

# DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

---

Student Handbook

---

2023 - 2024





## TABLE OF CONTENTS

---

Message from the Dean .....	10
Message from the Assistant Dean of Professional Graduate Programs.....	12
Chapter 1: UNM and CON General Information .....	13
UNM Indigenous Peoples' Land and Territory Acknowledgement .....	13
Introduction: Purpose of the Handbook .....	13
VISION & MISSION .....	13
College of Nursing.....	13
UNM Health Sciences Center .....	14
College of Nursing: Program Offerings .....	15
Bachelor of Science in Nursing .....	15
Master of Science in Nursing .....	16
Doctor of Philosophy in Nursing.....	16
Doctor of Nursing Practice .....	16
Program Accreditation .....	17
Chapter 2: University of New Mexico Academic Policies .....	18
UNM Student Handbook: Pathfinder.....	18
UNM Course Catalog.....	18
Office of Equal Opportunity.....	18
Other Resources.....	19
Chapter 3: Graduate Nursing Program Academic Policies.....	20
Academic Disputes .....	20
Resolution of Issues .....	20

Figure 1: Flow Chart for Informal Resolution of Academic Disputes/Grievances in the Nursing DNP Program. ....	21
College of Nursing Committee Student Representation .....	22
Academic Status.....	22
Academic Standing and Grade Requirements.....	22
Grading System .....	23
Grade Point Average.....	23
Incomplete Grades.....	23
Change of Grade.....	24
Graduate Grade Replacement Policy.....	24
Progression Policy for DNP Program.....	24
Academic Probation.....	25
Type 1 Probation: Grade Point Average .....	25
Type 2 Probation: NC/F/WF/IF Grades .....	26
Type 3 Probation: Incomplete Grades.....	26
Academic Suspension .....	26
Suspension by the Office of Graduate Studies .....	26
Suspension by a Degree Program .....	27
Readmission after Suspension.....	27
Enrollment/Drop Policies .....	27
Exception Requests.....	28
Student Graduation Responsibilities and Procedures.....	28
Convocation and Graduation Ceremonies.....	29
Policy On Academic Dishonesty .....	29
Definition .....	29

Policy .....	30
Students With Disabilities .....	30
Title IX Office of Equal Opportunity.....	31
FERPA.....	31
Health Insurance Portability and Accountability Act (HIPAA).....	31
Chapter 4: Student Resources .....	33
Costs, Financial Aid, Scholarships, and Loans .....	33
Costs.....	33
Financial Aid for Graduate Students.....	33
Free Application for Federal Student Aid (FAFSA).....	33
Teaching Assistantships .....	34
The UNM Office of Graduate Studies.....	34
UNM New Mexico Scholars Award, Graduate Fellowships, Research and Travel Grant Information .....	34
The State of New Mexico .....	35
U.S. Department of Health and Human Services .....	35
Specific to Primary Care Students .....	36
Student Resources on Main Campus .....	36
University Resources.....	36
Libraries .....	36
Health Sciences Center Library & Informatics Center (HSCLIC).....	37
Parking.....	37
Interprofessional Healthcare Simulation Center (IHSC) .....	37
Graduate Student Life.....	38
Graduate and Professional Student Association .....	38

Graduate Student Nurses' Association .....	38
Sigma Theta Tau International .....	39
Graduate Student Orientation .....	40
Communication Within the College of Nursing .....	40
Academic Advisement .....	41
UNM College of Nursing Academic Calendar .....	42
Health Sciences Library and Informatics Center (HSLIC) .....	42
Chapter 5: General Nursing Student Requirements .....	43
Online Courses: Canvas .....	43
Technology .....	43
Navigating Microsoft Office (Powerpoint, Excel, Word, Outlook) .....	44
Clinical Experiences .....	45
Clinical Professionalism Contract.....	45
Professional Documentation .....	45
Dress Code for DNP Clinical Courses.....	46
Illness.....	46
Practice or Project Hours During Breaks Between College of Nursing Terms .....	46
Liability Insurance .....	46
Needle-Stick Policy and Insurance.....	46
UNM Health Science Center Email Policy .....	47
Student Identification .....	47
ID Badges .....	47
Banner ID.....	48
UNM Net ID and HSC Net ID .....	48
Student Records .....	48

Use Of Cell Phones And Other Devices During Classes .....	48
Social Media Usage.....	49
Evaluation of Course and Faculty .....	49
Presence Of Students’ Children in CON Facilities And Classes .....	49
Writing Standards .....	49
Other Requirements.....	50
Graduate Nursing Student Rights and Responsibilities .....	51
Chapter 6: DNP Curriculum General Information .....	52
Purpose of Graduate Education .....	52
Orientation .....	52
Transfer and Practice Hours Credit .....	53
DNP Overview .....	53
DNP Program Overview .....	54
DNP Core Courses .....	57
Academic Review for Awarding Clinical/Practice Credits .....	58
DNP ELECTIVE COURSES .....	58
UNM and CON Doctoral Elective Courses.....	58
Tracking Essentials and Learning Objectives .....	58
DNP SCHOLARLY PROJECT.....	59
Important Dates and Deadlines:.....	59
Time Limit to Graduation from DNP Program .....	60
Chapter 7: DNP Programs Objectives and Curriculum Plans.....	61
Post-Master’s Doctor of Nursing Practice .....	61
Program Description .....	61
Program Goals.....	61

Program of Study .....	61
Nurse Administrative Leadership .....	66
Program Description .....	66
Program Goals .....	66
Program of Studies .....	67
Advanced Practice Programs .....	69
Adult-Gerontology Acute Care Nurse Practitioner .....	69
Program Description .....	69
Program Goals .....	70
Program of Studies .....	70
Family Nurse Practitioner .....	73
Program Description .....	73
Program Goals .....	73
Program of Studies .....	73
Nurse-Midwifery .....	76
Program Description .....	76
Program Goals .....	76
Program of Studies .....	77
Pediatric Nurse Practitioner – Primary Care .....	80
Program Description .....	80
Program Goals .....	80
Program of Studies .....	81
Psychiatric Mental Health Nurse Practitioner .....	84
Program Description .....	84
Program Goals .....	84

Program of Studies .....	85
Nurse Executive Organizational Leadership (NEOL).....	88
DNP-NEOL Essentials, Student Learning Objectives, Competencies and Guiding Principles .....	89
AONL Nurse Executive Competencies .....	90
NEOL Course Descriptions .....	93
Appendix A: Gap Analysis for DNP Practice Hours.....	95
Appendix B: Instructions: Program of Studies Form.....	96
Appendix C: Professional Documentation Requirements for Graduate Nursing Students .....	98
Appendix D: Student Dress Code for DNP Clinical Courses .....	102
Uniform .....	102
Accessories .....	102
General Appearance.....	102
Required Supplies for Inpatient Clinical.....	103
Appendix E: Student Website Links/Resources on Main Campus .....	104
Appendix F .....	107
Health Sciences Center Library & Informatics Center (HSCLIC).....	107
Zimmerman Library.....	107
Zimmerman Library, 1st Floor, West Wing.....	107
Herzstein Latin American Reading Room, Zimmerman Library, 2nd Floor .....	108
Parish Memorial Library .....	108
Fine Arts and Design Library, Fine Arts Center .....	108
Centennial Science and Engineering Library.....	108
Appendix G: Graduate Nursing Student Rights and Responsibilities .....	109
College of Nursing Student Rights and Responsibilities .....	110



Appendix H – University Policies to Review .....	114
Faculty Handbook.....	114
Regents’ Policy .....	114
Appendix I .....	115
Nursing Student Code of Professional Conduct .....	115
Personal and professional responsibility .....	115
Commitment to Excellence in Learning .....	115
Commitment to Excellence in Patient Care .....	116
Integrity and Respect.....	116

## MESSAGE FROM THE DEAN

It is my distinct pleasure to welcome you to The University of New Mexico College of Nursing. You are joining the ranks of an impressive list of nurses that include our faculty, past and present, our esteemed alumni and many other friends and colleagues that have helped educate future nurses, nurse practitioners, educators, leaders and scholars. The College has continued its tradition in being on the forefront of nursing in New Mexico and the nation throughout our 60-year history.

