College of Health Sciences
School of Nursing

Master’s Nursing Program
Student Handbook

Effective: December 10, 2015
### Table of Contents

SON DIVERSITY & INCLUSION STATEMENT ................................................................. 4  
WELCOME AND INTRODUCTIONS ........................................................................ 5  
General Statement of Nursing Student Responsibilities and Rights ....................... 5  
Graduate Level Professional Clinical and Classroom Competencies Contract .......... 6  
Technical Standards and Computer Literacy Statement ........................................... 7  
University, College of Health Science and School of Nursing Missions ..................... 7  
Master’s Program Goals and Outcomes ................................................................. 8  
Accreditation ........................................................................................................... 9  
Chain of Command in the School of Nursing ............................................................ 9  
Communication in the School of Nursing ............................................................... 9  
Cell Phone/ Laptop Policy ......................................................................................... 10  
Student Physical and Mental Health Resources ...................................................... 10  
Disability Services .................................................................................................. 10  
GRADUATE NURSING PROGRAM ........................................................................ 10  
Master’s Degree Specialty Options ......................................................................... 10-11  
Master’s Student Competencies and Curriculum Standards ................................. 11  
GRADUATE NURSING PROGRAM ACADEMIC POLICIES .................................. 12  
Matriculated Status .................................................................................................. 12  
Transfer of Credits ................................................................................................... 12  
Academic Advising/Course Registration ................................................................. 12  
Course Registration via UML SIS Self-Service ......................................................... 13  
Course Scheduling/Sequencing in the MS Program ................................................ 13-14  
Leave of Absence Policy ......................................................................................... 14-15  
Program Withdrawal Policy .................................................................................... 15  
Specialty Course Withdrawal Policy ....................................................................... 16  
Academic Warning .................................................................................................... 16  
Incomplete Grades .................................................................................................. 16  
Change of Specialty ................................................................................................. 17  
Students Rights ....................................................................................................... 17  
UNIVERSITY ACADEMIC INTEGRITY POLICIES .............................................. 17  
Definition of Academic Dishonesty ........................................................................ 17  
Initiating Charges of Academic Dishonesty ............................................................. 18  
Annual Calendar .................................................................................................... 18  
GUIDELINES FOR CLINICAL PRACTICUM EXPERIENCES ............................. 18  
College of Health Sciences Policies ....................................................................... 18-19  
School of Nursing Graduate Health and Professional Requirements ................... 19-22  
Student Practica/Clinical Experiences ................................................................... 22  
School of Nursing Faculty/Student/Preceptor Responsibilities ............................. 23  
Procedure for Obtaining Clinical Placements ........................................................ 24  
TYPHON ELECTRONIC DOCUMENTATION .................................................. 25  
Faculty Responsibilities ......................................................................................... 25  
Practicum Evaluations via Typhon ......................................................................... 25  
Clinical Hours ......................................................................................................... 25  
Typhon Terminology Defined ................................................................................ 25-26  
Hours Applied to Clinical Hours for Program Credit ............................................. 26  
Student Responsibilities ......................................................................................... 27  
DEGREE PATHWAY ............................................................................................. 28  
Degree Pathway for Adult/Gerontological Specialty .............................................. 28-30  
Degree Pathway for Family Health Specialty ....................................................... 31-33
School of Nursing Diversity & Inclusion Statement

By 2020, the university will be a model campus community where all students, faculty and staff feel appreciated, respected, connected, valued and engaged with the larger life of the campus and beyond (UMass Lowell Strategic Plan 2020, July 2015).

Inclusivity is a key value within the culture of the School of Nursing. We are therefore focused on fostering an environment that values the unique contribution of each member of our community.

This commitment to inclusivity requires that we appreciate and respect our varying backgrounds and viewpoints.

We are committed to recognize the intrinsic importance of each person’s role and appreciate every individual’s contribution to meeting the School of Nursing Philosophy, Mission, Vision & Goals.

We commit to treating one another with high regard and respect.

We are dedicated to performing our jobs in a courteous and professional manner.

We are committed to maintaining integrity and courtesy in our dealings with fellow members of the School of Nursing, College, University and community at large.

Communication, cooperation and teamwork are key to achieve our goal to foster a community that respects each individual’s worth and rights.

(September 22, 2015)
WELCOME AND INTRODUCTIONS

Welcome to the Master’s Nursing Program of the University of Massachusetts Lowell (UML), College of Health Sciences! We are excited that you have chosen UMass Lowell as your next step in the advancement of your nursing career. We want you to know about the educational resources available to you at the University, in the College, and within the School of Nursing. This handbook has been developed to assist you with your progression through the Masters nursing program. It has been created and updated with two objectives: to provide clear and thorough guidelines; and to serve as a practical, helpful resource. Additional sources of information would include:

Graduate Student Catalog  [http://www.uml.edu/Catalog/Graduate/default.aspx](http://www.uml.edu/Catalog/Graduate/default.aspx).
School of Nursing website  [http://www.uml.edu/Catalog/Graduate/Health-Sciences/Nursing/Default.aspx](http://www.uml.edu/Catalog/Graduate/Health-Sciences/Nursing/Default.aspx).
University’s website  [http://www.uml.edu/](http://www.uml.edu/).

Please note that the policies in this Handbook may be updated from time to time. You are responsible for reviewing your UML email to keep up to date with any policy changes. If you have any additional questions, please contact your academic advisor.

Please become very familiar with this Handbook. Students are responsible for using the Master’s Nursing Student Handbook as a resource when questions arise and as a guide to academic and nonacademic policies and procedures.

**General Statement of Nursing Student Responsibilities and Rights**

Students are expected to adhere to the policies and procedures currently in effect. It is the responsibility of each student to be aware of and to comply with current policies and procedures. Failure to stay informed is not an acceptable excuse for non-compliance. General policies can be found at [http://www.uml.edu/Catalog/Graduate/Policies/General-Policies.aspx](http://www.uml.edu/Catalog/Graduate/Policies/General-Policies.aspx). Please take the time to review all the tabs and links to familiarize yourself with general graduate policies. Occasionally policies that are specific to the School of Nursing may be more stringent than general graduate policies. This handbook will describe some of those policies. Students are advised to pay particular attention to the following policies at the above link and contained in this document.

In addition to the above graduate policies, all graduate students taking nursing courses are expected to adhere in both clinical and didactic settings, to the following School of Nursing Graduate Level Professional Clinical and Classroom Competencies Contract. Signed copies will be kept in your academic file.
School of Nursing Graduate Level Professional Clinical and Classroom Competencies Contract

All Master’s students are expected to sign and adhere to the following Essential Professional Competencies in both clinical and/or didactic settings. This contract is to be signed by all students in Master’s level nursing courses. A Master of Nursing student:

1. Demonstrates effective verbal and non-verbal communication.
2. Assumes responsibility for own actions and outcomes.
3. Demonstrates acceptance of limited knowledge and experience.
4. Follows through on commitments, is dependable and punctual.
5. Demonstrates self-direction in seeking learning opportunities.
6. Shows respect for others in the classroom.
7. Accepts constructive feedback when offered.
8. Seeks validation of clinical judgments with faculty and/or preceptor.
9. Is able to separate personal issues from professional responsibilities.
10. Keeps the patient/client/resident as the priority.
11. Respects cultural and personal differences of others; is not judgmental about patients’/clients’, residents’ or other students’ lifestyles.
12. Sets priorities and reorganizes as necessary.
13. Projects a professional image/demeanor.

Grading of the School of Nursing’s Graduate Level Professional Competencies is Pass/Fail. Successful demonstration of these competencies is essential for passing any clinical or didactic course. A warning may be given at any time during the semester. However, any student who is unable to demonstrate these competencies at a level that is considered to be safe to practice or potentially harmful to others, at any time during the semester will fail the course despite academic grades earned.

**CONTRACT:** I have read the 13 professional competencies that are required for nursing students enrolled in courses in the graduate program. I agree that successful demonstration of these competencies is essential for my passing this nursing course at the University of Massachusetts Lowell.

Student Name ___________________________ (Please Print)

Student Signature ________________________ Date: __________

Faculty Signature: ________________________ Date: __________
Technical Standards and Computer Literacy Statement
Upon entrance and throughout the nursing program, all students are required to demonstrate essential functions to fulfill the requirements of the nursing curricula. These include technical standards for admission, continuation and graduation as well as computer literacy. The technical standards can be found in Appendix A of this document.

University of Massachusetts Lowell Mission
The University of Massachusetts Lowell is a comprehensive, public institution committed to excellence in teaching, research and community engagement. We strive to transform students to succeed in college, as lifelong learners and as informed citizens in a global environment. UMass Lowell offers affordable, experience-based undergraduate and graduate academic programs taught by internationally recognized faculty who conduct research to expand the horizons of knowledge. The programs span and interconnect the disciplines of business, education, engineering, fine arts, health and environment, humanities, sciences and social sciences. The University continues to build on its founding tradition of innovation, entrepreneurship and partnerships with industry and the community to address challenges facing the region and the world (http://www.uml.edu/About/default.aspx).

College of Health Sciences
The mission of the College of Health Sciences is to promote human health and development to allow healthy individuals and families to live in safe and productive communities and environmentally sustainable economies. This mission assumes just, secure and sustainable social, economic and environmental systems. The curriculum is continually evaluated and revised as needed to achieve this vision.

We recognize that achieving this mission requires:
- Improving our understanding of health, disease and disability and their social context
- Increasing citizens’ understanding of health problems and their environmental, social, economic causes,
- Expanding community and workplace opportunities for promoting good health
- Developing environmentally sound systems of production and consumption
- Exploring the fullest understanding of our region defined by common political, social, ethnic, economic and cultural boundaries
- Addressing the determinants of social and economic disparities in our region
- Maintaining a health care system that is effective and compassionate, and promoting innovative government policies to support human health and development.
(http://www.uml.edu/Health-Sciences/About/about.aspx)

School of Nursing
The Mission of the School of Nursing is to educate students, advance knowledge, and provide service to the University, the profession, and the community through excellence in the discovery, application, integration, and dissemination of knowledge. The health promotion needs of individuals, groups, families, and communities are emphasized.

The School’s Vision is to be a center for excellence in nursing education, research, and community service.

The Philosophy of the School of Nursing reflects beliefs regarding person, environment, health, nursing, and education. People have unique qualities and individual needs for respect, worth and recognition of personal dignity. They have the right to make choices and establish goals, which influence and are influenced by the environment. Health is a dynamic state of physiological, psychological, social, and spiritual well-being. Nursing is a health care discipline guided by professional standards of care supporting individuals, families, groups, and communities in the promotion of health throughout the lifespan. Education is a self-actualizing, creative, lifetime endeavor involving values clarification, progressive systematic inquiry, critical analysis, and judgment. The
baccalaureate program incorporates a liberal arts and science education with generalized preparation in professional nursing. The master’s program is predicated upon a baccalaureate education and prepares advanced practice nurses. The doctoral program builds on both the generalized preparation in professional nursing and the specialist preparation at the master’s level to prepare nurse [practitioners and] scholars in health promotion.

**Master’s Program Goals**
Graduates of the Master’s Program in Nursing are prepared to:
1. Demonstrate competence in the provision of advanced practice nursing with diverse populations.
2. Utilize research in evidence-based practice.
3. Assume a leadership role in nursing.

**Master’s Program Outcomes**
The Master’s Program prepares advanced practice nurses who:
1. Integrate scientific knowledge from nursing and other disciplines to enhance nursing practice with diverse populations.
2. Demonstrate ethical leadership skills from a systems and organizational perspective to improve patient care.
3. Apply quality principles and performance measures to ensure safe, cost effective and quality care.
4. Translate and disseminate research to improve patient outcomes.
5. Integrate patient care and communication technologies in the delivery of care.
6. Engage in policy development to advocate for high quality health care and improved health outcomes.
7. Collaborate effectively with patients, their families and the health care team.
8. Integrate ethical culturally relevant care to promote health and provide care to individuals, families and communities.
9. Provide direct and indirect evidence-based nursing interventions, which lead to improved health outcomes.

