Sciences has received Full Approval Status by the Massachusetts Board of Registration in Nursing per Code of Massachusetts Regulation [CMR 6.04(1)(h)]
College of Nursing and Health Sciences Faculty and Staff

A complete Faculty and Staff listing can be found on the UMass Dartmouth College of Nursing and Health Sciences website.

Kimberly A. Christopher, PhD, RN
Dean and Professor

Robin Couto
Senior Administrative Assistant to the Dean Dion202; 508-999-8586

Dorothy Dunn PhD, RN, FNP-BC, AHN-BC, CDP
Department Chairperson- Community Nursing

Anne Henley
Administrative Assistant- Community Nursing Dion 201D; 508-999-8159

Elizabeth Chin PhD, RN
Department Chairperson- Adult Health Nursing

Sandra Baker
Administrative Assistant- Adult Nursing Dion 201D; 508-999-8577

Kiley Medeiros, MSN, RN
Interim Director of Accelerated Bachelor of Science Online Program [ABS] 508-999-8194

Ouida Dowd, MSN, RN, ACNS-BC
Interim Director of RN-BS Online Program (RN-BS) 508-910-6444

Michelle Bourgeois
Student Support Coordinator Dion 201E; 508-910-6533

Kim Reid MS, RN
Clinical Education Coordinator Dion 201; 508-999-8371
Admission to the College of Nursing and Health Sciences

The CON is seeking applicants who are eager to learn in a very demanding curriculum, committed to good moral character, enthusiastic about helping people often in their most vulnerable state. All applicants for admission must provide satisfactory evidence of secondary education (HS transcript) or its equivalent (GED). For students in the ABS track (accelerated), a college/university transcript is required. Transcripts are retained on file in the Office of Admissions. Transfer students having graduated from accredited community colleges or having earned credits from another accredited college or university are also welcomed to apply. Expected grades in sciences and mathematics are generally a grade of B or better. Admitted CON applicants typically have a GPA of 3.2 or better and a total SAT score (new) 1130 (Math and Verbal) or better. Additional factors for admissions consideration include recommendations, community/school involvement, leadership, work experience, and a writing sample. University admissions and transfer requirements can be found at [http://www.umassd.edu/undergraduaterequirements](http://www.umassd.edu/undergraduaterequirements), [http://www.umassd.edu/transfer/](http://www.umassd.edu/transfer/).

General Statement of Student Rights and Responsibilities

Students are expected to adhere to the UMass Dartmouth and CON policies and procedures. It is the responsibility of each student to be aware of and to comply with these policies. Failure to stay informed is not an acceptable reason for non-compliance. Of particular importance is that students must meet university immunization requirements to remain in good standing within the College of Nursing and Health Sciences. The University of Massachusetts Dartmouth polices are located in the UMass Dartmouth catalogues for undergraduate students. Also, please read the UMass Dartmouth Student Affairs Handbook related to policies and student conduct at [http://www.umassd.edu/studentaffairs/studenthandbook/](http://www.umassd.edu/studentaffairs/studenthandbook/) and the university immunization requirements at [http://www.umassd.edu/immunizationrequirements](http://www.umassd.edu/immunizationrequirements). Please pay particular attention to:

- Withdrawal from Courses
- Student Complaints and Rights to Access to Records
- Services for Learning and Disabled Students (Access and Success)
- Student Conduct
- University Immunization Requirements
- Graduation policies (see also Graduation Requirements in the CNHS Progression Handbook)

Vision Statement

To shape the health care environment through transformative nursing education, leadership, and scholarship
College of Nursing and Health Sciences Mission

The mission of the 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.

Top 8 Core Values in the College of Nursing and Health Sciences

- Excellence in Teaching/Scholarship
- Integrity
- Professionalism
- Respect
- Innovation
- Collaboration
- Community
- Diversity in People/Ideas
College of Nursing and Health Sciences 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 an environmental connectedness. Health is the actualization of inherent and acquired potential, either 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 with the system.