We have nationally ranked nursing programs, and the faculty's achievements include nationally funded projects, state-funded contracts, and organizational leadership in Sigma Theta Tau International, the Western Institute of Nursing, and many other significant organizations. The faculty are excellent methodologists, content experts, and mentors, and you can find their publications in many nursing and interdisciplinary journals.

The College historically has focused its research and service projects on promoting health and preventing disease, while helping patients and families manage illnesses. Much of our work has been community based, centered on improving health outcomes for vulnerable populations and reducing health disparities. The College also leads in health policy research, analysis, and advocacy to create interdisciplinary solutions to urgent health care and health policy problems. We are also innovating the educational opportunities throughout the state through our work with the New Mexico Nursing Education Consortium and our Veterans Administration Nursing Academic Partnership designation.

Our students and growing alumni represent a rich ethnic and cultural diversity and a wealth of personal and professional experience. UNM continues to be one of the leading Hispanic-Serving Institutions in the country. Students have the opportunity to participate in many interdisciplinary activities at UNM. Our courses in Health Policy provide the opportunity to learn from a wide network of scholars in health policy and to increase the influence of nurses in establishing policy and decreasing disparities.

I am pleased to greet you on behalf of the faculty, staff, and students. Please take full advantage of the intra- and interdisciplinary opportunities at the University. I know your educational endeavor will be a truly rewarding one. I wish you a professionally growth-producing and personally satisfying journey!



Carolyn Montoya  
PhD, RN, PNP, FAANP, FAAN  
Professor and Interim Dean

## MESSAGE FROM THE ASSISTANT DEAN OF PROFESSIONAL GRADUATE PROGRAMS

Welcome to the Doctor of Nursing Practice (DNP) program of the University of New Mexico (UNM) College of Nursing (CON). On behalf of the faculty, I want to extend a warm welcome to you and share our excitement about working with you as you pursue your DNP degree. The CON recognizes that our communities need quality health care providers and leaders prepared at the highest level of nursing to serve the health needs of the people of New Mexico and the nation.

You have made an important decision to continue your academic preparation. Our goal is to prepare you as a nurse leader in your chosen area of advanced nursing practice. If you have chosen an organizational nurse leadership role, the DNP will help you to develop the skills needed to ensure high quality care and to improve health outcomes for populations. If you have chosen an advanced practice nurse role, the DNP will prepare you with both clinical skills and health care systems knowledge to promote evidence-based practice in increasingly complex environments. Our DNP graduates will be able to recognize how social determinants of health influence access to care; address health equity concerns; lead team-based, patient-centered initiatives; and participate in shaping the future of health care.

This Handbook will be an important source of information for you as you pursue your studies. Please become familiar with it and use it to help answer questions that arise about your program. We are here to offer guidance and assistance as you strive to accomplish your educational goals.



Gina C. Rowe  
PhD, DNP, MPH, FNP-BC, ADM-BC, PHCNS-BC, FNAP  
Clinician Educator - Associate Professor and Assistant Dean,  
Professional Graduate Programs  
[gcrowe@salud.unm.edu](mailto:gcrowe@salud.unm.edu)

# CHAPTER 1: UNM AND CON GENERAL INFORMATION

## UNM INDIGENOUS PEOPLES' LAND AND TERRITORY

### ACKNOWLEDGEMENT

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples.

We gratefully recognize our history.

### INTRODUCTION: PURPOSE OF THE HANDBOOK

The Doctor of Nursing Practice (DNP) Student Handbook has been developed to help students find the answers to common questions that arise as they progress through the graduate program. This handbook does not constitute a binding contract between the College of Nursing and the student and does not supersede information and binding policies that are described in the [UNM Catalog](#) and [The Pathfinder-UNM Student Handbook](#) that are in effect at the time of admission or readmission. Policies and procedures included in this document are subject to change and may be superseded by the policies of your program or changes in University or College of Nursing (CON) policies.

### VISION & MISSION

#### College of Nursing

##### Mission Statement

The mission of the CON is to provide exemplary and innovative education, research, practice, service, and leadership that improve state, national, and global health. The College's efforts focus on the scholarship of nursing education, research, practice, and policy to inform and lead in the delivery and analysis of nursing and health care.

##### Vision Statement

The vision of the CON is to develop solutions for the most important nursing challenges pertaining to human health and health equity in our communities through education, scholarship, practice, and service.

### **Diversity Statement**

The University of New Mexico College of Nursing wants each and every one of our community members to be educated and work in an inclusive environment. We are open and respectful of all Lobos. Our diverse backgrounds – your diverse backgrounds – enhance our insights and learning.

We know we have more listening and learning to do. We do not have all the answers. We are counting on you – our students, faculty and staff. Lead the conversation, join the conversation. Raise awareness and respect for all the different ways of being and thinking.

### **Values**

The following five core values serve as guiding principles:

- Academic Excellence
- Diversity and Inclusion
- Innovation
- Integrity
- Respect

## **UNM Health Sciences Center**

### **Vision**

The University of New Mexico (UNM) Health Sciences Center (HSC) will work with community partners to help New Mexico make more progress in health and health equity than any other state by 2020.

### **Mission**

Our mission is to provide an opportunity for all New Mexicans to obtain an excellent education in the health sciences. We will advance health sciences in the most important areas of human health with a focus on the priority health needs of our communities. As a majority-minority state, our mission will ensure that all populations in New Mexico

have access to the highest quality health care. More information about the HSC can be found at <http://hsc.unm.edu/>

In order to realize our Vision and Mission, we will achieve the following goals:

- Improve health and health care to the populations we serve with community-wide solutions.
- Build the workforce of New Mexico by providing a premier education and transformative experience that prepares students to excel in the workplace.
- Foster innovation, discovery and creativity; and translate our research and discoveries into clinical or educational practice.
- Provide the environment and resources to enable our people and programs to do their best.
- Deliver a well-integrated academic health center that provides high quality of care and service while being accessible to all New Mexicans.
- Nurture and embrace an environment of diversity, integrity and transparency.

### **Values Statement**

The UNM Health Sciences Center's most important value is a steadfast duty to improve the health of all New Mexicans. We will serve our patients and the public with integrity and accountability. We will strive as an institution and as individuals to recognize, cultivate and promote all forms of diversity; to fully understand the health needs of our communities, and to advance clinical, academic, and research.

## **COLLEGE OF NURSING: PROGRAM OFFERINGS**

### **Bachelor of Science in Nursing**

There are five entry options for the Bachelor of Science in Nursing (BSN) program: Traditional Pre-Licensure BSN Option, Freshman Direct-Entry Pre-Licensure BSN Option, NMNEC ADN/BSN Co-Enrolled Option, Accelerated BSN (ABSN) for those with a previous bachelor's degree and the RN-to-BSN Degree Completion Option. These options are based on the same program objectives, although each has its own prerequisite criteria.

## **Master of Science in Nursing**

Graduate programs offer baccalaureate RN students the opportunity to continue their education. The CON offers a graduate program in nursing leading to the Master of Science in Nursing (MSN). Advanced practice concentrations prepare graduates to assume roles in health care as an adult-gerontology acute care nurse practitioner (AG-ACNP), a family nurse practitioner (FNP), a psychiatric mental health nurse practitioner (PMHNP) or a nurse-midwife (MIDW). The CON offers a concentration in nursing education and nursing administration, as well as post-master's certificates in the MSN programs.

A **Post-Graduate Certificate** program is available to nurses holding an MSN who wish to complete additional graduate work in an area of nursing not included in their initial master's program. The graduate program is accredited by the Commission on Collegiate Nursing Education.

## **Doctor of Philosophy in Nursing**

The CON offers a Doctor of Philosophy (PhD) in nursing degree. The program prepares nurses to become researchers and scholars in academia, health policy, and healthcare settings. The PhD Program provides students the opportunity to explore the healthcare needs of underserved and vulnerable populations (especially women, youth, and families) through substantive area and elective coursework. Students may select a focus area for their dissertation within the College priorities of rural health, disease prevention, and health promotion, or an area based on student's nursing background, interests, and goals. PhD students may pursue an individualized plan of study or concentration in Health Policy or Health Equity and Preparedness (if accepted to the concentration). The majority of the program is available online. Students are expected to spend one week in Albuquerque each summer for Residency Week and attend the Western Institute of Nursing or other equivalent research conference each year.