<table>
<thead>
<tr>
<th>Master’s Program Goals</th>
<th>Master’s Student Outcomes: Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of the Master’s Program in Nursing are prepared to:</td>
<td>Graduates of the Master’s Program in Nursing are expected to:</td>
</tr>
<tr>
<td>1. Demonstrate competence in the provision of advanced practice nursing with diverse populations.</td>
<td>a. Pass the certification exam in the specialty</td>
</tr>
<tr>
<td></td>
<td>b. Secure employment in the advanced practice role</td>
</tr>
<tr>
<td></td>
<td>c. Collaborate with inter-disciplinary health care teams</td>
</tr>
<tr>
<td>2. Utilize research in evidence-based practice.</td>
<td>a. Participate in a quality improvement or research study at the site of employment</td>
</tr>
<tr>
<td></td>
<td>b. Participate as a member of Sigma theta Tau, Eta Omega Chapter</td>
</tr>
<tr>
<td></td>
<td>c. Attend professional association meetings to examine latest evidence-based research</td>
</tr>
<tr>
<td></td>
<td>d. Participate in the dissemination of research findings</td>
</tr>
<tr>
<td>3. Assume a leadership role in nursing.</td>
<td>a. Serve in leadership position in the community.</td>
</tr>
<tr>
<td></td>
<td>b. Serve in a leadership position in a professional organization.</td>
</tr>
<tr>
<td></td>
<td>c. Serve in a leadership role in a healthcare facility.</td>
</tr>
<tr>
<td></td>
<td>d. Participate in the health care policy process.</td>
</tr>
</tbody>
</table>
Accreditation
The baccalaureate and master’s degree programs in the School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Massachusetts Board of Registration in Nursing.

Chain of Command in the School of Nursing
In the event that you need to communicate a concern or need relating to courses/clinical expectations while a student in the School of Nursing, we ask that you follow the designated chain of command. First you should discuss your concern/need with the faculty member of the course/clinical that you are having the concern/need. If you cannot resolve this issue, you should bring this concern/need to the practicum course coordinator. If you still cannot resolve your concern/need or if it pertains to a didactic course, then you should bring this to the attention of the graduate program director. If you and the program director cannot resolve your concern/need, then you should make an appointment with the Chair/Associate Chair of the School of Nursing. The next level of leadership is the Dean of the School of Nursing. Lastly, if you have not resolved your concern/need, then you would schedule a meeting with Dean/Associate Dean of the College of Health Sciences. To effectively meet all students’ needs, we ask that you follow the appropriate chain of command as outlined for you.

Communication in the School of Nursing
All persons in the School of Nursing (students, faculty and staff) are expected to conduct themselves in a professional manner when communicating with one another.

Communication via Email
Students are provided an UML email account. The School of Nursing and UML business offices send official communications to your assigned UML email account. All students are expected to check for university e-mail messages frequently, at least twice a week; and periodically during winter and summer breaks. Course faculty may recommend an even greater frequency or may send email via course Blackboard websites. Additionally, email etiquette necessitates proper salutation titles (e.g. Professor or Dr.), grammar, spelling, and conclude with your full name and UML SIS #.

Communication via USPS
The School of Nursing and University on occasion may send official communications to your home address especially during winter and summer school breaks. It is important that we have your current home address. Please be certain that your contact information is current on the Intercampus Students Information System (SIS).

Communication via Telephone
The School of Nursing and University also may attempt to contact you via your telephone number. Once again it is important that we have your current home and cell number. Please be certain that your contact information is current on the Intercampus Students Information System (SIS).

Communication via Bulletin Board
The SON bulletin board is located on the second floor of Health and Social Science building (HSSB). Announcements and employment opportunities may be posted here.

Communication via Online Course Websites
Many graduate faculty use online course websites through Blackboard, the University’s learning and course management system as well as Turnitin.com. If your course has designated websites, then it is your responsibility to check it weekly for course announcements, activities, and assignments. Faculty often post student grades for class assignments and exams on the course website.
Cell Phone/Laptop Policy
In classrooms, pre/post conferences, clinical setting and during nursing laboratory sessions cell phones are to be turned off or set to vibrate when you anticipate receiving an important call. No personal business or texting is permitted. Please inform your instructor of any critical situations. In the classroom, laptops may be used to review class handouts or take notes. Checking emails, playing games, and completing other school or personal work is not permitted. University PC/laptop recommendations can be found at http://www.uml.edu/it/documents/Recommended_PCLaptop.pdf

Student Physical and Mental Health Resources
As a matriculated student you have access to the Student Health Services, which is located at University Crossing. Full information about their hours, physical and mental health resources can be found at the following website : http://www.uml.edu/student-services/Health/default.aspx
Please note that any emergency health issue that occurs after regular hours, will be responded to by UML Police at 978-934-4911

Disability Services
Students who have disabilities and need services, resources or academic accommodations should consult with Disability Services http://www.uml.edu/student-services/Disability/Policies.aspx. If you are verified to need academic accommodations then you must provide that documentation to every faculty teaching your courses BEFORE you will need those accommodations. Last minute request for accommodations for testing may not be possible.

GRADUATE NURSING PROGRAM

Master’s Degree Specialty Options
The graduate nursing program offers a Master of Science (MS) degree with a major in nursing for preparation as an advanced practice registered nurse (APRN). The two primary care specialty track options are: Adult-Gerontological Primary Care Nursing (A-GPCNP or A-GNP) and Family Health Nursing (FNP). Each requires 42 credits of course work. Although the program is designed as four academic semesters, students have the option for part-time study as long as they complete program requirements within a five-year period from matriculation. Part-time students develop individual programs of study in collaboration with their advisors with the objective of completing requirements within five years.

Specialty Options offered

- **Adult-Gerontological Primary Care Nurse Practitioner**
  - The focus is on providing primary care to the entire adult-older adult age spectrum and across the continuum of care from wellness to illness (age 13 and up).
  - Graduates are prepared to practice in a variety of settings such as nurse managed and community health centers and clinics, private medical practices, specialty clinics, Veteran’s Administration facilities, home care, assisted living facilities, skilled nursing facilities and other long-term care settings, acute and chronic rehabilitation centers, and urgent care departments
  - Graduates are eligible to take the Adult-Gerontology Primary Care Nurse Practitioner certification exam given by the American Nurses’ Credentialing Center or the American Academy of Nurse Practitioners.
  - Specialty courses:
    - NURS.6100 Adult-Gerontological Nursing I
    - NURS.6130 Adult-Gerontological Nursing Practicum I
    - NURS.6110 Adult-Gerontological Nursing II
NURS.6140 Adult-Gerontological Nursing Practicum II
NURS.6120 Adult-Gerontological Nursing III

- Family Nurse Practitioner
  - The focus is on providing care to individuals and families throughout the lifespan
  - Graduates are prepared to practice in a variety of primary care settings. Note: the UML program focuses on primary care and does not prepare students as acute care practitioners.
  - Graduates are eligible to take the Family Nurse Practitioner certification exam given by the American Nurses’ Credentialing Center or the American Academy of Nurse Practitioners.
  - Specialty Courses:
    - NURS.6600 Family Health Nursing I
    - NURS.6630 Family Health Nursing Practicum I
    - NURS.6610 Family Health Nursing II
    - NURS.6640 Family Health Nursing Practicum II
    - NURS.6620 Family Health Nursing III

Master’s Student Competencies:
Students receive a specialty track competency checklist based on the American Academy of Colleges of Nursing (AACN) 2011 Master’s Essentials and the National Organization of Nurse Practitioner Faculties (NONPF) Specialty Competencies upon matriculation. The checklist of competencies is to be updated each semester and reviewed with their academic advisors during the graduate clearance period and completed by end of program of study.

Curriculum Standards
Professional Standards adopted by the Graduate School of Nursing Program to guide curriculum development and advanced practice:

- Adult Gerontology Primary Care Nurse Practitioner Competencies (NONPF, 2010): Available at: http://www.aacn.nche.edu/geriatric-nursing/adultgeroprimcareNPcomp.pdf
- Core Competencies for Interprofessional Collaborative Practice, (AACN, 2011). Available at: www.aacn.nche.edu/education-resources/ipecreport.pdf
GRADUATE NURSING PROGRAM ACADEMIC POLICIES

Matriculated Status
This status refers to students who have met all of the requirements for admission to the program and have received a letter of acceptance from the Graduate Admissions Office. Students are generally matriculated in September. Non-matriculated students can take courses as a non-degree student (pending available space in the class and faculty permission) and can seek guidance for course selection at August and January Open Houses or by advice from the specialty track contact person listed on the website.

Transfer of credits
1. Students can transfer up to 12 credits (4 courses) from an accredited graduate program. Course grades must be a B or better. Courses taken in previous BS, MS or other graduate degrees cannot be transferred.
2. Courses taken prior to matriculation must have been taken within 5 years prior to the date of matriculation and must be equivalent to required courses in the NP degree pathway or be an acceptable elective. Those taken at another institution may be transferred after approval by the UML faculty of record for the corresponding UMass Lowell course
3. Transfer credit from another U.S. or Canadian institution must not exceed equivalent course credit (typically 3) at UMass Lowell, and will be based on UMass Lowell's standard of 37.5 semester contact hours being equal to 3 credits. One and two course credit transfers will also be considered providing they are proportional to the 37.5 semester contact hour standard.
4. If you take courses at UMass Lowell PRIOR to matriculation in the graduate program, they count toward your 12-credit limit and must be transferred into your graduate program by academic petition. This also applies to BS-MS and RN-MS Fast Track students who cannot apply graduate courses to their graduate degree until they are accepted.
5. Currently matriculated students should discuss proposed non-UMass Lowell coursework with their academic advisor and obtain approval of course equivalency PRIOR to taking the course
6. Specialty courses with practicum and Advanced Health Assessment must be taken at UMass Lowell and cannot be transferred in. Transfer credit may not be granted for research seminars, clinical courses, practica, internships, or special projects.
7. Transfer credit/academic petitions should be completed upon matriculation or immediately after completing the course. Graduation requirement deadlines will not be waived for lack of petition completion.
8. A graduate academic petition must be completed with all relevant course information (the course syllabus is often needed for determination of UMass Lowell course equivalency) and an official sealed transcript from outside institutions must accompany those academic petitions. Academic petitions need to be signed by the Graduate Program Coordinator or designee (Lead NP faculty).

Academic Advising/Course Registration
Each student is assigned to an academic advisor upon matriculation into the program. The assigned advisor is listed on the student’s SIS page http://www.uml.edu/it/SIS/. Advisors are available during office hours to meet with students on two days per week during designated time periods totaling 3 hours each week with 5 hours during pre-registration, at which times students may call or sign up for meetings. Advisors are available to provide advice and counsel about course selection, student concerns and questions, or about resources at the University. Students are responsible for setting up an appointment with their advisors during registration periods (early November and April) to discuss academic progress, course selection or any academic concerns the student may have. Once the student is matriculated and after meeting with the advisor, registration may be done on the SIS system. Students on probation also need to make monthly or more frequent appointments to meet with their advisor. Failure to fulfill this condition of probation may lead to program dismissal.
Course Registration via UML SIS Self-Service
Once the student is matriculated and after meeting with his/her advisor, registration may be completed using the UML SIS program [http://www.uml.edu/Enrollment/SIS/default.aspx](http://www.uml.edu/Enrollment/SIS/default.aspx)

Web Self-Service allows the following:
- Search the course catalogue and schedule of classes
- Registering for classes (as well as adding or dropping classes)
- Requesting official transcripts
- Paying your bill and accepting and declining financial aid

You can also view and print your:
- Class schedule (called a Study List)
- Grades
- Unofficial transcripts
- Advisor’s name
- Account summary (billing)
- Financial aid information

Process

**Step 1:** Obtain your Self-Service User ID

Obtain your SIS User ID at [http://www.uml.edu/enrollment/SIS/default.aspx](http://www.uml.edu/enrollment/SIS/default.aspx) and click the Get Your Self-Service User ID link.

Enter your birth date, last name and student ID in the appropriate fields and click, Get ID.

The system will display your Self-Service User ID (UMS + eight digits). Write this number down in a safe place.

**Step 2:** Log into Self-Service

Click the Student Self-Service link at the bottom of the lookup page (or go to [http://SIS.uml.edu](http://SIS.uml.edu) and click the Student Self-Service link.

Enter your self-service user ID and your password. Your initial password is the first two letters of your last name followed by your birth date in MMDDYYYY format. For example, if Self-Service user John Smith was born on January 12, 1976, his password would be: js01121976.

The system will force you to change your password and log into Self-Service again using the new password.

Course Scheduling/Sequencing in the MS Program

Full-time is equal to 9 credits or up to 12 credits. Part-time students should complete a Part-time Program of Studies plan with their advisor with a copy in their in their record.