Education
Faculty and students collaborate in the educational experiences 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 communication 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 the student to reach their full potential.
## Baccalaureate Course Outcomes Linked to CON Program Outcomes

(Includes University Studies Course Specific Objectives)

<table>
<thead>
<tr>
<th>Baccalaureate Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Synthesizes knowledge from humanities, the physical and behavioral sciences as the basis for providing holistic nursing care.</td>
</tr>
<tr>
<td>2. Demonstrates an understanding of organizational structures and philosophy in promoting quality and safety in health care delivery.</td>
</tr>
<tr>
<td>3. Integrates current theoretical scientific and research knowledge into professional practice.</td>
</tr>
<tr>
<td>4. Assimilates data information systems and patient care technology in the planning and delivery of patient care.</td>
</tr>
<tr>
<td>5. Demonstrates an understanding of the impact of health care policy, finance, and regulatory bodies on nursing practice.</td>
</tr>
<tr>
<td>6. Uses effective inter-professional communication in collaborating with the multidisciplinary health care team.</td>
</tr>
<tr>
<td>7. Provides culturally sensitive nursing care to promote health and prevent disease in individuals and populations.</td>
</tr>
<tr>
<td>8. Applies standards of ethical, legal, and moral conduct in professional role development.</td>
</tr>
<tr>
<td>9. Demonstrates professional responsibility, accountability, clinical competence, and ethical decision making as the basis for delivering health care as an entry level, novice professional nurse.</td>
</tr>
</tbody>
</table>

---

### Curriculum Framework

The curriculum framework is reflective of the AACN (2008) Essentials of Baccalaureate Education for Professional Nursing Practice to shape the health care environment through transformative nursing education, leadership and scholarship. 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 this 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.

Nursing competencies, which also pervade the curriculum have been identified as:

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

☐ Safety

Revised & approved by Faculty Organization 6/09
Viewed and revised by EPAC 12/14
Curriculum

Undergraduate Program Curricular Competencies

The graduates of the undergraduate program:

Caring/Therapeutic alliance

Integrate caring behaviors and therapeutic alliances with persons into professional nursing care.

Communication

Integrate effective communication processes into professional nursing.

Knowledge

Synthesize knowledge as the foundation for providing nursing care that promotes health, shapes the environment, and guides persons and their families through the health care experience.

Collaboration

Collaborate with others to promote health for a diverse society.

Outcome Evaluation

Evaluate the outcomes of nursing interventions.

Leadership/Advocacy

Participate in leadership activities to effect needed change and improvement of health care systems and advocating to promote the health of the population.

Therapeutic Interventions

Provide competent and evidence-based therapeutic nursing interventions.

Professional Development

Demonstrate behaviors that incorporate the dimensions of a professional essential to fulfill nursing's social contract.

Quality
Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2007).

**Safety**

Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007)
Person-Nurse Engagement
(shaped by values, beliefs and knowledge)

Integration of Empirical, Ethical, Aesthetic, Personal
Sociopolitical and Cultural Knowledge

Ways of Knowing in Nursing

Person
(person, family, population, society)

Respect
Mutual
Collaboration
direct or indirect
engagement

Nurse

Creating and Maintaining a Caring Environment

Model for Nursing Practices at UMass Dartmouth
Curriculum

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. Dishy
K. Gramling
C. Howe
J. Jeffers
S. Souza

Updated: 12/14
University Studies, Course Exemption, Advanced Placement, Transfer Credit

As of Fall 2012, students at UMass Dartmouth enrolled in a new general education curriculum: University Studies. This program provides students with the opportunity to expand their skills and abilities while providing the breadth of study that is the hallmark of a liberal education. The curriculum is defined primarily by a set of required courses in various areas. These areas are constructed so that students will be exposed to academic experiences that will help them achieve the outcomes identified in the UMass Dartmouth CON curriculum. Incoming secondary education students with transfer credits may submit appropriate evidence of completion to university and CON grading standards to acquire university credit. AP, CLEP, IB, military, and Cambridge International Exams credits are accepted in place of university studies credit (see https://www.umassd.edu/transfer/credit/).

Students may also choose to complete university studies courses at other approved institutions. Course approval forms must be submitted before enrollment in alternative courses. Additionally, students may need to request course exemption or substitution for university studies requirements. Information regarding this process can be found at https://www.umassd.edu/.../waiver_and_sub_form_for_univ_st.pdf A link for approved university studies courses can be located on the program plan.