## **Doctor of Nursing Practice**

The DNP degree prepares healthcare leaders with an emphasis on advanced clinical practice, leadership, health care policy, information systems, and health care delivery



systems. Expertise brought by the DNP-prepared nurse is grounded in the scholarship of application. The post-baccalaureate DNP programs offered at UNM include:

- Post-Master's DNP
- Nursing Administrative Leadership (NAL)
- Adult Gerontologic - Acute Care Nurse Practitioner (AG-ACNP)
- Family Nurse Practitioner (FNP)
- Nurse Midwifery (MIDW)
- Pediatric Nurse Practitioner - Primary Care (PNP-PC)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

The DNP program provides nurse clinicians and nurse leaders the opportunity to increase their skills in healthcare systems, quality, leadership, and evidence-based practice so they are well prepared to meet the challenges of modern healthcare, reduce cost, and advance health equity.

Aligning with the mission and vision of the UNM College of Nursing and the nursing essentials, we have identified the following overall **DNP Program Goals**:

1. Prepare for advanced roles in nursing for safe, independent, and competent practice as clinicians, leaders, educators, and scholars.
2. Improve healthcare outcomes through innovation, application of technology, high quality nursing practice, and evidence-informed approaches to meet the needs of diverse, rural, and under resourced populations.
3. Advocate for individual and population health through a practice that embraces diversity, is inclusive, and centers the principles of justice and health equity.
4. Incorporate a holistic framework to support the health and well-being of patients, healthcare workers, and systems.
5. Influence the determinants of health through collaboration and interprofessional partnerships.

## PROGRAM ACCREDITATION

The College of Nursing baccalaureate program has the full approval of the New Mexico Board of Nursing. The baccalaureate, master's & DNP programs at the College of

Nursing, University of New Mexico are fully accredited by the Commission on Collegiate Nursing Education (CCNE) through December 31, 2030.

## **CHAPTER 2: UNIVERSITY OF NEW MEXICO ACADEMIC POLICIES**

### **UNM STUDENT HANDBOOK: PATHFINDER**

Students in the nursing program are subject to the general policies, procedures, and specific regulations described in the appropriate sections of the UNM Catalog and the Pathfinder-UNM Student Handbook <http://pathfinder.unm.edu/> that are/were in effect at the time of admission or readmission.

All students are responsible for compliance with the rules and regulations set forth in that catalog and handbook. In addition, important messages will be sent to students through their UNM\_HSC email, i.e. UNMNetid@salud.unm.edu. Students should not hesitate to contact the student advisors in the CON Student Advisement Office with additional questions.

### **UNM COURSE CATALOG**

The UNM Course Catalog is an online tool that provides universal information regarding all academic programs offered at the University of New Mexico. Students can find specific information in the catalog including course descriptions, program objectives, course requirements, and other policies and procedures associated with University requirements for degree completion. The general academic regulations of the University as well as the specific regulations of the CON are found in the UNM catalog. Students are responsible for knowing and meeting these regulations.

Access the online catalog at: <https://catalog.unm.edu>

### **OFFICE OF EQUAL OPPORTUNITY**

[UNM Policy 2720](#): Equal Opportunity, Non-Discrimination, and Affirmative Action, prohibits religious discrimination and requires reasonable accommodation of employees and students sincerely held religious beliefs, observances, and practices when

requested, unless accommodation would impose an undue hardship on business operations.

Religious Holidays and Observances calendar is updated on the Division for Equity and Inclusion's website: <https://diverse.unm.edu/>.

For more information about the Office of Equal Opportunity: <https://oeo.unm.edu/> or (505) 277-5251.

## OTHER RESOURCES

**UNM Degrees:** <https://degrees.unm.edu/>

**UNM LoboWeb:** <http://my.unm.edu/home>

**UNM Office of Admissions:** LOBO Trax Audit

<https://admissions.unm.edu/future-students/transfer/lobotrax-audit.html>

## CHAPTER 3: GRADUATE NURSING PROGRAM ACADEMIC POLICIES

The College of Nursing is committed to supporting the success of our students and has a variety of resources available to support them throughout their time with the College. Please refer to [Chapter 4](#) for more details on these resources.

### ACADEMIC DISPUTES

Students have the right to due process in academic matters. Procedures have been established to address complaints, disputes, or grievances of an academic nature initiated by a student enrolled in a graduate degree program at The University of New Mexico. These procedures are followed for a variety of issues related to the academic process, including progression or alleged improper or unreasonable treatment.

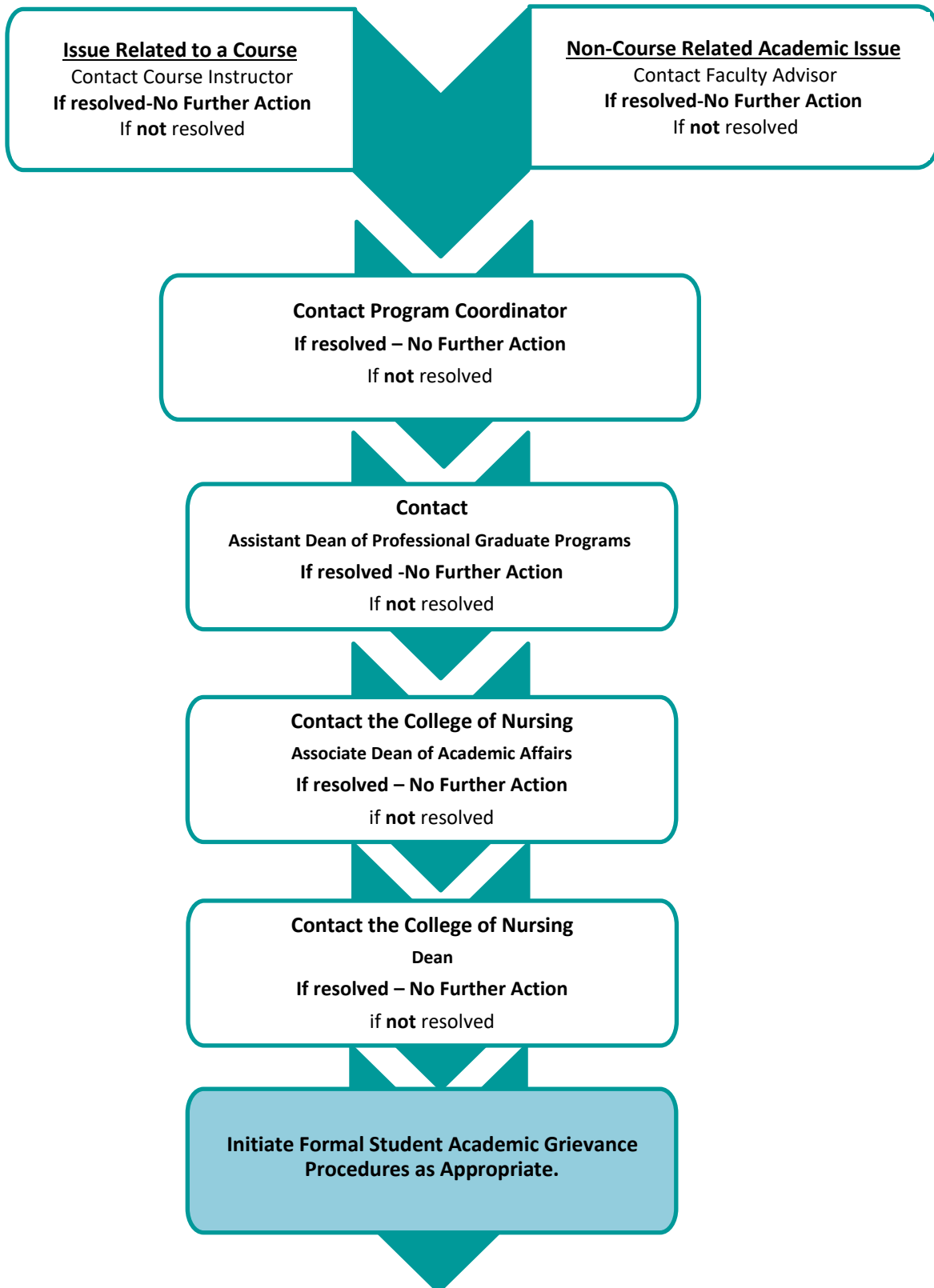
The grievance policy and procedures are explained in the Pathfinder, the UNM Student Handbook: <https://pathfinder.unm.edu/>. The student grievance procedure, a part of the Pathfinder, is available at <https://pathfinder.unm.edu/graduate-student-grievance-procedures.html>.