1. *Advanced Health Assessment* may not be taken unless a student is matriculated in the MS program. Pre or co-requisites for Advanced Health Assessment include Human Development and Pathophysiology (or Advanced Pathophysiology). All students registered for Advanced Health Assessment are required to attend the MS Student Clinical Orientation (usually scheduled for May). Students must be ready to begin specialty courses in the semester immediately following Advanced Health Assessment. Fast-Track UMass Lowell pre-licensure students admitted to the program who have not yet practiced as an RN, may not take Advanced Health Assessment. Advanced Health Assessment may not be transferred in from another institution.

2. *Advanced Pathophysiology* (MLSC.5510) may be substituted for Human Development and Pathophysiology (HSCI.5500 given in Fall).

5. *An additional elective can be substituted for the Research Project course.***

**Graduate Electives**

The A-GNP and FNP Degree Pathway include 1-2 elective courses. If a student elects to do a Research Project, he/she is then allowed one elective. These electives may be taken within the School of Nursing or from any other department within the University. The elective must have a 5000 or higher number and be approved by the student’s advisor. Students may also take an elective at an accredited university if they have not already transferred in 12 credits. All transferred courses must be from an accredited University or College. Grades less than B will not transfer to the MS program in the School of Nursing.

**Drop/Add Period**

Courses for which a student is registered may be "dropped" or new courses may be "added" if the drop/add procedure is followed before the deadline date noted on the academic calendar (approx. 10 days after the beginning of the semester). Students may drop or add courses through their SIS account. Please inform your advisor by email of any courses dropped or added.

**Academic Standing**

- No more than 6 credits below a B (B-, C+, C) taken at UMass Lowell may be counted toward the Master’s degree. No graduate degree is awarded if the overall cumulative GPA is <3.0.
- Students cannot progress in the program if they receive lower than a B- in any specialty course.
- The **first** time that a semester and/or cumulative GPA falls < 3.0 OR a student receives less than a B- in a specialty course in a semester, the student receives a letter of dismissal from the program. If the student appeals the dismissal, an appointed Graduate Program Professional Review Committee will be convened to determine if the student may return on probation. If allowed to return, it will be on a space available basis and the student’s progression may be affected. If the student is allowed to progress, the student, his/her advisor and the graduate program coordinator must meet within 30 days to determine a plan of action to meet the required conditions of probation in order to remain in the program.
- The second time the student’s cumulative GPA is <3.0 OR the student receives < B- in a specialty course, the student is automatically dismissed from the program.
- Students have the right to appeal any decisions related to academic issues by using the formal adjudication process for non-misconduct academic issues.

**The University appeal procedures include:**

Grade appeals: [http://www.uml.edu/Catalog/Graduate/Policies/Graduate-Grade-Appeal-Process.aspx](http://www.uml.edu/Catalog/Graduate/Policies/Graduate-Grade-Appeal-Process.aspx)

Appeals related to Academic, Non-Misconduct Issues: [http://www.uml.edu/Catalog/Graduate/Policies/Graduate-Grade-Appeal-Process.aspx](http://www.uml.edu/Catalog/Graduate/Policies/Graduate-Grade-Appeal-Process.aspx)

**Leave of Absence Policy: Master's Program School of Nursing**

Leaves of absence (LOA) from the Master’s nursing program may be requested for personal, medical or military deployment reasons.

**Types of Leaves**

- **Military Deployment LOA** - There are no stipulations related to LOA terms for members of the U.S. military forces who have been deployed.
• **Medical LOA** – Medical conditions must be documented in a professional letter by a health care provider, which states the anticipated length of absence. Students should be cleared medically and able to perform and meet all technical standards including motor skills as described in the Handbook prior to their return.

• **Personal/Other LOA** - Requests for personal LOA to meet other obligations may be requested.

All LOA’s should be discussed with the student’s academic advisor and submitted via a formal written request in a graduate academic petition. This petition should be submitted to the graduate coordinator with a clear timeline for the requested LOA. There is a **two-semester limit for a leave of absence** related to medical or other personal LOA’s. Any absence from the program greater than 2 semesters (other than military-related) will result in dismissal from the program.

Students who leave for more than two semesters may re-apply to the program. Former students who re-apply will be considered as a new applicant and evaluated utilizing current admission criteria. There is a University limit to the number of credits that can be transferred back into the program. At the Master’s level, only 12 credits are allowed as transfer credits. The Graduate Admissions Committee may determine which, if any, courses are allowed back in as transfer credits.

Students whose LOA application is approved are required to register for Continued Matriculation credits for each semester that they are on approved leave and pay the associated fee. All military deployment LOA’s are approved automatically but the student’s progression in the program will be affected by any leave of absence. A student’s return to the next cohort may not be guaranteed and the LOA could result in a delay of academic progression. Students will be placed on a space available basis.

If on an approved LOA, the student is required to contact the Graduate Coordinator at least one month prior to his/her expected date of return to confirm course progression plans. If re-admitted, placement in the next cohort of students will not be guaranteed; it will depend on space availability.

Returning students from a LOA may also be subject to compliance with any changes in the curriculum/degree pathway. Students that have had prolonged absence from the specialty courses may also have additional conditional terms for their return that address proficiency with readiness for practicum placements. Specialty courses that are considered outdated will not be allowed in as a transfer. The Graduate Professional Review Committee will determine conditions and academic progression decisions.

**Program Withdrawal Policy:**
A student who wishes to withdraw from the School of Nursing Master’s program must submit his/her request in writing to the Registrar's Office and the School of Nursing Graduate Coordinator. This procedure ensures that the student's academic and financial obligations are cleared before leaving the University. If a student officially withdraws from the University by the withdrawal date indicated in the graduate academic calendar, the permanent record will indicate a grade of W for courses in that final semester. If the student withdraws after that period, the grade will be an F. If the student is not in good standing, the student will not be permitted readmission to the Nursing Master’s program.

All previous application materials will remain on file for a two-year period. At any time during this period, a student who has officially withdrawn and left in good standing may request readmission by completing and submitting only the cover page of the graduate application and paying the application fee. If re-admitted, placement in the next cohort of students will not be guaranteed; it will depend on space availability. After two years, a student must file a new, complete application and submit the appropriate fee to the Graduate Admissions Office in order to be considered for readmission.
Returning students who are re-admitted after a withdrawal may also be subject to compliance with any changes in the curriculum/degree pathway. Students that have had prolonged absence from the specialty courses may also have additional conditional terms for their return that address proficiency with readiness for practicum placements. Specialty courses that are considered outdated will not be allowed in as a transfer. The Graduate Professional Review Committee will determine conditions and academic progression decisions.

**Specialty Course Withdrawal Policy:**
Students who withdraw from a specialty nursing course after the official add/drop period – the point of time early in the semester where students are allowed to be refunded for the course, will be dismissed from the program. If the student appeals the decision, a Professional Review Committee will be convened to determine if the student may be allowed to return on probation. If the student is allowed to remain in the program, conditions will be set for re-entry and will be on a space available basis. Academic progression will be delayed. In addition, if a student withdraws from a specialty course, he/she must also withdraw from the co-requisite specialty course at the same time. Students are not allowed to finish a clinical practicum course if they have failed or withdrawn from the co-requisite didactic course. And students who have failed or withdrawn from a clinical practicum course are not allowed to continue in the co-requisite didactic course. Credit will not be given for either course until the student successfully completes both courses concurrently with a minimum grade of B- in both.

**Academic Course Grades:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 – 100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90 – 93</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>84 – 86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80 – 83</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>77 – 74</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>Below 74</td>
<td>A grade below a C is not passing</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Warnings**
Students who receive a midterm grade of lower than a B- (80) will receive a midterm warning at midterm or later in the semester, depending on when their grade falls to below a B. Students may also receive a warning or fail a course if they do not meet the School of Nursing Professional Competencies for each course. Students will remain on warning for the rest of the semester and must contact their academic advisor within one week to develop a plan of action for the remainder of the semester.

**Incomplete grades**
If, because of unusual circumstances, a student is unable to meet all the requirements of the course by the end of a semester, and if the faculty member is in agreement, the grade of Incomplete (INC) may be given. Responsibility for making arrangements with an instructor to complete all outstanding coursework rests entirely with the student, who must complete all outstanding coursework by the date listed on the Graduate Academic Calendar during the subsequent academic semester. Incompletes given in a pre-requisite course for a specialty course/practicum will result in student having to withdraw from Specialty course registration until incomplete grade is replaced with a passing grade. Because specialty courses are consecutive and because the clinical component requires faculty supervision, incomplete grades may not be given in specialty courses. INC also may not be given in Research Project.
Change of Specialty

Change of Specialty track cannot be considered unless space is available and you have an interview with the specialty faculty. Any changes will have to be approved by the Graduate Coordinator. A change should be made prior to beginning your first specialty didactic/clinical courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNP 1 Didactic NURS.6600</td>
<td>A-GNP 1 Didactic NURS.6100</td>
<td></td>
</tr>
<tr>
<td>FNP 1 Practicum _NURS.6630</td>
<td>A-GNP 1 Practicum NURS.6130</td>
<td></td>
</tr>
<tr>
<td>FNP 2 Didactic  NURS.6610</td>
<td>A-GNP 2 Didactic NURS.6110</td>
<td></td>
</tr>
<tr>
<td>FNP 2 Practicum NURS. 6640</td>
<td>A-GNP 2 Practicum NURS.6140</td>
<td></td>
</tr>
<tr>
<td>FNP 3 Didactic/Practicum _NURS.6620</td>
<td>A-GNP Didactic/Practicum NURS.6120</td>
<td></td>
</tr>
</tbody>
</table>

Student rights regarding contested grades, withdrawal or dismissal from the nursing program

- Students will have the option to appeal the dismissal from the program via the University appeals procedure. This is available online.
- There is a formal University process to complain about any aspect of the educational experience that is non-grade related. Students must adhere to this policy that is online for formal complaints or appeals that are not related to grades.
- Students have the right to make a complaint about programmatic or course issues. A complaint should typically be brought to course faculty and if not resolved to student satisfaction to program coordinator, graduate director and then chair. Faculty should not be reevaluating papers at the request of a student.
- Information about university appeals process is found at http://www.uml.edu/Catalog/Graduate/Policies/Graduate-Grade-Appeal-Process.aspx

UNIVERSITY ACADEMIC INTEGRITY POLICIES

Academic dishonesty is prohibited in all programs of the University. Sanctions may be imposed on any student who has committed an act of academic dishonesty. Most courses require that all students purchase the following reference manual: American Psychological Association (2010). Publication Manual of the American Psychological Association (6th edition). Washington, DC, American Psychological Association, and review expectations for citing references and works when writing papers. Papers submitted in graduate courses must follow APA editorial style for assessing proper use of referencing. Most papers will be submitted to Turn-it-in or other academic originality checking software.

Definitions of Academic Dishonesty

Academic dishonesty includes but is not limited to:

a. Cheating - use, or attempted use, of trickery, artifice, deception, breach of confidence, fraud, or misrepresentation of one's academic work. Submission of the same work in its entirety for credit in two courses without obtaining the permission of the instructors constitutes cheating.

b. Fabrication - falsification or invention of any information or citation in any academic exercise.

c. Plagiarism - representing the words or ideas of another as one's own work in any academic exercise.

d. Facilitating dishonesty - helping or attempting to help another commit an act of academic dishonesty, including substituting for another in an examination, misrepresenting oneself, or allowing others to represent as their own one's papers, reports, or academic works.
**Initiating Charges of Academic Dishonesty**

Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. The procedures outlined below are intended to provide the process by which sanction may be imposed if it appears that academic dishonesty has occurred, and by which students may appeal such sanctions.

These procedures apply to all students participating in all graduate programs. The procedures associated with this policy are the only official procedures for making allegations of, issuing sanctions because of, or appealing charges of academic dishonesty. Any instructor may initiate charges of academic dishonesty by following the procedures outlined.

