Zuckerberg College of Health Sciences
SOLOMONT SCHOOL OF NURSING
(Graduate Program)

Syllabus

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NURS6000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Theoretical Foundations for Advanced Nursing Practice</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Semester</td>
<td>Fall</td>
</tr>
<tr>
<td>Class days/time</td>
<td>Online</td>
</tr>
<tr>
<td>Faculty</td>
<td>A.J. McDonough PhD, CNS</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday 11-1pm Tuesday 11:30-12:30 Online hours Monday 6-7p via Blackboard chat for graduate students/advisees</td>
</tr>
<tr>
<td>Office</td>
<td>Health &amp; Social Science Building Rm 173</td>
</tr>
<tr>
<td>Phone/Email</td>
<td>978-934-4422 <a href="mailto:annette_mcdonough@uml.edu">annette_mcdonough@uml.edu</a></td>
</tr>
</tbody>
</table>

Course Description
This course focuses on the analysis, critique, and application of theory as a basis for advanced practice nursing. Relationships among theories, research, and nursing practice are emphasized.

Course Pre-requisites
none

Course Co-requisites
none

Course Objectives
At the conclusion of this course, students will be able to:

A. Analyze the interrelationships among theory, research, and practice as a basis for advancing nursing science;
B. Critique a variety of theoretical/conceptual models and evaluate their implications for advanced practice nursing within the health care delivery system; and
C. Examine theories for their relevance to the health of individuals, families, and community.
D. Integrate an evolving personal philosophy of nursing and healthcare into one’s nursing practice.
General Information

Course Requirements: Students are expected to complete all assignments and submit them on the date required to receive full credit. Criteria for class participation include evidence of thoughtful reading of the assignments for analysis of the material. Critical thinking, a willingness to explore the ideas of others, and respect for others are essential to participation in this course. Late assignments will receive one grade less than earned grade. Students are advised to consult the blackboard site frequently to stay organized and to complete assignments in a timely manner. Please refer to course rubrics at the end of the syllabus.

A. Teaching methods

This is an online course, supported fully by Blackboard Learn 9.1. Each student is responsible for their own learning activities – set up your own pace to complete weekly readings, activities, and assignments if any. Weekly agenda is provided in each week’s folder with required activities for the week.

COURSE MATERIALS “RELEASE DAY”

Each “week” of this course typically begins on Monday (12:00 AM EST) and ends on Sunday (11:59 PM EST). Although we are online, this is a structured class. Graded assignments will be due on Sunday by 11:59 PM, so you can ask questions throughout the week and make corrections by the due date.

B. Evaluation Methods

Discussion questions, papers, quiz

C. Grading, Academic Standing and Course Progression

<table>
<thead>
<tr>
<th>Grade Equivalents for this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
</tr>
<tr>
<td>90-93</td>
</tr>
<tr>
<td>87-89</td>
</tr>
<tr>
<td>84-86</td>
</tr>
<tr>
<td>80-83</td>
</tr>
<tr>
<td>77-79</td>
</tr>
</tbody>
</table>

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

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 them 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.

D. Academic Integrity Policy
It is the students’ responsibility to familiarize themselves with the University policies of dishonesty and cheating. Definitions of academic dishonesty and prohibited academic practice and behavior can be found at http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx
A few definitions are provided here:
- **Cheating** - use, or attempted use, of trickery, artifice, deception, breach of confidence, fraud, or misrepresentation of one’s academic work.
- **Fabrication** - falsification or invention of any information or citation in any academic exercise.
- **Plagiarism** - representing the words or ideas of another as one's own work in any academic exercise. You are not permitted to use assignments from other graduate courses for assignments in this course (a form of self-plagiarism). Your papers must reflect proper attribution for any materials used in the development of the paper. Use of material from any source without appropriate citation and reference is plagiarism and will be treated as such. Plagiarism is grounds for immediate and non-negotiable failure (a grade of zero) for the paper or assignment with no option for a make-up assignment. In your writing, the expectation is that evaluation is based on clarity, creativity, depth of analysis and synthesis, organization, format, and style. Format, title page, referencing, and citing of sources is according to the American Psychological Association (APA) format, 6th edition.
E. Ethics and Decorum
The National Council of State Boards of Nursing (NCSBN) released a statement regarding appropriate use of social media which states: “Nurses need to be aware of the potential ramifications of disclosing patient-related information via social media. Nurses should be mindful of employer policies, relevant state and federal laws, and professional standards regarding patient privacy and confidentiality and its application to social and electronic media.” The full statement can be found at https://www.ncsbn.org/Social_Media.pdf

F. Graduate Level Professional Clinical and Classroom Competencies Contract
All students must sign and meet the Professional Competencies Contract of the School of Nursing in this course (see syllabus appendices). Grading of the School of Nursing’s Graduate Level Professional Competencies is Pass/Fail, which means that if, fail these competencies you can fail a course despite successful grades in the course. 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.