UMass Dartmouth University Studies Requirements

The University Studies Program is an important way in which the University meets its Commitment to Student Learning. Students will take approved courses to fulfill a number of requirements that are organized into the following five clusters:

- Foundations for Engagement: Skills for the 21st Century
- The Natural World: Scientific Inquiry and Understanding
- The Cultural World: Aesthetic and Interpretive Understanding
- The Social World: Humanity and Society
- The Educated and Engaged Citizen: Integrating the UMassD Experience
# BS Track Undergraduate Program Plan — University Studies

*(For Students Admitted September 2018-September 2020)*

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRESHMAN</strong></td>
<td><strong>Level 1 (1\textsuperscript{st} semester)</strong></td>
</tr>
<tr>
<td>English 101: English 101 (1A)</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Chemistry 101: (2A)</td>
<td>3 cr</td>
</tr>
<tr>
<td>Math 148: College Algebra (1D)</td>
<td>3 cr</td>
</tr>
<tr>
<td>Biology 221/223 Anat &amp; Phys I</td>
<td>4 cr</td>
</tr>
<tr>
<td>Nur 106 Intro to Professional Nursing (1E)</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>16 Crs</strong></td>
<td><strong>16 Crs</strong></td>
</tr>
<tr>
<td><strong>SOPHOMORE</strong></td>
<td></td>
</tr>
<tr>
<td>Level 2 (1\textsuperscript{st} semester)</td>
<td>Level 2 (2\textsuperscript{nd} semester)</td>
</tr>
<tr>
<td>Bio 251/261 Medical Microbiology</td>
<td>4 cr</td>
</tr>
<tr>
<td>Nur 214 Scholarly Inquiry (1C)</td>
<td>3 cr</td>
</tr>
<tr>
<td>Nur 230 Patho &amp; Pharm I</td>
<td>3 cr</td>
</tr>
<tr>
<td>Nur 242 Holistic Health Assessment</td>
<td>3 cr</td>
</tr>
<tr>
<td>Nur 243 LAB Holistic Health Assessment</td>
<td>1 cr</td>
</tr>
<tr>
<td>Math 147: Statistics</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>17 Crs</strong></td>
<td><strong>14 Crs</strong></td>
</tr>
<tr>
<td><strong>JUNIOR</strong></td>
<td></td>
</tr>
<tr>
<td>Level 3 (1\textsuperscript{st} semester)</td>
<td>Level 3 (2\textsuperscript{nd} semester)</td>
</tr>
<tr>
<td>Nur 326 Care Adults / Chronic Illness</td>
<td>4 cr</td>
</tr>
<tr>
<td>Nur 327 EXP Learning – Adults Illness</td>
<td>5 cr</td>
</tr>
<tr>
<td>Philosophy (any PHL class) (4A)</td>
<td>3 cr</td>
</tr>
<tr>
<td>ELECTIVE #1</td>
<td>3 cr</td>
</tr>
<tr>
<td>Literature 3A</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>15 Crs</strong></td>
<td><strong>15 Crs</strong></td>
</tr>
<tr>
<td><strong>SENIOR</strong></td>
<td></td>
</tr>
<tr>
<td>Nur 334 Maternity/Women’s Health</td>
<td>3 cr</td>
</tr>
<tr>
<td>Nur 335 EXP Learn: Maternity/Women’s Hlth</td>
<td>3 cr</td>
</tr>
<tr>
<td>Nur 336 Child &amp; Family Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td>Nur 337 EXP Learn: Child &amp;Fam Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td>Visual and Performing Arts (3B)</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>15 Crs</strong></td>
<td><strong>14 Crs</strong></td>
</tr>
</tbody>
</table>
Total Credits = 122