[http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx](http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx)

**Annual Calendar** (Approximate, check for exact dates at [http://www.uml.edu/Registrar/Calendars/default.aspx](http://www.uml.edu/Registrar/Calendars/default.aspx))

<table>
<thead>
<tr>
<th>Late Spring/Early Summer</th>
<th>Orientation for new students/ those registered for Advanced Health Assessment in Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>August (prior to Labor Day)</td>
<td>Pre-registration, newly matriculated students</td>
</tr>
<tr>
<td>September (week of Labor Day)</td>
<td>Classes begin, Fall Semester</td>
</tr>
<tr>
<td>October (mid-month)</td>
<td>Mid-Semester</td>
</tr>
<tr>
<td>November (first two weeks)</td>
<td>Advisement/registration for Spring semester</td>
</tr>
<tr>
<td>December (mid-month)</td>
<td>Classes end/Examinations/Fall Semester</td>
</tr>
<tr>
<td>January (last week)</td>
<td>Spring semester</td>
</tr>
<tr>
<td>March (first week)</td>
<td>Mid-Semester</td>
</tr>
<tr>
<td>March (mid-month)</td>
<td>Spring break</td>
</tr>
<tr>
<td>April (first week)</td>
<td>Advisement/registration for Fall semester</td>
</tr>
<tr>
<td>April (mid-late)</td>
<td>Graduation paperwork due for graduating students</td>
</tr>
<tr>
<td>May (first week)</td>
<td>Classes end/Examinations for Spring Semester</td>
</tr>
<tr>
<td>May (mid-month)</td>
<td>Graduation</td>
</tr>
</tbody>
</table>

---

**GUIDELINES FOR CLINICAL PRACTICUM EXPERIENCES**

**College of Health Sciences Policies**

**Blood Borne Pathogen** - The College of Health Sciences’ policy on Blood Borne Pathogens dictates that students with category I or II exposure status must participate in training on blood borne pathogens and universal precautions prior to clinical laboratories and practica in which they will be taking part in tasks/procedures where exposure is possible and at least annually thereafter.

**National Criminal Background Check** - By law, certain agencies have the right to require a criminal record check on any student affiliated at their institutions. College of Health Sciences students are advised that any course-work, placement, community service, voluntary activity or service learning related to the University may require direct and unmonitored access to children, elderly, patients, disabled or other at risk populations and therefore you may be required to undergo a national CORI check (Criminal Offender Record Information) and/or SORI (Sex Offender Record Information).

Depending on agency policy, students may be expected to pay for the cost of the CORI or SORI check. Students who refuse to submit to a CORI and/or SORI will be deemed ineligible for placement and continued matriculation in their program may be jeopardized. Failure to pass a CORI and/or SORI check may also jeopardize continued matriculation, clinical placements, and state licensure. The process and standard of review for determining a student’s eligibility for engagement in covered activity based on the CORI and/or SORI
If a Health Sciences student is cleared for a clinical practicum experience but the College or School of Nursing subsequently discovers a violation on the student's CORI (from any state) or a violation of any criminal background check required by an agency, the student will immediately be removed from their clinical practicum experience pending further investigation, which may include a delay in a return to the practicum experience or possible academic probation or academic dismissal from the program or from the College of Health Sciences. Health Sciences students who receive a new violation on their record while in a clinical practicum experience but do not notify the Assistant Dean of Health Sciences within 5 business days of the violation may be subject to additional disciplinary actions. These may include, but are not limited to, academic probation or academic dismissal from the program or from the College of Health Sciences.

The purpose of the CORI check is to ensure public safety and to avoid unacceptable risk to vulnerable populations. As most agencies sponsoring a clinical/practicum experience require CORI, SORI or other background checks prior to offering a practicum experience to students, Health Sciences cannot guarantee a practicum experience to a student if a sponsoring agency refuses to accept the results of any CORI/SORI or other criminal background check required by the sponsoring agency. Students found to have criminal convictions or pending actions which represent unacceptable risk to vulnerable populations will be presumed ineligible for practicum experiences.

**Clinical Affiliate Random Drug Screening** - Students enrolled in College of Health Sciences’ programs may also be required to undergo and pass a drug screening analysis in order to be eligible for placement in an off-campus learning experience. Per contractual obligations with external agencies, students assigned to clinical educational experiences at some facilities may be required to undergo and pass random drug screening analysis in order to remain at that clinical facility. Test results obtained during testing will be held in confidence and treated as medical information. If a student tests positive and further action is required, only those personnel with a need to know will be provided access to test results. Depending on agency policy, students may be expected to pay for the cost of drug screening. Students who do not have a negative drug screen or refuse to submit to a drug screen analysis, will be deemed ineligible for clinical placement which may affect their ability to progress in the program.

**Social Media** – The College of Health Sciences recognizes that all involved in health care have a moral, ethical and legal responsibility to maintain individual’s rights to privacy. HIPAA protects patient privacy by law and includes any individually identifiable patient information in oral or recorded form where the information could identify an individual by name, medical condition, demographic data or other means. Students in the College of Health Sciences are expected to act with honesty, integrity and respect the privacy rights of others. All students in the College of Health Sciences are expected to meet their professional responsibilities when using social media and other electronic networks including but not limited to blogs, instant messaging, social networking sites, email, public media sites and photographs. This policy prohibits posting written material or photographs that identify patients, health care agencies, educational institutions or other students in clinical sites or patient related activities. This policy applies whether using University devices and computers or personal equipment. In addition, all College of Health Sciences students are required to abide by clinical agency policies related to the use of social media and technological resources. Failure to adhere to this policy may result in probation, suspension or dismissal from the College of Health Sciences and/or legal prosecution under the requirements of HIPAA.
School of Nursing Graduate Health and Professional Requirements
Documentation of health and professional requirements is required by both the School of Nursing and Student Health Services. These requirements are mandated by State Law and contractual agreements with each clinical site. Documents required by the School of Nursing should be submitted to the office of the Director of Clinical Resources (via the drop box outside of the Nursing offices in the HSSB, 2nd floor). Documents required by Student Health Services need to be dropped off separately at Student Health Services. Failure to submit University required documentation will result in a hold in registering for any courses.

The information below relates to School of Nursing only requirements. All students must provide the following documentation at the time of acceptance and those documents that require updating (indicated by an asterisk) must be submitted prior to the expiration date.

Upon admission, you received forms including: the list of health and professional requirements, a CORI application, a NH Authorization form and a Consent and Release form. These forms, in addition to the requirements listed on the Health and Professional Requirements form, must be submitted via the lockbox to the office of the Director of Clinical Resources. Failure to submit School of Nursing required documentation will result in:

- the student not being assigned a clinical preceptor
- delayed notification of a preceptor
- delayed clinical start date.

Delayed notification of a preceptor jeopardizes the availability of the assigned preceptor.

Health Requirements:
- History and Physical Examination (upon entry to the program; forms available from the Graduate School Office or Health Services:www.uml.edu/student-services/health).
- PPD within 12 months; **positive test** requires documentation of provider recommendations and chest x-ray; also, annually a physical exam/letter from your provider stating that you are free of communicable disease and can attend clinical is required. *
- 2 MMR immunizations or rubeola, mumps and rubella titers indicating immunity
- **Tdap (tetanus, diphtheria, acellular pertussis)**; then boost with Td every 10 years
- Hepatitis B vaccine series or positive HBsAb titer.
- Varicella vaccine (2 doses) or varicella titer, indicating immunity or documented history by provider
- We also strongly recommend that you receive Influenza vaccine each fall * and submit documentation no later than October 15. Most agencies require this vaccine. If you have not complied with this suggested deadline, it could affect your clinical placement.
- Documentation for each immunization/test must reflect dates and results.
- Students who refuse to obtain required immunizations are in jeopardy of not progressing in the Program. If you have a documented religious or medical waiver, these waivers must be submitted upon admission to the Program. Any medical or religious changes after the start of the Program, that warrant a waiver, require waiver submission at the time of the change.

Professional Requirements:
- Current CPR certification (for Healthcare Provider or Professional Rescuer) *
- Current MA Nursing License (second license required for out of state practica) *
- Signed Consent and Release Form (submit with CORI)
• National background criminal offender check (CORI): (one time requirement unless otherwise requested by clinical facility).

For the national background criminal offender record check students must attach a government-issued (i.e. driver’s license) photo ID. Once the application is submitted, the student will receive an email message requesting electronic signature to process the CORI application. Without electronic signature the CORI application cannot be processed and will significantly delay your clinical start date. For students with residence in NH, in addition to the above, you must complete and have notarized the State of New Hampshire Criminal Record Release Authorization form.

It is suggested that you make three copies of all documentation; one copy will be for your own files, provide one copy to the office of the Director of Clinical Resources via the lockbox and one copy (with the exception of the CORI application, CPR, nursing license and Consent and Release Form) to Student Health Services. If documents are not received by Student Health Services a class registration hold will be applied. If documents are not received by the office of the Director of Clinical Resources, students will not be cleared to attend clinical practicums. Late submission of documents will require students to either, attend clinical during a subsequent semester or begin clinical at a later date in the semester, with the student responsible for ensuring all clinical hours are met during the current semester.

The following language will add specification of student responsibility related to Health & Professional Requirements after your initial admission submission of documentation. Incomplete or missing data are the responsibility of the student and will affect practicum start dates.

All students must submit the required Health & Professional documentation by the following deadlines:

• Fall semester practicums - August 1st
• Spring Semester practicums - December 1st

If your data are due to expire within two months after the deadline then you must update the data to comply with the August 1 and December 1 due-dates (exception is your license. The office of the Director of Clinical Resources must have on file at all times a signed, current and active nursing license).

For example: if you are planning a fall practicum and your PPD expires in August or September you will need to obtain a new PPD with a “read” date no later than August 1. In preparation for fall and spring semester clinical, all students must submit documentation according to the timetable in this document.

*It is highly recommended that students submit documents, prior to the summer break, in order to meet the deadline of August 1st, if students will not be available during the summer.

It is the responsibility of the student to submit the documentation in the Clinical Documentation lock box** which is located outside of the School of Nursing on the 2nd floor of the HSSB. This will insure receipt of the documents.

**Other documentation submission routes i.e. fax, US mail, electronically are unacceptable as they do not insure receipt of the documents.

Please note: it is the student’s responsibility to be aware of document expiration dates; the student is held accountable to insure that all documentation on file in the office of the Director of Clinical Resources is current.
Students will be notified once only, each semester, of required documentation for submission to the Director of Clinical Resources office.

**Student Practica/Clinical Experiences**

Quality graduate practicum placements are competitive. Finding quality practicums is a partnership between students, Director of Clinical Resources and faculty. Clinical practicum contracts are finalized by the Director of Clinical Resources, Arline El-Ashkar, 978-934-4469 (Arline_ElAshkar@uml.edu) and the clinical faculty resource faculty liaison, Dr. Lori Keough. Ms. El-Ashkar keeps a list of potential preceptors and every effort is made to satisfy program goals and to secure placements within a maximum 60-mile geographical radius of the university.

Students are required to complete the survey monkey related to practicum placement each semester. If needed, they can also meet with Ms. El-Ashkar and the Faculty Practicum Coordinator during the placement-planning phase. Students may seek a potential preceptor within her/his network provided the potential preceptor is Master's prepared, has two years of NP experience, and is practicing in an area that supports the learning objectives of the specialty track. Physician preceptors and Physician Assistants are acceptable, upon faculty approval. It is recommended that students strive to have most of their practicum preceptors be Nurse Practitioners. Students who obtain their own approved preceptors must provide the following information to Ms. El-Ashkar: name, credentials, telephone number and email address of the preceptor, official name and address of the facility.

In order to be cleared to attend clinical, all students are required to submit Health and Professional documentation by the following dates: Fall semester: August 1, Spring semester: December 1. Any student who does not meet the above deadline dates will receive not receive a clinical placement. Documentation supplied after the due dates will incur delay in starting clinical. There will be no exceptions to this requirement.

All students are required submit a clinical placement survey (via online Survey Monkey) by October 15 for Spring semester placement and March 15 for Fall semester placement. This is necessary to allow for the time required for contract completion, which MUST be completed before students can start a clinical rotation. Preceptor assignments will be reviewed and approved by the Faculty Practicum Coordinator, Dr. Lori Keough in consultation with Arline ElAshkar, Director of Clinical Resources. After all Health and Professional Documentation is submitted and by December 1st students will be notified of their approved final practicum site and given instructions for further contact with their preceptors. Ms. El-Ashkar will ensure a current contract is in place and each site will receive an official letter of placement agreement and a brochure outlining student/preceptor/faculty responsibilities. Preceptors may not be selected that have the following relationship to the graduate NP student: a personal friend, a relative, student’s health care provider, student’s child or spouse’s health care provider, or a working relationship from current unit or office. Preceptors from larger hospitals, long term care facilities or health care organizations that DO NOT have a direct working relationship with the student may be appropriate. Students are not allowed to precept on the same unit of the hospital or health care organization with whom the student is currently employed even if they do not have a previous relationship with the preceptor.