G. Student Disability Services
The University of Massachusetts Lowell is committed to serving all students with disabilities as defined by federal regulations. If you have a disability and are not yet being accommodated, please contact the Office of Student Disability Services at disability@uml.edu to register for accommodations.
Additionally, Student Disability Services supports software for ALL students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website: https://www.uml.edu/IT/Services/Software/Read-Write-Gold.aspx

H. Centers for Learning and Academic Support Services (CLASS)
For detailed information contact: CLASS, O'Leary Library, UMass Lowell South, phone 978-934-2936. (http://www.uml.edu(CLASS/)

I. Zuckerberg College of Health Sciences Policies
All students must adhere to the Zuckerberg College of Health Sciences Policies including: National Criminal Background Check, Clinical Affiliate Random Drug Screening and Social Media Policy which can be found at: http://www.uml.edu/Health-Sciences/Current-Students/Student-Policies.aspx
The Zuckerberg 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 Zuckerberg College of Health Sciences and/or legal prosecution under the requirements of
HIPAA.

J. **Credit Hour Policy**
Federal definition of a credit hour requires that for every course credit awarded, a course must
offer 15 hours of instructor led course activities and 30 hours of out -of -class student work.

## Course Requirements

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion board questions &amp; APA quiz</td>
<td>65</td>
<td>See below</td>
</tr>
<tr>
<td>Concept analysis/development paper - abstract</td>
<td>15</td>
<td>September 30 by 11:59 PM</td>
</tr>
<tr>
<td>Evaluation of middle range nursing theory paper</td>
<td>15</td>
<td>November 4 by 11:59 PM</td>
</tr>
<tr>
<td>Peer evaluation of student middle range theory paper</td>
<td>15</td>
<td>December 3 by 11:59 PM (this is a Monday)</td>
</tr>
</tbody>
</table>

### Discussion Board Assignments:

- **Language of nursing** 5 pt Due: September 09
- **Concept analysis/development** 5 pt Due: September 16
- **Theory analysis** 5 pt Due: October 23
- **Grand nursing theory** 5 pt Due: October 07
- **Middle range theory** 5 pt Due: October 14
- **Borrowed theories** 5 pt Due: October 21
- **Borrowed theories** 5 pt Due: October 28
- **Transtheoretical Model** 5 pt Due: November 11
- **Social cognitive** 5 pt Due: November 18
- **Health promotion** 5 pt Due: November 25
- **APA Quiz** 5 pt Due: December 2
- **Systems approach** 5 pt Due: December 9

### Grading Rubrics

See below

### Textbook/Readings

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Page 5 of 15
A. Required


B. Recommended


Interaction Guidelines

There are three (electronic) methods of communication available to us at this time. They are: Email, Chat, and Discussion Groups.

1. E Mail (Mail through Blackboard). You may e mail me at any time, and I will try to respond within 24 hours. Please note that Blackboard works with its own internal mail system, which means all messages are sent, stored and read within your course on Blackboard, not through your own external mail. Please use Blackboard mail for any issues or questions related to this course. To access mail, log on and go to your course, and click on Mail on the course menu on the left side of your screen. It is recommended that you check your mail at least once every day, so that you don’t miss important course information. If I need to send an email to the class I will communicate through Blackboard mail.

Blackboard provides a convenient indicator if you have unread mail waiting for you. Once you log into Blackboard, before clicking on a course link, look at the upper-left corner of your UMass Lowell Online Learning page, you will see a “My Messages” area. If there is new mail waiting for you, it will show up there. You can simply click on the link and you will be brought directly into your course mail system. Use the UML email system for questions of a personal nature. I will try to respond within 24 hours.

2. Chat (Blackboard Collaborate Web Conferencing): Chat is voluntary. It is a ”real time” discussion for questions regarding the course/assignments. For this course chat will take place on Monday evenings from 6-7 pm. Blackboard Collaborate has audio and video capabilities. You may choose to join using a headset and microphone, or a telephone. You may also choose to join solely using text chat.