### RESOLUTION OF ISSUES

For course-related issues or questions, be sure to contact the course instructor first. If you have course or program questions or concerns that cannot be resolved at the level of the advisor or course instructor follow the **informal** process outlined in the Flow chart in Figure 1 below.

The **formal** process for resolution of issues not otherwise resolved is described in the *UNM Pathfinder under Campus Policies: Student Grievance Procedure* at <https://pathfinder.unm.edu/graduate-student-grievance-procedures.html>.

**Figure 1: Flow Chart for Informal Resolution of Academic Disputes/Grievances in the Nursing DNP Program.**



## COLLEGE OF NURSING COMMITTEE STUDENT REPRESENTATION

Student representation shall consist of one or more DNP students on each of the following committees:

- Graduate and Professional Programs Committee
- Practice Committee

Students are invited to serve annually. Committee meetings may be attended in person or via video-conference. If a student representative is unable to attend a meeting, minutes are available for review and comment to the Committee Chair.

## ACADEMIC STATUS

Students who have been admitted to the DNP program are expected to make regular academic progress. Full-time study and specific credit hours per term, dependent upon concentration, are required in the advanced practice programs. Students admitted to programs offering part-time study options are expected to enroll in a minimum of 3 credits per term. Failure to enroll for a course in three successive terms will result in disenrollment from the graduate program.

## ACADEMIC STANDING AND GRADE REQUIREMENTS

Academic probation and suspension are determined by the Office of Graduate Studies, subject to the University regulations set forth in the [UNM Catalog](#). Students must maintain a grade point average of at least 3.0 (B) at the CON to stay in good academic standing. No more than 6 credit hours of coursework below B minus can be credited toward the graduate degree.

Individual programs may impose more rigorous academic standards for their clinical courses. Graduate students who do not earn a passing grade or better (as defined by the program) in any graduate nursing course on a second attempt are not allowed to progress. Graduate nursing students receiving less than a passing grade in any two nursing courses are also not allowed to progress at the CON. Students must wait one year before reapplying to the CON.

## Grading System

98-100	A+	93-97	A	90-92	A-
87-89	B+	83-86	B	80-82	B-
77-79	C+	73-76	C	<73	F

## Grade Point Average

The Office of Graduate Studies checks the student's grade point average at the end of every term, for as long as the student is in graduate status. All students whose academic standing is deficient after receiving grades for 12 attempted credit hours or two terms, whichever comes first, are placed on probation or suspended (see [UNM Catalog](#) section on Probation). The grade point average is calculated using all grades earned in graduate course work while a student is in graduate status. Grades earned at other institutions or in UNM non-degree status are not calculated in a graduate student's grade point average. UNM extension courses (those offered by the Extended University) taken prior to admission to a graduate program are not included in the graduate cumulative grade point average; however, the UNM graduate extension courses taken while a student is in graduate status are included.

## Incomplete Grades

The grade of Incomplete (I) is given only when circumstances beyond the student's control prevent completion of the course work within the official dates of a term. Students are responsible for arranging the resolution of an incomplete grade with the instructor. They must complete the required work by the instructor determined deadline in order for the faculty to report the resolved grade to the Records Office. Incomplete grades must be resolved by not later than one year (12 months) from the published end date of the term in which the Incomplete was assigned. Students should not re-enroll or re-register for credit in a course for which an Incomplete has been received in order to resolve the Incomplete. An Incomplete may be resolved in a semester during which a student is not enrolled. Incomplete grades not resolved within the time frames stated in this policy will be converted automatically to "F" (failure), unless the student has completed a Request for Extension of Incomplete (including all required signatures) and submitted the form to the Records Office prior to the published ending date of the term.

## Change of Grade

The instructor of a course has the responsibility for any grade reported. Once a grade has been reported to the Office of Records and Registration, only the instructor who issued the original grade (instructor of record) may initiate a grade change. Any change in grade must be reported within 12 months after the original grade was issued.

## Graduate Grade Replacement Policy

The Grade Replacement Policy for graduate students applies only to **required core courses**, which have a program established and published minimum grade as a graduation requirement that has not been met. **Only courses taken Summer 2007 forward are eligible for grade replacement.** This policy limits graduate students to a maximum of nine credit hours of replacement grades in the course of the student's graduate career and requires signature approval by the course instructor, the student's advisor, the unit chair and OGS. (See complete policy in the [UNM Catalog](#).)

## PROGRESSION POLICY FOR DNP PROGRAM

The following progression policies are for the following programs: AG-ACNP, FNP, Nurse-Midwifery, PMHNP, PNP-PC, and Nursing Administrative Leadership, and Post Master's DNP.

- Progression in all programs requires successful completion of all courses.
- No more than 6 credit hours of course work with a grade of C (2.0), C+ (2.33), or CR (credit; grading option selected by student) earned may be credited toward a graduate degree. Courses offered only on a CR/NC (credit/no credit) basis and required by the graduate program are excluded from this limitation.
- A passing grade in a clinical course is defined as a minimum grade of B (83%).
- Students not achieving the minimum required grade will be counseled concerning options by the Program Coordinator.
- If the student's overall GPA is 3.0 or above, options may include:
  - repeating the course the next time it is offered (courses may only be repeated one time),



- withdrawing from the program of study or applying to another graduate program consistent with the student's goals.
- Students may not progress in other course work until the course has been repeated and successfully complete.

A **teaching-learning and performance contract** is required when student progress toward course and program objectives is unsatisfactory.

- The problem is stated related to course objectives, goals are set, strategies are developed, and behaviors and outcomes expected within a specified time frame are agreed to by student, preceptor, Faculty Liaison/site visitor, and lead course faculty.
- Recommended action in the event of failure to obtain goals is also documented as well as a time for re-evaluation set.
- Repeat course work must be completed within 1 year. Students must successfully complete both the didactic and the clinical components of all clinical courses.
- Students who are not meeting expected clinical outcomes will not receive a course grade higher than a "C", regardless of the grade achieved in the didactic portion of the course.

## ACADEMIC PROBATION

Students who do not maintain good academic standing will be placed on academic probation. There are three types of probation.

### **Type 1 Probation: Grade Point Average**

A student whose cumulative grade point average falls below 3.0 for grades earned in graduate-level courses, taken while in graduate status, will be placed on Type 1 academic probation. The student will be suspended from graduate status if the cumulative grade point average does not reach 3.0 after completion of 12 semester hours of graduate course work or four regular terms in probationary status, whichever

comes first. Students on Type 1 probation are not eligible to hold assistantships, nor are they allowed to take Master's examinations or graduate.

### **Type 2 Probation: NC/F/WF/IF Grades**

Students who earn any combination of two grades of NC, F, WF, and/or IF in graduate courses taken in graduate status, even if their cumulative grade point average remains above 3.0, are placed on Type 2 academic probation. The student will be suspended from graduate status if a third NC, F, WF or IF grade is earned. Students on Type 2 probation are not eligible to hold assistantships, nor are they allowed to take Master's examinations or graduate. When students on Type 2 probation are ready to take final exams or defend in order to complete graduation requirements, they must petition the Dean of Graduate Studies to end their probationary status, so that they may complete their requirements and graduate.

### **Type 3 Probation: Incomplete Grades**

A student whose cumulative grade point average drops below 3.0 due to the impact of incomplete grades in graduate-level courses taken in graduate status (see previous section on incomplete grades) will be placed on Type 3 academic probation. Type 3 probation ends as soon as the student completes all necessary work for the incomplete course(s) and is awarded a grade. However, if the student fails to complete the necessary work, or if the final grade is low enough, the student may become subject to Type 1 or Type 2 probation. Students may not take Master's examinations or graduate while on Type 3 probation. They may provisionally hold assistantships for one term.