**NOTE:**

Students may not change their clinical site once it is finalized. All students who have not met the requirements for clinical documentation submission by the requested dates as noted above will incur either a late clinical start date or will not be able to attend clinical until a subsequent semester.
School of Nursing Faculty/Student/Preceptor Responsibilities for Precepted Practicum Experiences

Faculty Responsibilities
1. Reviews student's objectives for the clinical experience. Due the first week of Practicum.
2. Assists in the selection of a clinical practicum site.
3. Plans practicum learning experience in accord with the agency/University of Massachusetts Lowell contract and collaborating preceptor.
4. Informs preceptor of course requirements and objectives, evaluation methodology, role of faculty and the application process for Adjunct Faculty Status.
5. Meets with student and preceptor at practicum site on a scheduled basis to review student’s clinical progress and to monitor learning experiences.
6. Provides student with on and off-site individualized clinical educations and input relevant to course objectives.
7. Evaluates student's progress at least once prior to mid-semester and again at the end of the semester.
8. Evaluates the appropriateness of site for forthcoming students.

Student Responsibilities
1. Collaborates with faculty and Director of Clinical Resources in soliciting and selecting an agency.
2. Develops individual objectives that derive from course objectives.
3. Contacts preceptor to discuss objectives, expectations and a schedule that will meet required clinical hours for the practicum experience. Discusses the semester schedule including holidays and semester break.
4. Meets all clinical and professional requirements by the deadline dates as noted above.
5. Maintains compliance with HIPAA regulations. Completes CCP modules on a yearly basis.
6. Reviews progress with faculty and preceptor on an ongoing basis.
7. Sees clients as referred by preceptor, only with client permission to do so.
8. Consults with preceptor regarding each client seen and assures that preceptor signs off with client and client's record.
9. Utilizes appropriate techniques for infection control.
10. Completes and documents the designated number of hours in the clinical setting. Makes up any days missed due to weather or illness.
11. Adheres to Typhon documentation guidelines and deadlines.
12. Provides updates or corrections to Typhon and the Director of Clinical Resources on preceptor name, credentials or contact information.

Preceptor Responsibilities
1. Collaborates with faculty and student in planning the learning experience.
2. Orientes student to practice setting and to required methods of record keeping.
3. Provides direct supervision of student's client care experiences.
4. Thoroughly reviews each client with student during the client visit and prior to client discharge.
5. Signs off all student records.
6. Assists student in meeting course and student's personal objectives for the practicum experience.
7. In conjunction with faculty, participates in an ongoing assessment of student's learning.

Important Start and Stop dates for Practicums **
Students cannot start practicum until the first day of each semester and cannot continue beyond the last day of class. Students can attend on weekends and during Spring break with special permission by faculty if negotiated with their preceptor.
Procedure for Obtaining Clinical Preceptors

Step 1:
As soon as Master students are matriculated into the program, it is advised that they start making inquiries for clinical placements, by asking professional contacts for referrals and networking at events particular to their specialty track area. Students are encouraged to consult with their faculty advisors for information and support regarding building appropriate practicum experiences for their specialty.

Step 2:
Prior to the start of clinical, students will receive an email directing them to a survey regarding their practicum needs for the upcoming semester. Students are responsible to understand the practicum requirements for their particular track. Included in the survey will be the option to either search for a preceptor themselves or be assigned a preceptor. The survey can be completed immediately if the student chooses to have a preceptor assigned to them. Those choosing to identify their own preceptor must do so prior to the due date of the survey. Failure to do so will result in a student being assigned a preceptor from those available to the University. Otherwise, the student will name the preceptor they are presenting for review and will include all requested information in the survey. Students are able to repeatedly access the Survey Monkey to make changes if necessary, until the date specified for completion of the survey. Those who do not complete the survey by the due date will be placed after all other students have been placed resulting in a delay in placement. It is the student’s responsibility to understand the due date for the survey and adhere to it.

Step 3:
Once the due date arrives, all requests will be reviewed by the assigned faculty member and Director of Clinical Resources. Self-chosen preceptors will be given consideration but there is no guarantee of placement if the preceptor or setting is not appropriate for the chosen track of the student. Surveys completed after the due date will not be considered. Please note, the Director of Clinical Resources and faculty member assigned to the preceptor placement process cannot reply to individual email and requests. All correspondence should be through the survey.

Step 4:
Once the review process and the majority of student assignments have been completed, individual students will be notified of their clinical placement. Students not notified should know that their placements have not been finalized and that they will be notified once a placement has been secured. They are not to contact the Director of Clinical Resources or the faculty member, prior to December 15 for the spring semester and August 15 for the fall semester, to inquire about their placement but should understand it is being worked on. Once the confirmation email is received, students are expected to contact their preceptors no later than one week from notification, to secure the placement with the preceptor. Delay in contacting the preceptor greater than one week, will jeopardize the placement.

All students are expected to follow these steps in order to avoid delay in their clinical start date and placing the practicum in jeopardy.

Guide to telephone, email or in-person contact with potential preceptors:

- Identify yourself as a UMass Lowell nurse practitioner student and request to speak with the: potential preceptor directly, the person who arranges the NP student clinical placements or leave a voice mail message for the individual.
- If you do get to speak with the potential preceptor, ask if this is a good time to talk. If not, arrange a more suitable time to connect with each other.
- Describe what you need, stating your specialty track and include the types of experiences i.e. primary care, family, pediatric you are seeking. Specify the total number of hours required and the start and end dates of the semester.
- Describe your role as a student in relation to patient care (scope of responsibilities varies each semester).
- Be prepared with a current resume and availability for an interview should the potential preceptor request either.
- Potential preceptors are not to be texted.
- All in person, telephone and email correspondence is to be reflective of the professional nurses that you are. Casual correspondence and communication is never to be exercised.
Typhon is the software program that nurse practitioner students used to track clinical hours and patients. Students will receive a Typhon username and password it will be introduced to the Typhon system prior to starting their first practicum rotation. The fee for Typhon registration is paid for by your health assessment lab fees. It is imperative that students keep current with their Typhon logs. Students are expected to complete the Typhon logs ideally within 72 hours after seeing the patient’s but we have set the setting to lock any entries beyond 7 days. Delay in completion of Typhon means that information is lost and student cannot count those hours for their practicum requirement.

**Faculty responsibilities:**
Faculty will review Typhon entries on a weekly basis and provide feedback. Most practicum courses will have a grade associated with completion of Typhon entries. Entries will be graded on their timeliness, completeness, and accuracy.

**Practicum evaluations via Typhon**
Student evaluations will be completed electronically using Typhon software by faculty, preceptors and students. Preceptors will also be given the option of paper evaluation should they prefer not to use Typhon format but students and faculty will always use Typhon evaluation format. These evaluations will occur at mid semester and for a final grade.

**Clinical Hours**
Required clinical hours for the graduate MS programs at UMass Lowell

- First semester specialty rotation (FNP 1 and A-GNP 1) = 180 hours
- Second semester specialty rotation (FNP 2 and A-GNP 2) = 180 hours
- Third semester specialty rotation (FNP 3 and A-GNP 3) = 240 hours

To advance to the next practicum you must complete the minimum hours for each practicum course (as listed above). You cannot carry hours over from one semester to the next semester.

**Typhon Terminology defined**
The graduate clinical faculty members at the University of Massachusetts, Lowell have defined the following terms pertaining to the Typhon electronic log system:

**Time Logs:** The time log is defined as the total number of hours the student is at the clinical site, delivering patient care, on any given scheduled practicum rotation day. This time log should not include time when the student is not involved in patient care or in actively learning the role of the nurse practitioner. For example: lunch breaks and scheduled breaks are not included in this time log of hours. The student is responsible for accurately documenting the clinical practicum time to eliminate any break/lunch time in the total number of hours logged. (for example you were on site for 9.5 hours but your time log should be 9 hours because you took a 30 minute lunch).

**Case Logs:** Each patient encounter should be documented in an individual CASE LOG. The student will document elements of the care given to that patient. Each case will have its own patient time and consult time. This number automatically gets added into the TIME LOGS.

- **Patient Time:** Patient time is defined as the time the student spends in the clinical visit with the patient as well as time reviewing the patient record and any pertinent information that will provide insight into...
the visit. This time should also include any time the student spends documenting in the patient record (ie: SOAP note during the face to face time with that patient

- **Consult Time**: Consult time is defined as time the student is consulting with his or her preceptor regarding the patient. This includes discussing the patient visits, assessment and plan, reviewing laboratory and imaging results, referrals and prescription refills FOR THIS PATIENT

- **Recommendations for completion of the Case Log**: Each encounter should contain the following elements: You will be graded on completeness and adherence to deadlines.

  1. Student information—make sure you have correct course, semester, and preceptor. Also please note Urban or Rural Setting (*most clinical sites will be Urban*)
  2. Patient Demographics-Age, gender, race (referral or insurance information not needed)
  3. Clinical Information-all elements except for encounter number. Please include Social Problems addressed.
  4. Procedure / Skills- please check off procedures and if observed, assisted or done independently.
  5. ICD-9 diagnosis code-list at least 1-3. (see list of commonly used codes in download section)
  6. CPT billing code- if appropriate.
  7. Birth and Delivery-not indicated for most clinical sites
  8. Medications- Please try to complete as close to accurate as you can for number of meds. Including Types and Adherence issues.
  9. Patient primary language, veteran, interpreter
  10. Clinical Information Note-this should be a small paragraph (2-3 lines). This should not be a full SOAP note. It should describe all elements except for social problems addressed. The note must include:

    - Visit type (admit, episodic, discharge, monthly, annual, follow up, etc.)
    - Chief complaint
    - Relevant clinical findings – summarize.
    - Assessed diagnosis with status (new, established, pending work up, other)
    - All changes to clinical plan of care (state no changes to POC if none)
    - Follow up (what, when, where, by who)

**Hours applied to clinical hours for program credit:**
The total number of hours documented in the TIME LOGS will be credited to the total required practicum hours for the semester (see above). In addition you may spend a small portion of your day involved with other activities such as reviewing lab data for patients you did not see that day, making calls to patients, special research projects as directed by preceptor related to specific patients or clinical encounters, or brief patient conferences/meetings. These hours are added to the total time from CASE LOGS and this number is your total hours for that clinical day. For example: Your CASE LOGS may add up to 5 hours. Then you spend an additional 2 hours in other activities such as reviewing labs, calling patients etc.. You add this time to your CASE LOG time and your TIME LOG for that day is 7 hours.

Please note: You are not allowed to include any time for activities not related to patient care. Lunches, breaks, commuting etc.. are not allowed as part of your Typhon logs. If you have a working lunch and you are discussing patients, preparing for afternoon session etc.. you can count that time. REMEMBER.. THE MAJORITY OF YOUR TIME NEEDS TO BE DIRECT PATIENT CARE OR PLANNING FOR DIRECT PATIENT CARE. Learning about general diagnoses, meds, etc. should be part of your practicum preparation BEFORE you enter into the clinical site. You will be permitted to research specific information about patients that you are seeing that day and can be counted toward some of your hours (within reason).
Student Responsibilities
The student is responsible for maintaining clinical documentation in the Typhon electronic log system. Documentation should be accurate, honest and completed in a timely manner. If you do not complete the hours before the established deadlines then those hours cannot be counted toward your practicum requirement total. The student should complete documentation according to the course guidelines that can be found in each individual syllabus for the specialty course in which the student is enrolled for the semester. Failure to comply with course guidelines for Typhon documentation will result in a reduced grade for the course. Any fabrication of data is considered dishonest academic behavior and is grounds for dismissal from the graduate NP program.