Please click on Chat on the course menu and enter the Chat room to test it out before our first Chat to make sure your computer is set up correctly.

Our first chat will take place on Monday, September 10th from 6-7 pm. A chat is not scheduled for Thanksgiving week November 19th Thanksgiving week. The last chat will be on December 3rd. Remember chat is not required. If you have a specific question regarding an assignment or material you can use chat to discuss it or you can email the course faculty.

Chat room guidelines:

Please keep the subject matter related to course material.

When you are “talking” to someone in particular, please begin that person’s name, followed by a colon. For example, if you wanted to ask John Smith a question, your statement would look something like: “John: what are thoughts on?”

Of course, no profanity. If profanity or any other type of harassment takes place you will automatically be prohibited from entering any course related chat rooms in the future.
Discussion Board:
Posting to each weekly discussion board question is worth 5 points towards your final grade. You will earn full credit by posting your response by the due date. **Responses should be written in a scholarly manner using appropriate APA format and appropriate references to substantiate your response.** In order to receive full credit you must all respond with a thoughtful, grammatically correct response to one classmates post for each discussion board question. I will be monitoring your posts and will respond if I see you are getting off track. Please see grading rubric. **You will lose 2 points for each day you are late with your post. After 5 days you will receive a zero for that question.**

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**Course Outline & Class Schedule**

**Content Outline**
*(subject to change)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Required Texts &amp; Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 9/5-9/9</td>
<td>Introductions&lt;br&gt;Theory and the discipline of nursing science, evolution of nursing science, philosophy of nursing</td>
<td>Walker &amp; Avant Ch. 1&lt;br&gt;Smith &amp; Parker Ch. 1 - 2&lt;br&gt;Week 1 folder on blackboard</td>
</tr>
<tr>
<td>2: 9/10-9/16</td>
<td>Nursing as a science &amp; profession, structure and use of nursing knowledge, ways of knowing, knowledge development and theory</td>
<td>Walker &amp; Avant Ch 2&lt;br&gt;Week 2 folder</td>
</tr>
<tr>
<td>4: 9/24-9/30</td>
<td>Theory analysis &amp; evaluation&lt;br&gt;Concept Analysis Paper Due</td>
<td>Smith &amp; Parker Ch 3</td>
</tr>
<tr>
<td>5: 10/1-10/7</td>
<td>Overview of grand nursing theories&lt;br&gt;There are many grand theories in this section so just review them.</td>
<td>Smith &amp; Parker Section 5</td>
</tr>
<tr>
<td>6: 10/8-10/14</td>
<td>Selection of middle range theories&lt;br&gt;There are many middle range theories, review them and focus on one for your paper.</td>
<td>Smith &amp; Parker Section 6</td>
</tr>
<tr>
<td>7:10/15-10/21</td>
<td>Borrowed theories</td>
<td>Week 7 folder</td>
</tr>
</tbody>
</table>
Assignments

General Guidelines for All Papers

Each paper is to be a scholarly work that is based on assigned and additional library resources as well as class discussion and personal experiences of the student. Evaluation is based on clarity, creativity, level of synthesis, depth of analysis, organization, format and style. All papers/assignments must be in Times New Roman font size 12 and American Psychological Association (APA) 6th ed. format with one inch borders, a title and reference page. The title and reference pages do not count toward the page count. If you are uncomfortable with your writing skills you should make an appointment with the writing center https://www.uml.edu/Writing-Center/. Written papers must be submitted via assignment dropbox or they will not be accepted. You will lose one full grade for each day the paper is late.

Computer Search/ Conceptual Analysis

The purpose of this assignment is to select a concept, word or phrase and conduct a literature search/review of the concept in the nursing literature. Develop a one page abstract stating why this topic is significant. Identify the concept (word or phrase searched) the computer software program/s used and years the search covered. Describe the number of references found at each level of the search and what words/phrases were added to decrease the number of references found to < 20. Once limited to 20 references, describe the types of journals or disciplines the references are from? Explain how the concept is defined/evaluated citing two examples in the literature. You will only be searching the literature, you will not be analyzing a concept. However, understanding the process is critical. Also, before your library search choose an article from the concept analysis examples under required readings, read and understand thoroughly to help guide your
thinking and your web search for your concept. This assignment is to be presented in a one page abstract format with cover page and references per APA format. Research studies must be less than 5 years old, U.S. based, reputable journals. It is highly recommended that you review the library guide found in the “start here” folder to conduct your literature review. If you are still unsure of how to conduct your literature review you should make an appointment with the librarian. Her email is on the library guide.