Total NUR credits = 71

- The 1 elective can be selected from any offerings on campus (e.g. Social Sciences, Humanities, Women’s Studies, Science, etc.)
- NUR 456 may be used for seniors who need 1 administrative credit, as this will not count towards students' GPA
<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1</strong></td>
<td><strong>LEVEL 1</strong></td>
</tr>
<tr>
<td><strong>SEMESTER 1</strong></td>
<td><strong>SEMESTER 2</strong></td>
</tr>
<tr>
<td>ENL 101 Critical Writing and Reading I (1A)</td>
<td>ENL 102 Critical Writing and Reading II (1B)</td>
</tr>
<tr>
<td>CHM 105 Chemistry for Health Sciences (2A) F/SP</td>
<td>NUR 102 Concepts of the Profession Nursing Role I</td>
</tr>
<tr>
<td>MTH 148 College Algebra (1D)</td>
<td>PSY 101 General Psychology (4A)</td>
</tr>
<tr>
<td>BIO 221/223 Anatomy &amp; Physiology I</td>
<td>BIO 222/224 Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>NUR 101 Intro to University Skills (1E)</td>
<td>SOA Sociology-Anthropology 101 or 111 (4B or 4C)</td>
</tr>
<tr>
<td><strong>15 CREDITS</strong></td>
<td><strong>16 CREDITS</strong></td>
</tr>
</tbody>
</table>

| **LEVEL 2** | **LEVEL 2** |
| **SEMESTER 1** | **SEMESTER 2** |
| NUR 211 Concepts of Lifespan & Development (2B) | NUR 261 Concepts of Scholarship for Nsg. Prac (1C) |
| NUR 212 Concepts of Patho/Pharm in Nursing | NUR 270 Concepts of Foundational Nursing |
| MTH 147 Fundamentals of Statistics | NUR 271 App of Foundational Nsg Concepts (EXP) |
| BIO 251/251 Medical Microbiology | The Nature of US/Global Society (4B or 4C) |
| **14 CREDITS** | **15 CREDITS** |

| **LEVEL 3** | **LEVEL 3** |
| **SEMESTER 1** | **SEMESTER 2** |
| NUR 352 Concepts of Adult Health Nursing | NUR 360 Concepts of Family Nursing |
| NUR 353 App of Adult Health Nsg Concepts (EXP) | NUR 361 App of Family Nursing Concepts (EXP) |
| NUR 356 Concepts of Lrng Through Eng (5B) | PHL Philosophy (any class) |
| The Cultural World Literature (3A) | ELECTIVE 1 |
| Visual and Performing Arts (3B) | **3 cr** |
| **16 CREDITS** | **15 CREDITS** |

| **LEVEL 4** | **LEVEL 4** |
| **SEMESTER 1** | **SEMESTER 2** |
| NUR 370 Concepts of Global/Pop Health Nsg | NUR 424 Concepts of the Profession Nursing Role II |
| NUR 371 App of Global/Pop Health Concepts (EXP) | NUR 470 Concepts of Nsg Care Across the Continuum |
| NUR 380 Concepts of Mental Health Nursing | NUR 471 App of Concepts of Nursing Care (5A) |
| NUR 381 App of Mental Health Nursing Concepts | ELECTIVE 3 |
| ELECTIVE 2 | **3 cr** |
| **13 CREDITS** | **16 CREDITS** |