- Students are encouraged to complete the video tutorials that are associated with this software and refer back often to the help section for resolution of their problems.
- There will be a mandatory Typhon orientation at the beginning of Specialty 1 course. Additional training and assistance may be arranged with your practicum faculty during their office hours.
- Students must insure pay attention to selecting appropriate semester, course and preceptor when they begin a CASE LOG. Failure to enter correct data results in inaccurate accrual of hours for preceptors and affects generation of certain reports.
- If a student changes Specialty Track after registering with Typhon they will be responsible for paying a new license fee for the different specialty track.
## College of Health Sciences  
School of Nursing  
**Master of Science in Nursing**  
**Adult-Gerontological Primary Care Track**  
*Degree Pathway - Full Time*

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Credit</strong></td>
<td><strong>Credit</strong></td>
</tr>
<tr>
<td>NURS.6000 Theoretical Foundations for Nursing</td>
<td>NURS.6100 Adult/Gerontological Nursing I</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>HSCI.5500 Human Development and Pathophysiology</td>
<td>NURS.6130 Adult/Gerontological Nursing Practicum I (180 hours)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS.5520 Social, Cultural and Policy Issues in Health Care</td>
<td>NURS.5590 Advanced Pharmacology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS.6510 Advanced Health Assessment and Diagnostic Reasoning (6 hours/week)</td>
<td></td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Credit</strong></td>
<td><strong>Credit</strong></td>
</tr>
<tr>
<td>NURS.6110 Adult/Gerontological Nursing II</td>
<td>NURS.6120 Adult/Gerontological Nursing III (4 hours/week didactic plus 240 clinical hours)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NURS.6140 Adult/Gerontological Nursing Practicum II (180 hours)</td>
<td>NURS.7330 Research Project OR Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS.6010 Research for Evidence-Based Practice</td>
<td>XXXX.xxxx Elective</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL= 42</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Important Prerequisites and Co-requisites:**

1. Human Development and Pathophysiology is a prerequisite or co-requisite of Advanced Health Assessment and Diagnostic Reasoning.  
2. Theoretical Foundations for Nursing should ideally be taken before Research for Evidenced Based Practice but is not a prerequisite.  
3. Research for Evidence Based Practice is a prerequisite for Research Project or Thesis  
4. Research Project must be completed within an academic semester  
5. A graduate level elective may be substituted for Research Project  
6. Graduate electives should be 500 level or higher  
7. Specialty didactic/practicum courses follow in a 3 semester sequence in the semester immediately following Advanced Health Assessment and Diagnostic Reasoning
College of Health Sciences  
School of Nursing  
Master of Science in Nursing  
Adult-Gerontological Primary Care Track  
*Degree Pathway - Part Time*

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS.6000</td>
<td>Theoretical Foundations for Nursing</td>
<td>3</td>
<td>NURS.5520</td>
<td>Social, Cultural and Policy Issues in Health Care</td>
</tr>
<tr>
<td>NURS.5500</td>
<td>Human Development and Pathophysiology</td>
<td>3</td>
<td>XXXX.xxxx</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Credit</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Credit</strong></td>
</tr>
<tr>
<td>NURS.6010</td>
<td>Research for Evidence-Based Practice</td>
<td>3</td>
<td>NURS.7330/XXXX.xxxx</td>
<td>Research Project OR Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NURS.5590</td>
<td>Advanced Pharmacology</td>
</tr>
<tr>
<td><strong>YEAR 3</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Credit</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Credit</strong></td>
</tr>
<tr>
<td>NURS.6510</td>
<td>Advanced Health Assessment and Diagnostic Reasoning (6 hours/week)</td>
<td>3</td>
<td>NURS.6100</td>
<td>Adult/Gerontological Nursing I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NURS.6130</td>
<td>Adult/Gerontological Nursing Practicum I (180 hours)</td>
</tr>
<tr>
<td><strong>YEAR 4</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Credit</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Credit</strong></td>
</tr>
<tr>
<td>NURS.6110</td>
<td>Adult/Gerontological Nursing II</td>
<td>4</td>
<td>NURS.6120</td>
<td>Adult/Gerontological Nursing III (4 hours/week didactic plus 240 clinical hours)</td>
</tr>
<tr>
<td>NURS.6140</td>
<td>Adult/Gerontological Nursing Practicum II (180 hours)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>42</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Part time Students should complete a Part-time Plan in consultation with her/his academic advisor. This will be kept in the Student's Academic Folder.*

**Important Prerequisites and Co-requisites:**

1. Human Development and Pathophysiology is a prerequisites or co-requisite of Advanced Health Assessment and Diagnostic Reasoning.
2. Theoretical Foundations for Nursing should ideally be taken before Research for Evidenced Based Practice but is not a prerequisite.
3. Research for Evidence Based Practice is a prerequisite for Research Project or Thesis.
4. Research Project must be completed within on academic semester.
5. A graduate level elective may be substituted for Research Project.
6. Graduate electives should be 500 level or higher.
7. Specialty didactic/practicum courses follow in a 3 semester sequence in the semester immediately following Advanced Health Assessment and Diagnostic Reasoning.
Adult-Gerontological Nursing Graduate Program

Clinical Placements by Semester

Long-term care of Skilled Nursing/Rehabilitation setting required in one of the semester placements

Practice experiences should focus on the full spectrum of adult-older adult care and should provide the student with the opportunity to focus on the differing and unique developmental, life stage needs that impact a patient’s care across the entire adult age spectrum, A-GNP Primary Care Competencies (N0NPF, 2010)

<table>
<thead>
<tr>
<th>Adult-Gerontological Nursing I Clinical =180 hours</th>
<th>Adult-Gerontological Nursing II =180 hours</th>
<th>Adult-Gerontological Nursing III = 240 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of placements: Adult, Geriatric,</td>
<td>Types of placements: Adult or Geriatric, Women’s Health or Young adult</td>
<td>Types of placements: Adult, Geriatric, Women’s Health or Young adult (either separately or within the adult practice setting)</td>
</tr>
<tr>
<td>Internal medicine practice</td>
<td>Internal medicine practice/ Adult Primary Care</td>
<td>Internal medicine practice</td>
</tr>
<tr>
<td>Long-term Care</td>
<td>Long-term Care</td>
<td>Long-term Care</td>
</tr>
<tr>
<td>Skilled Nursing/ Rehabilitation Facility</td>
<td>Skilled Nursing/ Rehabilitation Facility</td>
<td>Skilled Nursing/ Rehabilitation Facility</td>
</tr>
<tr>
<td>VA clinic</td>
<td>VA clinic</td>
<td>VA clinic</td>
</tr>
<tr>
<td>Women’s health</td>
<td>Home Care</td>
<td>Women’s health</td>
</tr>
<tr>
<td>Outpatient Clinic</td>
<td>Outpatient Clinic</td>
<td>Outpatient Clinic</td>
</tr>
<tr>
<td>Home care</td>
<td>Home care</td>
<td>Home care</td>
</tr>
<tr>
<td>Geriatric Evaluation Units on inpatient setting</td>
<td>Geriatric Evaluation Units on inpatient setting</td>
<td>Geriatric Evaluation Units on inpatient setting</td>
</tr>
<tr>
<td>College Health</td>
<td>College Health</td>
<td>College Health</td>
</tr>
</tbody>
</table>

*Specialty practice (e.g., cardiology, dermatology, rheumatology, heart failure clinic)

Sites should all be ambulatory primary care or long-term care Minute clinics not recommended. One site only per student is recommended but occasionally will approve 2. *May specialize in one particular area (e.g., dermatology, orthopedics, cardiology, women’s health etc.) with approval of clinical faculty (80 hours) No more than 2 practice sites in the semester.

1. Students may be placed with physicians as long as the MD has worked with an NP or has supervised students before. Students may have a PA preceptor if the PA has a graduate degree. These placements must be approved by faculty and Director of Clinical Resources
2. Student placement experiences and the patients they serve should be diverse (inner city or underserved plus suburban).
3. Students are not permitted to change placements once assigned
4. You can stay at one practicum site for two semesters

*Specialty placement requests require a written proposal detailing how experience will supplement the students learning objectives for Adult-Gerontology Primary Care clinical practice. Specialty placement hours limited to maximum of 80 hours.
### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NURS.6000: Theoretical Foundations for Nursing</td>
<td>3</td>
<td>NURS.6600: Family Health Nursing I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HSCI.5500: Human Development and Pathophysiology</td>
<td>3</td>
<td>NURS.6630: Family Health Nursing Practicum I (180 hours)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS.5520: Social, Cultural and Policy Issues in Health Care</td>
<td>3</td>
<td>NURS.5590: Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS.6510: Advanced Health Assessment and Diagnostic Reasoning (6 hours/week)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>12</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NURS.6610: Family Health Nursing II</td>
<td>4</td>
<td>NURS.6620: Family Health Nursing III (4 hours/week didactic plus 240 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS.6640: Family Health Nursing Practicum II (180 hours)</td>
<td>3</td>
<td>NURS.7330/XXXX.xxxxx: Research Project OR Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS.6010: Research for Evidence-Based Practice</td>
<td>3</td>
<td>XXXX.xxxxx: Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>10</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Total:** 42

### Important Prerequisites and Co-requisites:

8. Human Development and Pathophysiology is a prerequisite or co-requisite of Advanced Health Assessment and Diagnostic Reasoning.
9. Theoretical Foundations for Nursing should ideally be taken before Research for Evidence Based Practice but is not a prerequisite.
10. Research for Evidence Based Practice is a prerequisite for Research Project or Thesis
11. Research Project must be completed within an academic semester
12. A graduate level elective may be substituted for Research Project
13. Graduate electives should be 500 level or higher
14. Specialty didactic/practicum courses follow in a 3 semester sequence in the semester immediately following Advanced Health Assessment and Diagnostic Reasoning
## Degree Pathway - Part Time*

**YEAR 1**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS.6000 Theoretical Foundations for Nursing</td>
<td>3</td>
<td>NURS.5520 Social, Cultural and Policy Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSCI.5500 Human Development and Pathophysiology</td>
<td>3</td>
<td>XXXX.xxxx Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**YEAR 2**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS.6010 Research for Evidence-Based Practice</td>
<td>3</td>
<td>NURS.7330/ XXXX.xxxx Research Project OR Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS.5590 Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**YEAR 3**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS.6510 Advanced Health Assessment and Diagnostic Reasoning (6 hours/week)</td>
<td>3</td>
<td>NURS.6600 Family Health Nursing I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS.6630 Family Health Nursing Practicum I (180 hours)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

**YEAR 4**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS.6610 Family Health Nursing II</td>
<td>4</td>
<td>NURS.6620 Family Health Nursing III (4 hours/week didactic plus 240 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS.6640 Family Health Nursing Practicum II (180 hours)</td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL = 42

*Part time Students should complete a Part-time Plan in consultation with her/his academic advisor. This will be kept in the Student's Academic Folder.*

**Important Prerequisites and Co-requisites:**

8. Human Development and Pathophysiology is a prerequisite or co-requisite of Advanced Health Assessment and Diagnostic Reasoning.
9. Theoretical Foundations for Nursing should ideally be taken before Research for Evidenced Based Practice but is not a prerequisite.
10. Research for Evidence Based Practice is a prerequisite for Research Project or Thesis
11. Research Project must be completed within an academic semester
12. A graduate level elective may be substituted for Research Project
13. Graduate electives should be 500 level or higher
14. Specialty didactic/practicum courses follow in a 3 semester sequence in the semester immediately following Advanced Health Assessment and Diagnostic Reasoning
Family Nursing Graduate Program
Clinical Placements by Semester

The graduate of an FNP program is prepared to care for individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family/Across the Life Span Population Focused NP Competencies (NONPF, 2013)

<table>
<thead>
<tr>
<th>Types of placements:</th>
<th>Types of placements:</th>
<th>Types of placements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult health care settings, (preferably primary care if available)</td>
<td>Pediatrics or Women’s health required (either separately or within a family or adult practice setting)</td>
<td>Internal medicine/ primary care Ambulatory or long-term care.</td>
</tr>
<tr>
<td>Adult Health/Internal medicine, Family Practice or long-term care.</td>
<td>Pediatrics, Women’s Health, or Family Practice. Family practice will provide some of both pediatrics and women’s health. Internal medicine if women’s health specialty is available</td>
<td>Family Practice, Internal Medicine Primary Care</td>
</tr>
<tr>
<td>If choosing internal medicine and no prior pediatrics in FH I, 4 hours should be in pediatrics.</td>
<td></td>
<td>If no prior women’s health in FH I, student may be placed in Internal Medicine or Family Practice where there is women’s health.</td>
</tr>
</tbody>
</table>

One practice site preferred Sites should all be ambulatory care with a preference for primary care

Okay to do 60-90 hours in Pedi and 60-90 hours in Women’s health setting or Adult setting where you would see women’s health problems.

*Specialty Rotation in one particular area (e.g., dermatology, orthopedics, cardiology, women’s health, retail clinic, etc.) with approval of clinical faculty (80 hours) No more than 2 practice sites in the semester.

5. Students may be placed with physicians as long as the MD has worked with an NP or has supervised students before. Students may have a PA preceptor if the PA has a graduate degree. These placements must be approved by faculty and Director of Clinical Resources

6. Student placement experiences and the patients they serve should be diverse (inner city or underserved plus suburban).

7. Students are not permitted to change placements once assigned

8. You can stay at one practicum site for two semesters

*Specialty placement requests require a written proposal detailing how experience will supplement the students learning objectives for Family Nurse Practitioner clinical practice. Specialty placement hours limited to maximum of 80 hours.
Research

Research is an integral part of the University of Massachusetts Lowell's Graduate Nursing Program. Although research is integrated throughout the curriculum, three courses form the research sequence: Theoretical Foundations of Advanced Nursing Practice (NURS:6000), Research for Evidence-Based Practice (NURS:6010), and Project (NURS:7330). An elective may be substituted for Research Project.