**Evaluation of middle range theory**

The purpose of this assignment is to analyze and evaluate a mid-range nursing theory and to explore/demonstrate the application of this theory/ framework in nursing practice, nursing research or nursing education. Students are required to use additional sources beyond the class texts in order to more fully address the analysis and evaluation of the theorist. **Five page** limit (not counting cover and reference page). APA format.

**Peer review of classmates middle range theory evaluation**

The purpose of this assignment is to provide experience in peer review. Peer review is an important skill to develop – as faculty we always have our work reviewed by colleagues. It allows for objective critique of work and highlights areas for improvement. Peer reviews are designed to help authors improve their work and to promote quality of nursing publication.

Each student will review a classmate’s theory-based paper and provide **constructive critique** and review. This assignment also provides opportunity to respond to peer review and feedback. Using the rubric for the evaluation of a middle range theory paper, review and evaluate your classmate’s paper on each section. The rubric will serve as your guide for this assignment – if you were evaluating this work, what areas do you feel were well developed and what areas need improvement or were vague? Make sure to comment on each of the four areas in the rubric, as well as whether appropriate journal articles were selected, and APA format was correct. **Two-page** limit (not counting cover and reference page), APA format.
Zuckerberg College of Health Sciences
Solomont 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.

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. 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 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 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:

________________________________

Page 10 of 15
Computer Search/Conceptual Analysis Paper

Title: __________________________ Student Name________________________

1. Interest in concept clearly stated: 2pts
2. Clearly identified the concept and computer search engine used: 2pts
3. Described number of references found at each level of the search and limits used to refine search 2pts
4. Described the types of references found during the search relating to concept: 2pts
5. Explained and evaluated the difference ways the concept was used citing at least two examples of literature: 5pts
6. Correct use of APA 2pt

Final grade ____________/15

Evaluation of a Middle Range Theory Rubric & Classmate Peer Evaluation Rubric

Theory: __________________________ Date: ___________

<table>
<thead>
<tr>
<th>Comments &amp; Suggestions</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief biography of the nursing theorist</td>
<td>/3</td>
</tr>
<tr>
<td>- How did the theorist get to the point of proposing the theory?</td>
<td></td>
</tr>
<tr>
<td>- How has the theory evolved since the initial conceptualization?</td>
<td></td>
</tr>
<tr>
<td>Analysis of theory</td>
<td>/4</td>
</tr>
<tr>
<td>- Describe the theory</td>
<td></td>
</tr>
<tr>
<td>- Are the metaparadigm concepts (person, health, environment, nursing) defined? How?</td>
<td></td>
</tr>
<tr>
<td>- The context in which the theory was developed, if available</td>
<td></td>
</tr>
<tr>
<td>Internal Criticism: (Support your critique for each element.)</td>
<td>/2</td>
</tr>
<tr>
<td>• Adequacy</td>
<td></td>
</tr>
<tr>
<td>• Clarity</td>
<td></td>
</tr>
<tr>
<td>• Consistency</td>
<td></td>
</tr>
<tr>
<td>• Logical development</td>
<td></td>
</tr>
<tr>
<td>• Level of theory development</td>
<td></td>
</tr>
<tr>
<td>External Criticism: (Support your critique for each element.)</td>
<td>/2</td>
</tr>
<tr>
<td>• Complexity</td>
<td></td>
</tr>
<tr>
<td>• Discrimination</td>
<td></td>
</tr>
<tr>
<td>• Reality convergence</td>
<td></td>
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<tr>
<td>• Pragmatic</td>
<td></td>
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<tr>
<td>• Scope</td>
<td></td>
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<tr>
<td>• Significance</td>
<td></td>
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<tr>
<td>• Utility</td>
<td></td>
</tr>
</tbody>
</table>

- Include two journal articles that have utilized the
theory for research demonstrating evidence-base practice. APA format, 5 page limit (not counting cover and reference page) /4