Total University Credits = 120  
Total NUR Credits = 65

55 credits – non nursing  
65 credits – nursing

Updated May 18, 2021
# Second Degree Accelerated BS Track Program Plan

<table>
<thead>
<tr>
<th>Term 1 (August)</th>
<th>Term 4 (May - August)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 106 – Introduction to Professional Nursing 3 cr</td>
<td>Nur 338 EXP Learn: Family Health** 4 cr</td>
</tr>
<tr>
<td></td>
<td>Nur 339 Family Health Nursing 3 cr</td>
</tr>
<tr>
<td><strong>Term 2 (September – December)</strong></td>
<td><strong>Term 5 (September - December)</strong></td>
</tr>
<tr>
<td>Nur 340 Psych/Mental Health 3 cr</td>
<td>Nur 408 Transition to Prof Practice 3 cr</td>
</tr>
<tr>
<td>Nur 341 EXP. Learn: Psych/Mental Health** 2 cr</td>
<td>Nur 450 Adults - Complex Health Problems 3 cr</td>
</tr>
<tr>
<td>Term 3 (January – April)</td>
<td>Total = 59 credits</td>
</tr>
<tr>
<td>Nur 230 Patho &amp; Pharm I 3 cr</td>
<td>Nur 457 Persons with Complex Health Problems 6 cr</td>
</tr>
<tr>
<td>Nur 235 Patho &amp; Pharm II 3</td>
<td></td>
</tr>
<tr>
<td>Nur 242 Holistic Health Assessment 3 cr</td>
<td></td>
</tr>
<tr>
<td>Nur 250 Knowledge Foundations in Nursing 3 cr</td>
<td></td>
</tr>
<tr>
<td>Nur 255 EXP Learn: Knowledge Foundations** 4 cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16 cr</td>
</tr>
<tr>
<td>Winter Intersession</td>
<td></td>
</tr>
<tr>
<td>Nur 214 Scholarly Inquiry 3 cr</td>
<td></td>
</tr>
<tr>
<td>Nur 326 Care Adults Acute/Chronic Illness 4 cr</td>
<td></td>
</tr>
<tr>
<td>Nur 327 Exp. Learning – Adults Illness 4 cr</td>
<td><strong>This course includes clinical experience</strong></td>
</tr>
<tr>
<td>Nur 330 Community Health Nursing 3 cr</td>
<td></td>
</tr>
<tr>
<td>Nur 331 Exp.Learn: Community Health Nurs** 2 cr</td>
<td></td>
</tr>
</tbody>
</table>

View course descriptions in the [UMass Dartmouth catalog](#).
Undergraduate RN-B5 Online Track Program Plan
(For Students Admitted AFTER September 2018)

Spring, Summer, and Fall Admissions

<table>
<thead>
<tr>
<th>First 7-week online session</th>
<th>Second 7-week online session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 301 Transition to Baccalaureate Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>SEMESTER 2</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 214 Scholarly Inquiry in Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>SEMESTER 3</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 302 Selected Mech. of Disease &amp; Related Pharm</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>SEMESTER 4</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 410 Healthcare Informatics</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>SEMESTER 5</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 409 Leadership in Nursing (14-wks)</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**FAST TRACK PLAN**

First and Second 7-week online sessions

<table>
<thead>
<tr>
<th><strong>SEMESTER 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 301, NUR 302, NUR 306</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SEMESTER 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 214, NUR 322, NUR 328</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SEMESTER 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 409, NUR 410, NUR 452</td>
</tr>
</tbody>
</table>

- Students in the Undergraduate RN-B5 Online Track Program **must take a minimum of 31 credits at U Mass Dartmouth** (28 RN-B5 credits and one 3 credit non-nursing course).
- **Required non-nursing courses** are taken during Summer online sessions. See Online & Continuing Education Course offerings at [https://www.umassd.edu/online/](https://www.umassd.edu/online/)
The number of required non-nursing courses varies for each student based on their transfer credits. RN-BS students may transfer up to 53 credits to U Mass Dartmouth for prior non-nursing courses taken at other accredited colleges or universities per the U Mass Dartmouth transfer policy. RN-BS students receive 38 Nursing Portfolio credits at U Mass Dartmouth (after passing NUR 301), for completion of an accredited Associate Degree Nursing Program and successful NCLEX licensure.

RN-BS applicants must maintain a current copy of their RN license on file with the College of Nursing and Health Sciences.

Students must also meet University Studies requirements and other U Mass Dartmouth academic criteria for graduation, including (but not limited to) a minimum of 122 total credits and a GPA of 2.0 or higher for graduation.

Credit breakdown: 31 RN-BS program credits + 38 RN Portfolio credits + 53 non-nursing credits (transfer credits or U Mass Dartmouth credits) = 122 credits
Professional Standards for Nursing

In addition to the College of Nursing and Health Sciences curriculum framework, the undergraduate nursing core curriculum is guided by the American Nurses Association Scopes and Standards for Nursing, the American Academy of College of Nursing Essentials for Baccalaureate Education, the Massachusetts Department of Higher Education Nurse of the Future core competencies and the QSEN Institutes Quality and Safety in Nursing Education competencies.

ANA Scope and Standards of Practice

The Scope and Standards of Practice for Nursing informs and guides current professional nursing practice. The Standards of Nursing Practice and Standards of Professional Performance are competencies that all Registered Nurses are expected to achieve.