Research Project (NURS:7330, 3 credits)

Research Project is a one-semester course in which a student completes one or two phases of the research process in collaboration with a faculty member or another person outside of the University along with a nursing faculty advisor. Prior to registering for Research Project, the student must have permission from the faculty member who will serve as research advisor (see list of faculty section numbers). The student chooses a research advisor based on the one’s area of interest. The list of Faculty Research Interests is on the Department of Nursing Website. Throughout the semester, the student and advisor meet regularly to discuss the progress of the project. Examples of involvement in faculty research include: participating in an extensive review of the literature, instrument translation, data gathering (administering questionnaires, conducting interviews, conducting focus groups), data entry, and/or data analysis.

At the conclusion of this course, the student must plan to disseminate results either through publication in the literature, presentation at a nursing conference, or presentation at the Annual Nursing Research/Preceptor evening held in April. Most MS students present their research through poster presentation at the Annual Nursing Research/Preceptor Program. The faculty research advisor is responsible for negotiating expectations for the project with the student, and for giving the student a grade (S = Satisfactory, U = Unsatisfactory). Students may not take an incomplete (INC) in this course! The dissemination of results must be completed by graduation.

NURS.7330 Research Project Guidelines for Students/Faculty Research Advisor/Mentor

1. Students will be provided with an overview of faculty research interests (see Department website) and instructions on developing posters and abstracts in NURS.6010. Students will be provided with the NURS.7330 course outline and Guidelines for the Project while enrolled in NURS.6010 Research for Evidence-Based Practice.

2. Students will complete the NIH Human Participation Protections Education for Research certificate online as part of the NURS.6010 course, which will be on file in the student folder in the Service Center.

3. Students will contact a nursing faculty member during the advising period of the prior semester about a mentorship relationship based on student and faculty research interests.

4. Students will meet with faculty about the mentorship/advising role and an agreement should be reached about student involvement and expectations related to the research project. Students are expected to work **100 hours** throughout the semester on the research project in collaboration with the faculty research mentor/advisor. There should be clear objectives established for the mentorship relationship and for the final product resulting from the Project (e.g. summary paper, review of the literature, etc.). Regular meetings should be planned between the faculty and student researcher and should be determined when planning the experience. Occasionally, students who register for Project for fall may work with the faculty member during the summer prior to the fall semester. The project must be completed within the semester in which it is registered.

5. On completion of the project, the student in collaboration with the faculty research advisor develops an abstract summarizing the research project, utilizing the guide to abstract preparation. After approval by the faculty mentor, a copy of the abstract and the University title page (see p.) should be provided to: Maureen Martin, for University records.
6. Students will develop a poster for presentation at the Nursing Department Research/Preceptor Appreciation program that describes the research project and involvement of the student. Two weeks prior to Research Preceptor day, the poster must be approved by the faculty research mentor/advisor.

7. The research project, including the abstract (see next page), title page (see appendices), and poster must be completed and approved by the faculty research advisor/mentor prior to the research advisor signing the Graduation Clearance Form.

Research Project Grades

S  completed at a satisfactory level: B or better
U  unsatisfactory, no credit toward degree requirements (note a student may not get an INC)

Research Advisor Section Numbers (Areas of Faculty Research Interests may be found on the UML School of Nursing Web Site) The list below is of June 2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Project NURS:7330, Section #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melillo, Karen Devereaux, Interim Dean</td>
<td>704</td>
</tr>
<tr>
<td>Abdallah, Lisa, Chair</td>
<td>718</td>
</tr>
<tr>
<td>Dowling, Jacqueline</td>
<td>705</td>
</tr>
<tr>
<td>Fantasia, Heidi</td>
<td>717</td>
</tr>
<tr>
<td>Keough, Lori</td>
<td>720</td>
</tr>
<tr>
<td>King, Valerie</td>
<td>716</td>
</tr>
<tr>
<td>Knight, Peggy, Assistant Chair</td>
<td>708</td>
</tr>
<tr>
<td>Koren, Ainat</td>
<td>713</td>
</tr>
<tr>
<td>Mawn, Barbara</td>
<td>711</td>
</tr>
<tr>
<td>McDonough, Annette</td>
<td>717</td>
</tr>
<tr>
<td>Peters, Anya</td>
<td>707</td>
</tr>
<tr>
<td>Simons, Shellie</td>
<td>710</td>
</tr>
<tr>
<td>Zhang, Yuan</td>
<td>702</td>
</tr>
</tbody>
</table>

GRADUATE STUDENTS RESOURCES

Graduate Student Organization (GSO) of the School of Nursing
The GSO is a key student organization available for all graduate nursing students. It operates under the Constitution of the University's Graduate Student Association. Objectives include facilitating professional and social networking among students and faculty, participating in the annual Graduate Student Research Symposium, appointing student representation to Department committees, and orienting new students to the University. The Nursing GSO sponsors lunches and events for students and faculty each semester to allow for meeting these objectives. The faculty encourage all Nursing Master’s students to participate. Officers are elected yearly, and it is an ideal opportunity for beginning leadership in your profession!

School of Nursing Committees
Students are encouraged to become members and representatives to the following School of Nursing standing and ad hoc committees: the School of Nursing Committee and the MS/DNP Nursing Program Committee. Graduate students may be elected or appointed by the student body. Terms are for one academic year.
Library and Electronic Library Services
Students have on and off-campus access to the Electronic Library, Inter Library Loan services, and access to instruction. See, http://libweb.uml.edu/information_services/library_instr.html for information on the UMass Lowell Libraries. Individual instruction is available for library search questions. We also recommend students access Refworks while at the University for keeping track of Journal articles and references. The Library also has a helpful film on plagiarism.

Nursing Laboratories/Simulation
The nursing simulation laboratories provide a simulated clinical environment where students may practice nursing skills, physical assessment, and approaches to nursing care with the assistance of a faculty member or laboratory director. Graduate students primarily use the laboratories to learn physical assessment skills. Audio-visual, interactive computer aided case studies, and computers and statistical software are housed in our nursing laboratories and utilized for didactic and manual skill learning.

Health Assessment Equipment
Physical assessment equipment such as otoscopes, ophthalmoscopes, sphygmomanometers, and stethoscopes may be signed out of the Nursing Laboratory. Please complete the equipment request form (by checking off the items you need). Equipment is available on a first come basis according to the date and time of your request. All equipment must be returned at the end of the semester for inventory purposes. Students are responsible for any lost equipment. Replacement costs for kits are approximately $620.

Audio-Visual Media Equipment
A list of all the nursing audio-visual media is available at the University Media Center, South Campus. The programs are available for classroom presentations or personal viewing. In general, the programs may not be signed out for home or agency use due to the high replacement costs.

Audio-visual equipment for presentation (e.g., computer, video or overhead) should be requested in advance on the calendar. Presentations using audio-visual equipment outside this building should be scheduled in one of the rooms at the University Media Center, O’Leary Library, South Campus.

College of Health Sciences Computer Labs
The College of Health Sciences has two computer laboratories, available to all graduate students. The laboratories are open five days a week. The regular hours are 8:30 am to 5:00 pm Monday through Friday.

Computer Aided Instruction Laboratory (Weed Hall, Room 212)
This laboratory consists of Computers with a computer serving as a teaching station. The laboratory serves as both a setting for classroom instruction, and for general purpose computing. The laboratory has full internet access, and access to e-mail for both student and faculty use. Software includes word processing, Power Point software, statistics, spreadsheets, graphics, and project management software.

Computer Research Laboratory (Weed Hall, Room 216)
This laboratory contains Dell computers and a teaching computer. It contains all the programs found in the CAI Laboratory. The Computer Research Laboratory is fully Internet and E-mail accessible.
GUIDELINES FOR GRADUATE CLEARANCE PROCEDURE

Step 1. Complete the Declaration of Intent to Graduate
• This form is available at http://www.uml.edu/docs/clearance-form_tcm18-3565.pdf
• Student completes the form and mails/faxes back to Registrar’s office

Step 2. Complete Specialty NP Competencies.
• Nurse Practitioner Competency Self-Study. Review and complete your Specialty Nurse Practitioner Competencies Handbook. Plan to discuss this with your academic advisor when you meet for advising in April of your last semester. Once reviewed you should add this to your Professional Portfolio.

Step 3. End of Program Summary and Contact Information (see Appendix B)
• End of Program summary which lists your Practicum hours and sites and any academic honors or leadership roles. Preferred contact information is collected for future alumni outreach.

Step 4. Research Project (if chosen to complete)
• In collaboration with your Research Project Advisor (develop an abstract summarizing the research project (see Appendix C). Plan to submit a copy of the abstract and the University Title Page (refer to the sample at the end of this letter) to each of the following persons:
  a) Dr. Ramraj Gautum, for inclusion in the Graduate Nursing Research Symposium/ Preceptor Appreciation event held in early May.
• Also, if you have not done this already, develop a poster for presentation at the Graduate Nursing Research Symposium/ Preceptor Appreciation event. You can also choose to disseminate your Research project at other professional conferences prior to graduation. Your research project, including the abstract, title page, and poster must be completed and submitted as directed above.

Step 5. Complete the Online End of Program Survey.
• All students are required to participate in an outcome evaluation of the MS program through the use of an online survey. The information you enter in the survey is strictly confidential, and there will be no identifying data about those who complete it. Be sure and print up the last page of the survey as evidence of completing the survey. Access and complete this survey through the link provided by School of Nursing.
• Plan to bring this last printed page along with your Abstract and Title page (if you completed a Research project and submit to your academic advisor.

Step 6. Meet with Advisors
• You need to set up appointments with your Academic Advisor to review the steps of graduation and to help your advisor complete the end of program summary that will be kept in your academic file. To prepare for the meeting with your Academic Advisor, bring along your completed Competency Handbook, your clinical hours for this semester, and a completed copy of the End of Program Summary (Appendix B) Your Research Project Advisor will need to assure that you have met all of the requirements for Project as noted and will need to approve your Abstract and poster.

Step 7. Final Checklist of Graduation Requirements
• Provide attestation that you have completed the following
  • Declaration of Intent to Graduate
  • Signed competencies for your specialty
  • End of Program Summary with Contact information
  • Research project abstract and plan for dissemination (if project option was completed)
  • End of program survey completion (completed form submitted at this time)
  • Final meeting with academic advisor
Options for DNP or PhD Program

Fast Track DNP Program for Currently enrolled MS students
Program Contact: Lea Dodge DNP, FNP  978-934-4685  Lea_Dodge@uml.edu

UMass Lowell students currently matriculated in the Master of Science program in nursing may apply for admission to the Master’s (MS) to Doctorate of Nursing Practice (DNP) Fast Track Program. Requirements include:

- Completion of 12 UMass Lowell credits in the Master of Science Nursing program that includes NURS.6510 Advanced Health Assessment and Diagnostic Reasoning
- GPA of 3.5 (must be maintained through MS program)
- Experience working in a professional nursing role
- Submit graduate application (graduate application fee will be waived)
- Two letters of recommendation, one from UMass Lowell Master’s faculty and one from a current or recent employer
- Statement of purpose specifying immediate and long-term professional goals, relevant work history, academic honors/awards received, and your professional aspirations as a DNP
- Resume
- Interview with nursing faculty

What happens if I am accepted?

- Accepted Master’s students can take up to 6 credits of designated graduate-level (500 or higher) courses which can be counted toward both Master’s and DNP degrees.
- Courses taken must satisfy both DNP and MS degree requirements. Course options: NURS.552) Social, Cultural and Policy Issues in Health Care (this required MS course would fulfill the DNP program elective requirement).
- One of the following required DNP courses would fulfill the MS program elective requirement: PUBH.5120 Operations Analysis for Quality Improvement or PUBH.6070 Healthcare Information Systems
- Before graduating from the MS program, students must meet with their DNP program advisor and develop a course plan for the DNP program.
- Within 6 months of completing the MS program, students in the Fast Track MS to DNP program must show evidence of passing national APRN certification exam and obtain a state license to practice as an APRN.
- Graduation from the DNP program is expected within 2-3 years after MS graduation but not later than 5 years.