## **ACADEMIC SUSPENSION**

### **Suspension by the Office of Graduate Studies**

A student who is suspended from graduate status is removed from all student status at UNM. A student may not apply for readmission to graduate status for one year after being suspended. The student may apply for admission to non-degree or undergraduate status at any time after being suspended from graduate status, but no class taken during the year in which the student is suspended from graduate status can be counted toward requirements for a graduate degree.

### **Suspension by a Degree Program**

If, in the opinion of the graduate unit, a student shows little promise of completing the degree program, the graduate unit will notify the student and the Dean of Graduate Studies in writing that the student is suspended from further work in that program. Suspended students are not eligible to apply for readmission to any other graduate degree program for a period of one year from the effective date of the suspension.

### **Readmission after Suspension**

If, after a period of one year, a suspended student wishes to apply for readmission to a graduate unit, he/she must follow the readmission procedure delineated earlier in the UNM Catalog, Graduate Program Section. If a graduate unit decides to readmit the student, it will specify the conditions required by the student to reestablish his/her good standing. The period of suspension will be included in the time limit to complete the degree.

Students who have been suspended or who withdrew from the University while in probationary status will be placed in probationary status when readmitted to the University. Students suspended for a low-grade point average (Type 1 probation) will have 12 hours or four regular terms (whichever comes first) to establish a grade point average of at least 3.0. A student who fails to achieve the minimum grade point average within the allotted time will be permanently suspended from the graduate program. Students who have been suspended for earning three grades of NC and/or F and subsequently readmitted will be permanently suspended from their degree program if a fourth grade of NC and/or F in graduate-level course work is earned.

## **ENROLLMENT/DROP POLICIES**

All DNP Core Courses are online courses, and only CON students admitted to a graduate program will be allowed to enroll. Priority will be given to students who are in lock-step full-time programs.

At the discretion of the faculty teaching the course, **students who do not appear in class or log on to a Web course during the first week of the term or who have not made prior arrangements with the faculty course coordinator may be dropped.**

For Web-based classes, the first week of class is defined as Monday to Friday of the first week.

## EXCEPTION REQUESTS

Requests for exceptions to stated regulations for extraordinary circumstances must be submitted in writing to the Program Coordinator or Faculty Advisor. The request will be brought to the CON Graduate Committee for a decision when curricular issues or matters of policy are involved. If University policy is involved, the matter also goes to the CON Vice Dean, the UNM Dean of Graduate Studies, and/or the Senate Graduate Committee.

## STUDENT GRADUATION RESPONSIBILITIES AND PROCEDURES

In order to graduate, the following criteria must be met:

- Submission of the Program of Studies Form to CON Office of Academic Advisement (see [Appendix I](#) for instructions).
- Successful completion of all course requirements, including resolution of all incomplete grades.
- Successful completion of the DNP Scholarly Project

Any change to a Program of Studies must be approved by the Program Coordinator. The change must be submitted through the CON Office of Academic Advising and will require a new Program of Studies Form.

Results of the DNP Scholarly Project must be in the CON Office of Academic Advisement by:

- November 15 for Fall Graduation
- April 15 for Spring Graduation
- July 15 for Summer Graduation

The CON Office of Academic Advisement will contact students with an Intent to Graduate Form. Students must notify the CON Office of Academic Advisement the term before their intent to graduate.

## CONVOCATION AND GRADUATION CEREMONIES

Watch for email announcements about convocation and graduation the term before your intended graduation. Important messages will be sent to you though your UNM-HSC email, i.e. [yourid@salud.unm.edu](mailto:yourid@salud.unm.edu).

- The **CON Convocation** ceremony is conducted in May.
- This is a formal ceremony recognizing all graduates from the BSN, MSN, PMC, and doctoral programs.
- Participants are required to wear academic regalia.
- Graduating students can purchase regalia from the Main Campus Bookstore, for more information visit [UNM Bookstore – Graduation](#). Regalia is needed for both Convocation and Commencement ceremonies.

The **UNM graduation** occurs twice a year – in May and December - and is the formal ceremony of the University community paying tribute to its graduates. Students from the CON march as a group behind a banner carrier representing the CON. You will receive a notification packet from the Office of the University Secretary (505-277-4664), with instructions to complete a Participation Form.

Graduation announcements and other items may also be purchased at the bookstore. Questions regarding your diploma should be directed to Records and Registration at (505) 277-8900 and toll free at 1-800-CALL-UNM, Monday–Friday between the hours of 8:00AM to 5:00PM (MST). The Records and Registration website address is <https://registrar.unm.edu/>

## POLICY ON ACADEMIC DISHONESTY

Adopted by the President, June 15, 1992, Amended: 06-12-2012

*UNM Regent's Policy* <https://policy.unm.edu/regents-policies/section-4/4-8.html>

### **Definition**

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the

academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

### **Policy**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

In addition, students are to review the following UNM policies:

- [Section 4.2: Student Code of Conduct](#)
- [Section 4.3: Student Conduct and Grievance Procedures \[D175\]](#)
- [Section 4.8: Dishonesty in Academic Matters \[D100\]](#)

## **STUDENTS WITH DISABILITIES**

Reasonable accommodations are made to all qualified students, employees or prospective employees, unless such accommodations fundamentally alter a program or service or place an undue hardship on the operation of the University. Qualified employees or program users with disabilities should contact the Office of Equal Opportunity (OEO). Qualified students with disabilities should contact the Accessibility Resource Center. The University of New Mexico is committed to the recognition and the proactive pursuit of compliance with the Americans with Disabilities Act (ADA), section 504 of the Rehabilitation Act of 1973, as well as the ADAAA amended in 2008.

**Accessibility Resource Center** (277-3506) <https://as2.unm.edu/>, Mesa Vista 2021.

The Accessibility Resource Center provides a full range of academic accommodation services. A student seeking academic accommodations must provide documentation of their disability and meet with a staff member to determine reasonable accommodations. University policy regarding academic adjustments is found in University Business Policies and Procedures 2310. Adaptive Equipment and Software is maintained by

Accessibility Services for student use within the department, classroom, or computer labs as needed.

## TITLE IX OFFICE OF EQUAL OPPORTUNITY

Mission: The Office of Equal Opportunity envisions the University of New Mexico as a community where the value of diversity is recognized and where equal opportunity is afforded for all.

All matters of allegations involving University Administrative Policies [2720](#) and [2740](#) will follow Faculty Handbook Policy [D176](#) and the [OEO Discriminations Grievance Procedure](#). In accordance D176, the Dean or designee of the College of Nursing will issue a sanction for the responsible student as both a student at the University of New Mexico and the UNM College of Nursing. D176 indicates that the Dean or designee is to be the sanctioning authority for all violations of the UNM Student Code of Conduct, including those matters involving sexual harassment.

## FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA), also known as the Buckley Amendment, is the federal statute that governs student educational records. Everyone who works with student records should be familiar with the law's provisions governing students' rights to access their records, students' rights to amend their records, and students' rights to limit disclosure of personally identifiable information. The Office of the Registrar offers a workshop that covers these aspects of the federal law, as well as our responsibilities to protect the confidentiality of student education records. Questions regarding the application of the law in your particular area are encouraged. For more information go to: <https://registrar.unm.edu/privacy-rights/ferpa.html>

## HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The federal Health Insurance Portability and Accountability Act of 1996 (HIPAA) protects the privacy and confidentiality of an individual's health information. Known as “protected health information” or “PHI”, the health information **generally** cannot be used or

disclosed unless the individual who is the subject of the PHI has given prior written authorization or permission.