The Essentials of Baccalaureate Education for Professional Nursing Practice

This Essentials document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century. These Essentials address the key stakeholders’ recommendations and landmark documents such as the IOM’s recommendations for the core knowledge required of all healthcare professionals.

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice

- Professional nursing practice is grounded in the translation of current evidence into one’s practice.

Essential IV: Information Management and Application of Patient Care Technology

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory Environments

- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health

- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice

- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.


**Nurse of the Future Nursing Core Competencies**

Competencies are applied skills and knowledge that enable individuals to perform their required work. The Nurse of the Future (NOF) core competencies are a set of required skills, knowledge and attitudes necessary for the entry level RN to practice nursing. The Nurse of the Future Nursing Core Competency© model depicts the NOF Nursing Core Competencies and their relationship to nursing knowledge. In this graphic representation, nursing knowledge is at the core “reflecting the overarching art and science of the nursing profession and discipline”. The ten competencies, which guide nursing curricula and practice, derive from this central core and are placed along the axes of the graphic.

![Diagram of Nurse of the Future Nursing Core Competencies](image)


**Quality and Safety Education for Nurses**

The Quality and Safety Education for Nurses (QSEN) project was developed with the goal of preparing nurses with the necessary knowledge, skills and attitudes (KSAs) to improve the quality and safety of the healthcare systems in which they...
work. QSEN faculty and a National Advisory Board defined quality and safety competencies for nursing based on the Institute of Medicine recommendations and set guidelines for competencies to be developed in nursing pre- licensure programs.


Educational Mobility Statement

Along with our professional guiding standards, the UMass Dartmouth College of Nursing and Health Sciences supports the Massachusetts Board of Registration in Nursing Educational Mobility Position Statement (https://www.mass.gov/service-details/nursing-faculty-and-program-administrator-information) and the roadmap set up by the 2010 IOM/RWJ Future of Nursing Report. All programs are designed to enhance education mobility to build the nursing workforce by providing a solid, well-rounded foundation to nursing students, recognizing and appealing to various individual student needs.

Honors and Research Fellowship Programs

University Honors Program

(**Students in the ABS track are not eligible for this program)**
The mission of the University Honors Program is to promote a lifetime love of learning and creative activity; to encourage the spirit of community responsibility; and to enable students to undertake original research or creative work in their chosen field, so that they will be well prepared for graduate study and/or professional employment.

The University Honors Program is part of the statewide Commonwealth Honors Program. Students who fulfill the requirements of the Honors Program graduate as Commonwealth Scholars. The Commonwealth Scholar honor is bestowed upon graduating seniors at the annual Honors Convocation ceremony in May and is inscribed on the student's diploma and transcript.

In order to graduate as a Commonwealth Scholar, a student must:

- maintain an overall university GPA of 3.2 or higher;
- complete at least 15 credits of Honors course work with a grade of B or higher in each course;
- complete an original thesis under faculty supervision, for which the student earns at least 3 credits; and:
- publicly present his or her Honors project in an appropriate venue, such as a thesis defense, or conference• poster presentation.
- one semester of the Honors 301 thesis preparation sequence in the junior year.

**Undergraduate Research Fellowship Program**

(***Students in the ABS track are not eligible for this program)**

The Undergraduate Research Fellowship Program is designed to enhance the educational experience of undergraduate nursing students considering education beyond the baccalaureate degree. Promising students will have the opportunity to work closely with faculty on all phases of research projects.

Criteria for selection: Interested sophomore and junior level students in the BS track and RN-BS track students will apply in the spring semester before the fellowship is due to start. Applications will be made available in class, on the College of Nursing and Health Sciences website and on the class bulletin boards located in the Learning Resource Center.

Interested students should meet the following criteria:

1. Serious interest in pursuing education beyond the baccalaureate level.
2. A cumulative GPA of 3.0 or higher.
3. Demonstrated clarity in writing style.
4. Interest in participating in the nursing research process.
5. Completing the nursing research course prior to this experience is helpful but **not required**.
**Application:** All applicants are requested to submit an application and a 1000-word essay that describes his/her interest in participating in the program, future goals and possible research interests.