After Graduation from the MS program at UMass Lowell you can consider the following options for further education: The Post MS-DNP degree or the PhD in Nursing
Post-MS DNP Program at UMass Lowell
Program Contact: Lea Dodge DNP, FNP  978-934-4685  Lea_Dodge@uml.edu

The purpose of the DNP program is to educate nurse practitioners who not only provide quality primary care to patients, but who also assume leadership roles in the health care system and have the knowledge and skills necessary to propose solutions to improve patient care and health care outcomes. This can be achieved by nurses who have strong patient care knowledge and skills obtained at the MS level, and also knowledge and skills in evaluation research, health policy, organizational leadership and financing, evidence-based practice and health care informatics. The DNP is expected to have a positive impact on the sustainability of the health care system by having advanced education in areas necessary to improve health care delivery using an evidence-based approach. The DNP Program at UMass Lowell first began admitting students in 2009. The program, designed for nurses with an advanced practice MS in nursing consists of four academic semesters. The graduate of the post-MS DNP program will build on the foundation of master’s degree level advanced practice nursing. The program provides an interdisciplinary approach to education, and courses are offered in the Department of Nursing and in the Department of Community Health and Sustainability.

The program is two academic years full-time in length, adding 33 credits of post-masters education. Part-time study is available. In addition to classroom and on-line experiences a scholarly project is completed that includes an evidence-based intervention to improve practice or patient outcomes and an evaluation of the evidence-based intervention.

Application to the DNP Program
- Applications may be obtained from the Graduate Admissions Office. Specific admission requirements include,
  - Prior official transcripts from BS and MS programs
  - An APN MS from an accredited college/university
  - Resume/CV
  - Interview with nursing faculty to assess fit of the candidate’s goals with the DNP program
  - Current RN/APN licensure in any state and eligibility for RN/APN license in MA
  - National Certification as an Advanced Practice Nurse
  - Minimum Cumulative GPA of a 3.3 on a 4.0 Master’s Degree program in nursing.

PhD Program in Nursing
Contact: Barbara Mawn, 978-934-4485  Barbara_Mawn@uml.edu

The PhD Program in Nursing prepares nurse scholars in the field of health promotion. Graduates function as researchers, clinicians and educators who demonstrate leadership in health promotion, professional, political and social arenas. The program is a 48-credit, weekend-blended program. Nursing courses meet once/month on Saturdays and the remaining course modules are conducted online. Our own UML Master’s graduates are encouraged to apply.

The Health Promotion option of the Ph.D. program focuses on the development of nurse scholars who will:

* Demonstrate leadership roles as educators, researchers and clinicians
* Advance knowledge in the area of health promotion
* Improve the health of diverse populations through the development, implementation and evaluation of health promotion strategies and programs.
Admission requirements for the PhD in Nursing Program include:

* A master's degree in nursing or health related field with a minimum G.P.A. of 3.3*
* Current Massachusetts R.N. license or eligibility
* Official transcripts of all previous work (graduate and undergraduate)
* A personal statement about the applicant’s interest in the program and career goals
* Three letters of recommendation, including at least two from individuals who can assess the applicant's academic preparation for advanced graduate work
* Acceptable score on the GRE’s within past 5 years
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Office</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdallah, Lisa</td>
<td>213</td>
<td>4-4432</td>
</tr>
<tr>
<td>Aquino, Judith</td>
<td>201</td>
<td>4-4525</td>
</tr>
<tr>
<td>Coutu, Tanya</td>
<td>110</td>
<td>4-4647</td>
</tr>
<tr>
<td>Daniel, Prema</td>
<td>227</td>
<td>4-3972</td>
</tr>
<tr>
<td>D’Avolio, Deborah (Deb)</td>
<td>367</td>
<td>4-4938</td>
</tr>
<tr>
<td>Dodge, Lea</td>
<td>175</td>
<td>4-4685</td>
</tr>
<tr>
<td>Dowling, Jacqueline</td>
<td>211</td>
<td>4-4431</td>
</tr>
<tr>
<td>El-Ashkar, Arline</td>
<td>207</td>
<td>4-4469</td>
</tr>
<tr>
<td>El Ghaziri, Mazen</td>
<td>361</td>
<td>4-6839</td>
</tr>
<tr>
<td>Fantasia, Heidi</td>
<td>177</td>
<td>4-4404</td>
</tr>
<tr>
<td>Fathi, Sadia</td>
<td>209</td>
<td>4-4538</td>
</tr>
<tr>
<td>Gautam, Ramraj</td>
<td>369</td>
<td>4-4398</td>
</tr>
<tr>
<td>Hajjar, Laura</td>
<td>185</td>
<td>4-4303</td>
</tr>
<tr>
<td>Kellogg, Marni</td>
<td>232</td>
<td>4-4101</td>
</tr>
<tr>
<td>Keough, Lori</td>
<td>173</td>
<td>4-4462</td>
</tr>
<tr>
<td>King, Valerie (Val)</td>
<td>291</td>
<td>4-4454</td>
</tr>
<tr>
<td>Knight, Margaret (Peggy)</td>
<td>293</td>
<td>4-4471</td>
</tr>
<tr>
<td>Koren, Ainet</td>
<td>283</td>
<td>4-4429</td>
</tr>
<tr>
<td>Lane, Stephanie</td>
<td>181</td>
<td>4-4776</td>
</tr>
<tr>
<td>Laccetti, Margaret (Margie)</td>
<td>285</td>
<td>4-4097</td>
</tr>
<tr>
<td>MacCulloch, Patricia (Patty)</td>
<td>174</td>
<td>4-4752</td>
</tr>
<tr>
<td>Martin, Maureen</td>
<td>205</td>
<td>4-4159</td>
</tr>
<tr>
<td>Mawn, Barbara</td>
<td>204</td>
<td>4-4485</td>
</tr>
<tr>
<td>McAuliffe, Diana</td>
<td>227</td>
<td>4-4247</td>
</tr>
<tr>
<td>McDonald, Kristen</td>
<td>227</td>
<td>4-4742</td>
</tr>
<tr>
<td>McDonough, Annette</td>
<td>365</td>
<td>4-4422</td>
</tr>
<tr>
<td>McEwen, Kimberly</td>
<td>232</td>
<td>4-6837</td>
</tr>
<tr>
<td>Melillo, Karen</td>
<td>215</td>
<td>4-4417</td>
</tr>
<tr>
<td>Mote, Sandra</td>
<td>110</td>
<td>4-4746</td>
</tr>
<tr>
<td>Peters, Anya</td>
<td>287</td>
<td>4-4565</td>
</tr>
<tr>
<td>Quinn, Brenna</td>
<td>363</td>
<td>4-4433</td>
</tr>
<tr>
<td>Repsha, Christine</td>
<td>240</td>
<td>4-4418</td>
</tr>
<tr>
<td>Simons, Shellie</td>
<td>289</td>
<td>4-4401</td>
</tr>
<tr>
<td>Soroken, Laurie</td>
<td>295</td>
<td>4-4270</td>
</tr>
<tr>
<td>Tremblay, Celeste</td>
<td>105</td>
<td>4-4403</td>
</tr>
<tr>
<td>Wilber, Jennifer</td>
<td>181</td>
<td>4-3671</td>
</tr>
<tr>
<td>Zhang, Yuan</td>
<td>281</td>
<td>4-4421</td>
</tr>
</tbody>
</table>
APPENDIX A

Technical Standards
The following guidelines have been developed to specify the essential functions students must demonstrate in order to fulfill the requirements of the nursing curricula. Functions listed are required for the learning and practice of critical thinking, communication, and technical skills taught in the curricula. These functions may be required in clinical, classroom, and laboratory environments.

EXPECTED ABILITIES

Critical Thinking
The student will be able to thoroughly, efficiently, and reliably:
• recall, interpret, synthesize, evaluate and then apply information from written, verbal and illustrated materials.
• implement the nursing process through recall, application of measurement, interpretation, calculation, reassessment, analysis, judgment and synthesis.
• identify and communicate the limits of their knowledge to others when appropriate
• incorporate new information from clients, peers, teachers and relevant literature.

Communication
The student will be able to:
A. Behavioral and Social
• communicate in English effectively and sensitively with faculty, staff, allied health personnel, peers and clients,
• be aware of and appropriately react to one’s own immediate emotional response.
• accept appropriate feedback and if, necessary, respond by modification of behavior.
• develop professional relationships, providing comfort and reassurance when appropriate, while protecting confidentiality.
• possess ability to function effectively under stress.

B. Receptive and Expressive Abilities
• recognize and interpret verbal and non-verbal cues.
• complete reading assignments and search and evaluate the literature.
• complete written records.
• demonstrate the use of therapeutic communication, such as attending, clarifying, coaching, facilitating and touching.

Technical Abilities
The student will be able to:
A. Sensory Observation
• observe demonstrations and participate in laboratory experiences.
• obtain appropriate health history directly from the client.
• observe a client at a distance and close at hand, noting non-verbal as well as verbal signs.
• detect and identify subtle changes in colors of fluid, skin and dipstick tests.
• use instruments such as stethoscopes, otoscopes, sphygmomanometers, microscopes and syringes.

B. Motor Skills
• have sufficient sensory and motor function to perform a physical examination.
• provide general care and emergency treatment to clients including, but not limited to, CPR.
• respond promptly to urgencies related to client care and not hinder the ability of co-workers to provide prompt care.
• manipulate dials, knobs, electrodes, syringes, intravenous therapy materials, and other small or larger pieces of equipment with dexterity.
• demonstrate sufficient manual dexterity and visual acuity to perform nursing functions including, but not limited to, the safe administration of medications and fluids via variety of routes.
• demonstrate abilities to safely move a client or assist a client in ambulation, transportation, positioning and transferring.
• have the capacity to work effectively in the student clinical role for 8-10 hours in a variety of settings (hospitals, clinics, homes, etc.).

The University of Massachusetts Lowell, School of Nursing will consider for admission to its Programs any applicant who demonstrates the ability to perform or learn to perform the functions listed in this document with or without reasonable accommodations or academic adjustments consistent with ADA. Applicants with disabilities are not required to disclose the existence or nature of their disability during the admissions process; however, any applicant with questions about these technical requirements is strongly encouraged to discuss the issue with a School of Nursing representative. If appropriate, and upon the request of the applicant/student, academic adjustments and/or reasonable accommodations may be provided.
**APPENDIX B**

**UNIVERSITY OF MASSACHUSETTS LOWELL**
College of Health Sciences
School of Nursing
End of Master’s Program Summary

<table>
<thead>
<tr>
<th>Specialty 1</th>
<th>Specialty 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/year</td>
<td>Spring___</td>
</tr>
<tr>
<td>Agency</td>
<td></td>
</tr>
<tr>
<td>Type of setting</td>
<td></td>
</tr>
<tr>
<td>Preceptor</td>
<td></td>
</tr>
<tr>
<td>Total # of hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty 2</th>
<th>Specialty 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/year</td>
<td>Fall___</td>
</tr>
<tr>
<td>Agency</td>
<td></td>
</tr>
<tr>
<td>Type of setting</td>
<td></td>
</tr>
<tr>
<td>Preceptor</td>
<td></td>
</tr>
<tr>
<td>Total # of hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty 3</th>
<th>Specialty 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/year</td>
<td>Spring___</td>
</tr>
<tr>
<td>Agency</td>
<td></td>
</tr>
<tr>
<td>Type of setting</td>
<td></td>
</tr>
<tr>
<td>Preceptor</td>
<td></td>
</tr>
<tr>
<td>Total # of hours</td>
<td></td>
</tr>
</tbody>
</table>

*additional sites/preceptors/information can be added on second page*

Total number of Practicum Hours completed at UMass Lowell______________

**Other**
Research projects:
Publications:
Offices/student leadership held:
Professional memberships:
Awards, honors, recognition:
Best email to reach you after graduation:

---

MS Handbook, Effective: December 10, 2015
APPENDIX C

Project Abstract Preparation

Title of Project
Student Researcher, credentials
Faculty Research Advisor/Mentor

Overview of problem
Statement of purpose
Methodology—including sample and research design, data analysis
Results — Review of major finding(s)
Conclusions and recommendations

The abstract for the School of Nursing Research/Preceptor Appreciation program should be written in paragraph format and be no longer than 300 words or one page.

Format for a Master’s Abstract Title Page

HEALTH PROMOTION ACTIVITIES AMONG LATINAS  (14pt. font bold)

BY

MARY MARSTON-SCOTT  (12pt. font)

ABSTRACT OF A THESIS SUBMITTED TO THE FACULTY OF THE SCHOOL OF NURSING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE UNIVERSITY OF MASSACHUSETTS LOWELL 2011

(12pt. font)

Thesis/Project Supervisor: Dorothy Dawes, PhD
Associate Professor, Department of Nursing