**Each student is responsible for knowledge of and compliance with HIPAA privacy policies. Students cannot remove PHI from any clinical site and are responsible for the protection of a patient's private health information.**

UNM HSC compliance website: <https://hsc.unm.edu/about/administrative-departments/compliance-office/>



## CHAPTER 4: STUDENT RESOURCES

### COSTS, FINANCIAL AID, SCHOLARSHIPS, AND LOANS

#### Costs

Tuition and Fees for nursing students are higher than the standard UNM Tuition and Fees. Information about the cost of both Resident and Non-Resident Tuition and Fees can be found on the CON website at: <https://hsc.unm.edu/college-of-nursing/education/tuition-fees.html>

If you have any questions, please contact the CON's Financial Aid Officers at: [HSC-CON-FinancialAid@salud.unm.edu](mailto:HSC-CON-FinancialAid@salud.unm.edu)

### FINANCIAL AID FOR GRADUATE STUDENTS

#### Free Application for Federal Student Aid (FAFSA)

The FAFSA application is used to apply for student loans and to be considered for potential federal scholarships or traineeships. It is very important to complete this as soon as possible. The priority deadline is March 1st of each year; however, applications are accepted throughout the year. Application may be made via the internet at <https://studentaid.gov/h/apply-for-aid/fafsa> The application information is processed and results are sent to the Office of Student Financial Aid at UNM.

CON Financial Aid is located on the 2<sup>nd</sup> floor CON, room 260.

[HSC-CON-FinancialAid@salud.unm.edu](mailto:HSC-CON-FinancialAid@salud.unm.edu)

Tuition and fees for nursing students are higher than the standard UNM tuition and fees. Information about the cost of both Resident and Non-Resident Tuition and Fees can be found on the CON website <https://hsc.unm.edu/college-of-nursing/education/tuition-fees.html>. To assist with offsetting the educational expense for nursing students, CON Financial Aid Officers advocate to provide financial assistance to qualified students. Scholarships, loans, grants and student work-study may be awarded once the UNM Financial Aid Office has received the results of the FAFSA application submitted.

Schedule appointments with CON's Financial Aid Officers via the on-line scheduling link at: <https://booknow.appointment-plus.com/3v655pee>.

## Teaching Assistantships

Teaching Assistants are hired prior to the beginning of the term/semester to assist faculty teaching large undergraduate courses or levels.

- The graduate student applying for a TA contract, must be enrolled half-time. Non-resident students gain an additional benefit of being charged resident tuition rates for the term.

A College of Nursing Teaching Assistant (TA) typically receives:

- 6 credits of tuition (New Mexico residents or student on a tuition waiver)
- Resident tuition rates (non-resident students)
- Health Insurance
- Monthly stipend (amount dependent on FTE)

To apply, complete the TA/RA application located on the following website:

<https://hsc.unm.edu/nursing/docs/ta-and-ga-application-form-22.pdf>.

- Please note that if student has another source of funding designated to tuition and fees only, e.g. scholarship or federal funding source, the TA contract will not pay the 6 credits of tuition.

## Application Deadlines

March 30<sup>th</sup> for summer term; June 30<sup>th</sup> for fall term; November 15<sup>th</sup> for spring term. Applications may be emailed to [HSC-CON-FinancialAid@salud.unm.edu](mailto:HSC-CON-FinancialAid@salud.unm.edu) or faxed to (505) 272-3970.

## The UNM Office of Graduate Studies

<http://www.unm.edu/~grad/funding/funding.html>

## UNM New Mexico Scholars Award, Graduate Fellowships, Research and Travel Grant Information

The Office of Graduate Studies awards funds in the form of scholarships for full-time New Mexico Resident graduate students. Any information regarding funds for students is typically emailed to graduate students throughout the year. For more information on

graduate fellow ships, research and travel grants, please visit the Office of Graduate Studies website listed above.

### **The State of New Mexico**

[http://www.hed.state.nm.us/students/nursing\\_lfs.aspx](http://www.hed.state.nm.us/students/nursing_lfs.aspx)

Serving as a Nurse in an Underserviced Area/Agency is Payback for these loan programs:

- The Nurse Educator Loan for Service Program *is specific to nursing students who are also working as nurse educators regardless of program – funding provided while in the program.*
- The Nursing Loan for Service Program *is specific to primary care students – funding provided while student is in the program. Deadline typically July 1.*
- The Loan Repayment Program *is specific to primary care students – funding is provided after graduation. The deadline is typically in May.*

For more information, please visit the New Mexico Higher Education Department website at <http://hed.state.nm.us> and click on Financial Aid Tab at the top of the screen and search for loan for service programs. Application deadlines and details can be found on the website.

### **U.S. Department of Health and Human Services**

<https://bhw.hrsa.gov/funding/apply-loan-repayment/nurse-corps>

U.S. Department of Health and Human Services Nursing Education Loan Repayments Program, Nurse Corps, offers registered nurses substantial assistance to repay educational loans in exchange for service in eligible facilities located in areas experiencing a shortage of nurses. Authorized by Section 846 of the Public Health Service Act, as amended, the purpose of NELRP is to assist in the recruitment and retention of professional nurses dedicated to providing health care to underserved populations. For help please refer to website listed above or call 1-800-221-9393.

### **Specific to Primary Care Students**

#### **National Health Service Corps (NHSC) Scholarship Fund and the Indian Public Health Services <http://nhsc.hrsa.gov/>**

These organizations have a competitive application process and require an agreement to pay back in service for time spent in your education programs. These placements can be anywhere in the US and are not necessarily limited to New Mexico. Please be sure you completely understand your service obligations if you accept funding.

#### **Specific to Primary Care Students (FNP, Midwifery) - The New Mexico Health Service Corps**

This program will pay a taxable stipend to the student while in school whereas service payback would occur upon graduation in a designated underserved area of New Mexico. The New Mexico State Department of Health administers these funds. For more information, please contact the program coordinator, Alexandria King, email: [Alexandria.king@state.nm.us](mailto:Alexandria.king@state.nm.us), Phone (505) 841-6454.

#### **External websites**

- <http://www.peointernational.org/peo-projects-and-philanthropies> P.E.O. Philanthropic Educational Opportunity for Women
- Other scholarship opportunities will be announced to students throughout the program.

## **STUDENT RESOURCES ON MAIN CAMPUS**

See [Appendix E](#) for website links and resources. Review the UNM Pathfinder for additional listings

## **UNIVERSITY RESOURCES**

### **Libraries**

The General Library at UNM includes Zimmerman Library, the Center for Southwest Research and affiliated programs, Fine Arts Library, Parish Memorial Library, and the Centennial Science and Engineering Library. On north campus there are the Health Sciences Center and the Law Libraries. For UNM Health Sciences Center Library hours call: 505-277-2311.

## **Health Sciences Center Library & Informatics Center (HSCLIC)**

505-272-2311, <http://hsc.unm.edu/library/>

Nursing Services Librarian – Lisa Acuff, 505-272-4250, [LAcuff@salud.unm.edu](mailto:LAcuff@salud.unm.edu)

- Health Sciences archives, 505-272-0656
- Reference and computer searches, 272-2311, <https://hsc.unm.edu/hslic/help/ask-a-librarian.html>
- Nursing Collection Development, 272-0638, [LAcuff@salud.unm.edu](mailto:LAcuff@salud.unm.edu) (For additional HSLIC links & library information see [Appendix F](#).)

## **Parking**

Parking permits may be purchased at UNM Parking and Transportation Services (PATS) <https://pats.unm.edu/> located at 2401 Redondo Drive NE, Phone: 505-277-1938.

## **Interprofessional Healthcare Simulation Center (IHSC)**

The IHSC provides active learning experiences for healthcare students to develop skills and techniques through collaboration. Access and other information is available at:

<https://hsc.unm.edu/academic-affairs/offices/ihsc/>

## GRADUATE STUDENT LIFE

### **Graduate and Professional Student Association**

<https://gpsa.unm.edu/>

The Graduate and Professional Student Association (GPSA) is the representative governing body for all graduate and professional students. GPSA represents the interests of graduate students through continuing contacts with the OGS, the University administration, Board of Regents, and the state legislature. GPSA also maintains an active network with other graduate student organizations nationally. The primary goal of the association is to enhance graduate educational opportunities for all students at the University.