Discussion board rubric

<table>
<thead>
<tr>
<th>Content</th>
<th>0 Points</th>
<th>2.5 Point</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No posts this time period or discussion based upon own experience and not reflective of reading assignments. No evidence of critical thinking.</td>
<td>Discussion based on readings but not thoughtful or insightful. Covered some of the assigned topics for this discussion. Some evidence of critical thinking and reflective thought.</td>
<td>Provides thoughtful and insightful contributions based upon readings, literature analysis, mixed with own relevant experience. Covered all the topics expected for the assigned discussions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohesion</th>
<th>0 Points</th>
<th>5 Point</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No posts this time period. Posts w/o any reference to other comments in the discussions area.</td>
<td>Refers to other posts but w/o thoughtful comment about them. Adds to the discussion, but w/o advancing it.</td>
<td>Demonstrates qualities of leadership, opinion maker in posts through creative integration of course content and personal perspective. References the comments of others, adding to their ideas and furthering the discussions with questions or summarizing comments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeliness</th>
<th>0 Points</th>
<th>5 Point</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No posts this time period. Posts late in discussion period, participating, but not giving others the chance to comment on your own posts.</td>
<td>Posts original comment early in discussion and replies quickly to posts of others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expression</th>
<th>0 Points</th>
<th>5 Point</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No posts this time period. Unspecific stream of ideas.</td>
<td>Presents either ideas w/o specific supporting details, or details w/o organization.</td>
<td>Well organized presentation of ideas. Starts with a topic and develops it with specific examples.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Boots-Ebenfield
Student Affairs Information and Services for Students

Dean of Students’ Office / Office of Student Affairs: The primary responsibility of Student Affairs is the welfare of all students enrolled at UMass Lowell. We provide students with the resources and assistance for students to graduate as well rounded, active contributors to their communities. Please visit our website for links to the departments in the Division of Student Affairs. We are located on the 2nd floor of University Crossing.

- Absence from class: The Dean of Students Office does not provide “excused absences” for students; if you are absent for any reason you must speak with your professor directly. Students need to be aware, and follow, the absence policy listed on their syllabus.

- Single Point of Contact: If you are homeless or are in fear of becoming homeless, or if you are food insecure, and you want assistance, please come to the Dean of Students’ Office located on the 2nd floor of University Crossing.

- UMASS Lowell Navigators’ Food Pantry: Please visit the food pantry located in University Crossing, room 104 if you need assistance securing food; we are open Monday-Friday from 3pm-7pm. All you need is your student ID to access the food pantry; there is no charge for food, toiletries, or other resources we offer.

- A word about conduct / behavior: Students are expected to read and understand the syllabus given to them by their professor. The syllabus should outline the behavioral expectations of the professor, including but not limited to the use of electronics in the classroom, disruptive behavior, the absence policy, and information regarding academic integrity. Students should be familiar with the Student Code of Conduct found on the UMASS Lowell website under “Conduct Code”. Disruptive behavior in the classroom may be referred to the Office of Student Conduct.

Veterans’ Services: UMass Lowell is committed to helping our military students take full advantage of all the educational benefits available through the federal and state governments. We welcome veterans, guardsmen, reservists and all active duty military students who are enrolled in undergraduate, graduate and continuing education degrees and/or certificate programs. Students are certified for benefits by our Veterans Benefits Administrators (VBA).

The Office of Veterans Services provides world-class service to our student veterans: UMass Lowell was named to Military Times "Best for Vets" 2014 College rankings, and is ranked among the top Military Friendly Schools in the nation by Victory Media, indicating the campus is among the top 20 percent for military students’ experience. For complete information on the services and resources available please visit our website at: https://www.uml.edu/student-services/Veterans/

Wellness Center - Call 978-934-6800 to schedule an appointment with any of the Wellness Center Departments. While walk-in appointments are not available, the staff will schedule you in a timely manner. The Wellness Center is located on the 3rd floor of University Crossing.

- Health Services: As part of the Wellness Center, Health Services provides diagnosis and treatment of episodic illnesses such as headache, colds, sore throats, mono, nausea, vomiting, rashes, sprains, vaginitis and urinary tract infections, etc. We provide evaluation and treatment of minor injuries as well as gynecologic care, contraceptive management and counseling, diagnosis and treatment of sexually transmitted infections, health and wellness counseling, the administration of immunizations and laboratory work.

- Health Education: As part of the Wellness Center, Health Education & Promotion offers students a variety of resources for health information. Students may speak directly with their health care provider at the time of an appointment, or may contact one of our Health Educators for information. The health educators work collaboratively with students, faculty, staff and community organizations to provide a range of programs, materials and interactive activities covering topics such as alcohol and other drugs, stress, depression and anxiety, healthy relationships and sexual health, nutrition and disordered eating behaviors, and sleep. The HEP Department sponsors Peer-to-Peer Health Education groups: CAPE and Healthy HAWKS. Look for their programs offered throughout the year.
• **Counseling Services:** As part of the Wellness Center, Counseling Services at UMass Lowell provides mental health counseling, consultation and referrals to help students achieve personal and academic success. We also assist students in better understanding and coping with their feelings, relationships, and choices surrounding their academic success. If you visit our webpage you will find free and anonymous online screening tools that may provide you with useful information regarding your mental health.