**Time commitment:** Students will be expected to work closely with faculty on current faculty research projects. The time will vary from 2 to 4 hours a week depending on faculty and fellow needs. Fellows are expected to work with the same faculty member until graduation.

**Responsibilities:** Students will assist faculty with their research by searching for articles, entering research data, analyzing research data with faculty assistance, editing articles and presentations, enrolling subjects and collecting data (when appropriate). Students may also work on funded grants in conjunction with graduate Research Assistants.

**Recognition:** Undergraduate fellows will be recognized at the Honors Convocation in May. The names of the undergraduate fellows will also be inscribed on a plaque in the College of Nursing and Health Sciences lobby and awarded recognition by the CON. Undergraduate Research Fellows will also participate in a research-related opportunity that may include the chance to attend a conference with faculty to present work, student membership in a professional nursing organization, or subscription to a professional journal of the student's choice.

**College of Nursing and Health Sciences Student Organizations**

**Theta Kappa Chapter of Sigma Theta Tau International Honor Society of Nursing**

(**Students in the ABS track are not eligible to apply for membership until after graduation**)

Sigma Theta Tau is the International Nursing Honor Society established in 1922. 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.

A junior or senior nursing student in the top 35% of the class will be invited to apply for membership. The application process will be announced about mid-year, and application forms made available to eligible and interested students. Professional and scientific programs sponsored by the Theta Kappa Chapter are open to all nursing students.

**Massachusetts Student Nurses’ Association (MaSNA)-UMassD, Local Chapter of the National Student Nurses’ Association (NSNA)**
The National Student Nurses’ Association (NSNA), established in 1953, is the national organization of nursing students in the United States. NSNA’s chief purpose is to “aid in the development of the individual student and to urge students of nursing, as future health professionals, to be aware of and to contribute to improving the health care of all people.” The NSNA is autonomous, student-financed, and student-run. It is the voice of all nursing students speaking out on issues of concern to nursing students and nursing.

MaSNA-UMassD is the UMass Dartmouth Chapter of the Massachusetts Student Nurses’ Association, a constituent or state member of NSNA. Any student enrolled in the College of Nursing and Health Sciences is eligible for membership.

All interested students are urged to become members and support the group’s activities. Further information and the name of the faculty advisor are available on the student bulletin board outside Dion 201, in the College of Nursing and Health Sciences.

Messages for MaSNA-UMassD Officers can be left with the Faculty Secretary, Dion 201. For membership information, please read the bulletin board in the Dion 203 hallway.

**Student Representation on College of Nursing and Health Sciences Committees**

The CON welcomes student participation on CON committees. Having students involved and participating in CON committees enriches the process and offers opportunities for valuable student feedback. Students do not necessarily have to attend each meeting (which are generally held on a monthly basis).

If several students participate, attendance may be rotated. While several students are encouraged to attend committee meetings, the vote of only one student member, on committee actions, will be counted. Meeting times for committees vary by semester. A list of the committees and the times of meetings will be posted on the CON website each semester. Committee chairs will inform students of meeting dates and times.

If students are interested in participating on one or more of these committees, please email the Dean of Nursing or designee, or chair of committee.
Nursing Laboratories

The College of Nursing and Health Sciences maintains four nursing lab areas for learning: Therapeutics Laboratory (Dion 203); Technology Lab (Dion 106); Simulation Lab (Dion 205); and Physical Assessment Labs (Dion 207). Students have the opportunity to use the labs at various times during the week. Please check with the Director of the Nursing Labs for the schedule. Each laboratory has appropriate nursing instructional aids, equipment and supplies to assist students in meeting course objectives. Students are encouraged to make use of all laboratory resources, (in compliance with procedures established by the College Learning Resource Committee and implemented by the lab director.)

Some instructional and practice materials may be borrowed for student use. Items must be signed out and returned promptly. At the end of each semester, the lab director reports to the Dean’s office the name of any student who has failed to return materials borrowed that semester.

*Any graduating senior who does not return materials by the end of exam week in Spring semester will not be certified for graduation or NCLEX-RN exam until materials are returned. Students will be charged for lost or damaged equipment.*

We appreciate your cooperation in keeping our resources in circulation.