The GPSA maintains a Student Research Allocations Committee, which provides financial aid to graduate students completing research projects. Money is also available to students for attending academic conferences. Graduate departments that have student organizations chartered by the GPSA can apply for funding or workshops and other special events. For further information concerning these and other services contact the GPSA offices, Suite 1021 of the Union Building, 277-3803, or [gpsa@unm.edu](mailto:gpsa@unm.edu)

### **Graduate Student Nurses' Association**

Members of the Graduate Student Nurses' Association (GSNA) must be enrolled as graduate students at the UNM CON. This organization is a chartered member of the Graduate and Professional Student Association (GPSA). Officers of GSNA are voting members of the GPSA Council and represent graduate student nurses at the university level. The GSNA objectives are to:

1. Represent, support and advocate for graduate nursing students;
2. Provide supplemental scholarship and financial information and resources; and
3. Promote the scholastic, professional, and social interests of the graduate student nurse while serving as a conduit for student-faculty communication.

## **Sigma Theta Tau International**

Sigma Theta Tau International is the Honor Society of Nursing. Founded in 1922, there are now more than 600 chapters around the world. Gamma Sigma Chapter is the 88th Chapter, chartered in 1978 at the UNM CON. The chapter website is <https://thecircle.sigmanursing.org/gammasigmachapter/home>.

The mission of the organization is to support the learning, knowledge and professional development of nurses committed to making a difference in health worldwidell. This is achieved through

1. Recognition of superior achievement,
2. Recognition of the development of leadership qualities,
3. Fostering high professional standards,
4. Encouraging creative work, and
5. Strengthening commitment to the ideals and purposes of the profession. It offers professional nurse-clinicians and nurse-educators an opportunity to mix in a stimulating and professional atmosphere.

The vision of Sigma Theta Tau International is “to create a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world’s people.”

Membership in Sigma Theta Tau International is an honor conferred on students in baccalaureate and graduate programs who have demonstrated excellence in their nursing programs. Graduates of baccalaureate programs who demonstrate excellence in leadership positions in nursing are also eligible for membership consideration. Membership is available by invitation through active chapters and is awarded (conferred) during a public ceremony. Inductees’ families and friends are invited to attend the ceremony. Membership assumes acceptance of the purposes of the society and responsibility to participate in achieving the goals consistent with the professional and scholastic character of Sigma Theta Tau International.

Selection for membership takes place in the early part of the Spring semester. Applications are sent to the Eligibility Committee of Sigma Theta Tau International

Gamma Tau Chapter by interested candidates. Two letters of recommendation from faculty or professional nurses who know the candidate’s work are required. Research Grants. Applications for small, annual grants for thesis research work are made with the assistance of the student’s thesis committee chair.

## GRADUATE STUDENT ORIENTATION

Watch your email for communications from the UNM College of Nursing Advisement Office. You will receive forms to fill out and information about the date for the on-campus or virtual Doctor of Nursing Practice orientation for your program. You are required to attend.

## COMMUNICATION WITHIN THE COLLEGE OF NURSING

Throughout your DNP Program of Studies (POS), you will find faculty and staff who are ready to facilitate your progress.

**Advanced Practice Program Director, Faculty Coordinators** and staff:

Faculty	Staff
<p>Sheila Hundley, DNP, RN, AGNP-NC Interim FNP Program Coordinator <a href="mailto:shundley@salud.unm.edu">shundley@salud.unm.edu</a></p>	<p><b>Office of Academic Success</b>  <a href="mailto:HSC-CONAcademicSuccess@salud.unm.edu">HSC-CONAcademicSuccess@salud.unm.edu</a></p>
<p>Tamara Shannon, DNP, MSN, CPNP-PC PNP-PC Program Coordinator Nursing Education Program Coordinator  Post-Masters to DNP/Post Graduate Certificate Program Coordinator <a href="mailto:TamaraHall@salud.unm.edu">TamaraHall@salud.unm.edu</a></p>	<p><b>Office of Clinical Affairs</b>  <i>Clinical placements and professional documentation.</i>  <a href="mailto:UNM-CON-ClinicalAffairs@salud.unm.edu">UNM-CON-ClinicalAffairs@salud.unm.edu</a></p>
<p>Laura Migliaccio, DNP, MSN, RN, CNM Nurse-Midwifery Program Coordinator <a href="mailto:lmigliaccio@salud.unm.edu">lmigliaccio@salud.unm.edu</a></p>	<p><b>Office of Academic Advising</b> <a href="mailto:HSC-CON-advising@salud.unm.edu">HSC-CON-advising@salud.unm.edu</a> SC- HS</p>



Michele Head, DNP, RN, ACNP-BC, FNP  
Adult Gero-Acute Care Program  
Coordinator  
[mihead@salud.unm.edu](mailto:mihead@salud.unm.edu)

Michael Kisner  
Program Specialist  
[MbKisner@salud.unm.edu](mailto:MbKisner@salud.unm.edu)

Jennifer Schneider, PhD, PMHNP-BC  
Psychiatric Mental Health Program  
Coordinator  
[jsschneider@salud.unm.edu](mailto:jsschneider@salud.unm.edu)

Connie Smith-Fassler, DNP, MHA, RN,  
CNM  
Administration Program Coordinator  
[cfassler@salud.unm.edu](mailto:cfassler@salud.unm.edu)

Sharon Schaaf, PhD, DNP, AG-ACNP,  
FNP, RN  
Director of Simulation  
[sschaaf@salud.unm.edu](mailto:sschaaf@salud.unm.edu)

## ACADEMIC ADVISEMENT

Academic advisement is an important component to successful completion of program and degree requirements. Students are ultimately responsible for obtaining information needed from advisors. There are two formal levels of advisement: advisement from the CON Advisement Office and advisement from Faculty Advisors.

The CON Advisement Office (CON Room 255) provides procedural information, answers to general questions, and referral to specific Program Coordinators, faculty members, and other offices as appropriate.

Faculty advisors provide guidance in the selection of elective courses and other academic matters.

Each DNP student has a Program Coordinator and is assigned a Faculty Advisor (in some cases, the Faculty Advisor is also the Program Coordinator).

Help beyond the level of an advisor's responsibility is available through:

1. The Student Health Center for physical and/or mental health matters;
2. The Accessibility Resource Center for students with documented disabilities;
3. Specialists off campus, if unavailable on campus; and
4. The Office of Graduate Studies for university-wide regulations.

In addition, important messages will be sent to you through your UNM HSC email, i.e. [yourid@salud.unm.edu](mailto:yourid@salud.unm.edu).

## UNM COLLEGE OF NURSING ACADEMIC CALENDAR

The CON term calendars for 2023 are located at from this College of Nursing webpage:

<https://hsc.unm.edu/nursing/students/start/calendar.html>

## HEALTH SCIENCES LIBRARY AND INFORMATICS CENTER (HSLIC)

There is the librarian dedicated to the College of Nursing to assist with questions about literature searches for papers, finding full-text articles, and anything else related to finding information for papers or projects. There is a nursing research guide that pulls together a wide variety of resources in one place. Check it out at:

<https://libguides.health.unm.edu/nursing> or click on Research Guides from the

Resources dropdown menu on the library's homepage and then click on Nursing from the listing on the left of the screen. The best way to reach her is either through

[LAcuff@salud.unm.edu](mailto:LAcuff@salud.unm.edu) to set up an appointment or ask a question via email.

For those with smartphones, HSLIC has a mobile site to access some library resources:

<https://libguides.health.unm.edu/mobileapps> . For a complete listing of resources available through the library, check out this page:

<http://libguides.health.unm.edu/az.php>. To see what journals UNM subscribes to

electronically, go to this site <http://px7qv7qt2n.search.serialssolutions.com/> <https://hslc-unm.on.worldcat.org/atoztitles/search#journal> and type in the title of the journal you are searching.

## CHAPTER 5: GENERAL NURSING STUDENT REQUIREMENTS

### ONLINE COURSES: CANVAS

Online and hybrid courses offered at the CON are delivered through a course management software called *Canvas* (see Student Identification in Chapter 4). Because all Core Classes and many specialty classes are only offered online, all CON graduate students must develop proficiency with *Canvas*. **Students in these classes must log on within a week of the start of class or be dropped from the class.**

Online learning requires that the student be motivated and self-directed to participate in the classes each week. A significant factor in the quality of the learning experience is the level of student engagement. It is important to keep up with class schedules, anticipate deadlines, and be prepared in the event of technical problems. Multiple resources are available in your Web courses to assist you with online learning and the course management system, Canvas. Faculty are available to you via e-mail and telephone/cell. Please be sure to contact them with questions. Contact information for the faculty is available on course syllabi.