• **Disability Services:** As part of the Wellness Center, the Disability Services staff promote diversity and inclusion at UMass Lowell by partnering with the campus community. We create equal access by removing barriers, promoting diversity, employing universal design and striving for inclusion. Visit our webpage for information, forms, and policies. Also, Disability Services supports software for ALL students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website: https://www.uml.edu/IT/Services/Software/Read-Write-Gold.aspx.

Additionally, Disability Services reviews and approves students’ requests for accommodation based upon the recommendation of the student’s provider. Please see “Accommodations,” below, for more information.

**Accommodations:** University of Massachusetts Lowell is committed to serving all students without regard to disability status or religion, and in accordance with regulations and policy. Students may request accommodations based on disability or religion. Students are not required to provide specific information to their faculty members about the reasons for their requests. Please note that not all requests for accommodation can be granted. The law allows the University to consider input regarding the technical / content requirements for courses in making its determination. Accommodation requests for medical reasons should be directed to Disability Services, disability@uml.edu.

- Students with known disabilities are encouraged to register prior to the start of their first semester. Once accommodation(s) are approved, students should inform their faculty members of those accommodations as soon as possible. To protect privacy, students may prefer to speak with their faculty members privately during office hours or after class.

- If a syllabus requires that a healthcare provider’s note be given to a faculty member to excuse a medical absence from a class or scheduled exam date, the healthcare provider’s note does not need to indicate the nature of the medical condition.

- If you believe you may miss classes due to a disability, and are registered with Disability Services, please contact the staff to discuss your options.

- Requests for accommodation for religious reasons should be directed to Equal Opportunity and Outreach at 978-934-3565, Wannalancit Mills, Suite 301.

**UMASS Lowell Police Department:** The UMass Lowell Police Department is a full service police department with 30 sworn officers. We operate 24 hours a day, 365 days a year, providing patrol, investigation, specialized and emergency response, as well as crime prevention and educational services. Please dial 978-934-4911 in case of emergency; for non-emergencies dial 978-934-2398. The UMLPD is located in the “B” Building of University Crossing on the 1st floor.

**Title IX Reporting Requirements:** UMass Lowell is committed to fostering a welcoming, respectful and safe environment. We believe that all the members of the UMass Lowell community are responsible for ensuring that our campus is free from discrimination. In accordance with Title IX, UMass Lowell is required to investigate incidents of sex discrimination that occur on our campus. Faculty who become aware of an incident of sexual harassment or sexual violence, including rape, sexual assault, relationship violence, or stalking, are required to notify UMass Lowell’s Title IX Coordinator. The purpose of this disclosure is to inform students of the University’s obligations under Title IX and the reporting responsibility of faculty. For more information about how to file a complaint, your rights and your reporting options available at UMass Lowell, including confidential and anonymous reporting options, please visit https://www.uml.edu/diversity/equity.aspx and https://www.uml.edu/prevent.

**UMASS Lowell Prevent Website:** Community members will find information about resources, support services, the Student Conduct Process for Title IX violations, and other information at www.uml.edu/prevent. In
addition, information on reporting incidents of sexual violence, dating violence, domestic violence, stalking, harassment, and bullying can be found here.

**Sensitive Course Content:** Some courses may include content and discussion which address sensitive topics that may be disturbing to some students. Topics may include, for example, trauma, depression, anxiety, sex or gender-based violence or abuse, addiction, mental health concerns, relationship problems, suicide, violent and abusive behaviors, sexual situations, racism, war, catastrophes, or genocide. Participating in class discussions, reading course materials, and completing course assignments may remind you of experiences that you, a friend, or family member may have experienced. Although you are not expected to share personal information in class, classroom discussion of these topics may be unavoidable. Please take the time to care for yourself. You may wish to speak with a staff member of Counseling Services, discussed above. Also, feel free to privately ask the faculty member beforehand about topics listed in the course syllabus. In some but not all cases, faculty may be able to privately arrange for you to complete alternate assignments which allow you to fulfill the requirements of the course without active engagement in some of the sensitive topics. *Please note that faculty are not required to make these arrangements.*