**NOTE:** Students are encouraged to download content for each course before the term ends as the content **will not be available** after the term is completed. Students may use content from all coursework to study for their comprehensive exams.

### TECHNOLOGY

Online technology requirements and assistance will be reviewed during the on-the-ground DNP orientation. Technical support is available to students by submitting an IT Support Ticket at:

<https://hsc.unm.edu/college-of-nursing/about/support-resources/index.html>.

The CON building and the Domenici Center buildings are Wi-Fi accessible.

For more information, please review the New Student Orientation Information Technology Overview: <http://nursing-apps.unm.edu/learn/NSO.pdf>

## NAVIGATING MICROSOFT OFFICE (POWERPOINT, EXCEL, WORD, OUTLOOK)

1. Option 1: Microsoft: <https://support.microsoft.com/en-us/training>
  - a. Microsoft provides extensive and detailed instructions on performing certain tasks that our students can benefit from.
    - i. Examples include organizing emails, maintaining calendars, inserting tables and pictures into word documents, etc.
    - ii. Instructions are provided for both Window and MacOS applications
  - b. This webpage can serve as a **free** “one-stop resource” as it provides free resources across older Microsoft applications such as Word 2016, 2013, etc.
    - i. Downloadable PDF guides/cheat sheets are also available at <https://support.microsoft.com/en-us/office/office-quick-starts-25f909da-3e76-443d-94f4-6cdf7dedc51e>
2. Option 2: Custom Guide: <https://www.customguide.com/excel>
  - a. Resources are very similar to those found on Microsoft’s support page, with exception of a few differences:
    1. Pros of this resource: Extensive list of detailed videos that will far exceed the need required in our program (Using Macros in Word/Excel, mail merge, etc.)
    2. Cons of this resource: Webpage layout is disorganized and can be a hassle to find the free online resources they provide. Students searching for these free resources from the Custom Guide webpage may only find courses they have to pay for.
3. Option 3: GCF Global: <https://edu.gcfglobal.org/en/subjects/office/>
  - a. Provides free resources in a modular format that is concluded with a quiz on how to use the application.

1. Each module is supported with a “how to” YouTube video to perform the action.
- b. Cons: Does not include resources on using the new Microsoft Outlook (only up to Outlook 2010).

CON IT team is available for additional support as needed.

<https://hsc.unm.edu/nursing/about/resources/it.html>

## CLINICAL EXPERIENCES

### **Clinical Professionalism Contract**

All DNP students are to read, understand, and agree to the expectations with the documents. All students are required to sign the Clinical Professional Contract (Example of contract in [Appendix I.](#))

### **Professional Documentation**

All DNP students are responsible for providing and maintaining current professional documentation in order to participate in clinical or fieldwork experiences. Failure to maintain records may result in disenrollment. See [Appendix C](#) in the handbook for a detailed list of requirements. Questions about documentation can be directed to the Clinical Placement Team at [HSC-CON-Placements@salud.unm.edu](mailto:HSC-CON-Placements@salud.unm.edu) Students will receive an email approximately one month before their 1<sup>st</sup> term starts with instructions on how to access the system.

### **\*\*\*NOTE: Consequences for out of date professional documentation**

**Students will be notified by the Program Coordinator/Program Director that they will not be allowed in ANY clinical site (*regardless if the clinical rotation does not involve seeing patients*) if they are delinquent with their professional documentation. Students are at risk for disenrollment from all CON courses at one time if their professional documentation was not complete before registrar's census date early in each term.**

## Dress Code for DNP Clinical Courses

The UNM CON dress code is in place when you are in the clinical setting or in the simulation lab. It is important that your colleagues, teachers, and clients feel respected, safe, and comfortable. An overall appearance of neatness is key. Clinical sites have dress codes and must be adhered to while in the clinical setting. Often, students need to cover all tattoos (wearing long sleeves, band aids) and remove and or cover piercings in the ears, face, neck, nose and in the tongue. You are responsible for identifying the dress code in effect at your assigned clinical site(s). See [Appendix D](#) for entire policy. (Additional PPE usage may be required.)

## Illness

It is the student's responsibility to notify the instructor of any illness, change in health status, pregnancy, or other condition that may affect their health, the student's ability to complete a course, or the direct patient care during a clinical rotation. Students are expected to return after a physical illness or injury and may need a provider's note stating they are returning without restrictions.

## Practice or Project Hours During Breaks Between College of Nursing Terms

Students are expected to complete their practice rotations and project hours by the end of the term. Clinical rotations during the break between terms, including observational experiences, are not allowed. Any exception to this rule needs to be approved by the students' Program Coordinator.

## Liability Insurance

The CON provides liability insurance for all CON students through New Mexico Risk Management Division only while they are enrolled and engaged in student clinical experiences.

## Needle-Stick Policy and Insurance

Any needle-stick or other exposure to blood and body fluids during clinical must be reported immediately to the clinical instructor. The student must then report to the Student Health Center (SHAC) on main campus. **If the SHAC is closed or the student is out of town, report immediately to the facility emergency room and notify SHAC as soon as possible so that they can follow-up.** A needle-stick insurance policy is

mandatory and will be billed to the student's account at a cost of \$16.00 per academic year. Information for reporting process is located on the UNM Student Health and Counseling (SHAC) website: <https://shac.unm.edu/services/allergy-immunization/blood-body-fluid-exposure.html>

## UNM HEALTH SCIENCE CENTER EMAIL POLICY

College of Nursing (CON) students have an HSC email account (@salud.unm.edu) automatically provisioned for them upon enrolling in any HSC course of study. **Students are required to use their HSC email for all official HSC correspondence.** It is strongly suggested that students check their HSC email account a minimum of 2-3 times per week.

**NOTE: Upon graduation, your HSC email address will be deactivated within 24 to 48 hours.**

Prior to graduation, please take steps to transition your communications to another email address. It is a HIPAA violation to forward email messages from your HSC email account to any other email account. Please provide the College of Nursing's Student Services Office with the change in email address for future correspondence. Thank you.

## STUDENT IDENTIFICATION

### ID Badges

All CON students must wear their UNM HSC ID badges when on campus or in clinical for safety, security, access to buildings, and identification in case of an emergency. For information about how to obtain an ID badge, call the UNM Hospital Badging Office at 505-272-1757. Failure to wear the badge may result in a student being escorted from campus or clinical or denied access to the campus during emergencies. Students must use their UNM HSC ID badges (if in person) and their names as they appear on UNM records on all correspondence or contacts with any College of Nursing Office such as the Dean's Office, and any main campus office, such as the OGS or the Registrar.

Misuse of your UNM HSC ID badge may result in disciplinary action up to and including disenrollment.

### **Banner ID**

The Banner number is the student's personal identification number, which replaces the Social Security number. The Banner system contains all the personal and identifying information on each student, including grades. Students use LoboWeb <http://my.unm.edu/home> to register for classes.

### **UNM Net ID and HSC Net ID**

The UNM Net ID is the user name that is used to navigate MyUNM/LoboWEB and Canvas. Students set this up at the time they set up their accounts as per the *Graduate Student Orientation*. It may or may not be the same as their HSCLink user name.

The HSC Net ID, which is also your HSCLink user name, is created automatically for each CON student within two weeks of the start of the student's first term. It is also used to log on to CON Building computers.

### **Student Records**

The CON policy related to content, confidentiality, and accessibility of student records conforms to UNM policy, which may be found in *The Pathfinder – UNM Student Handbook* at <http://pathfinder.unm.edu/> the designee(s) of that officer.

## **USE OF CELL PHONES AND OTHER DEVICES DURING CLASSES**

Out of respect to faculty and fellow students and to decrease class or meeting disruption, graduate students should turn off all devices unless they are absolutely essential, and then the vibration mode should be used. Students who expect an emergency call should sit near the door and leave quietly to take the call. Texting during class is inappropriate behavior and is strongly discouraged. Students are responsible for material covered while these devices are used.



## SOCIAL MEDIA USAGE

The College of Nursing Social Media Policy, policy number [CON-401](#), applies to students, faculty, and staff and is intended to ensure that social media and social networking technologies are used in a professional and responsible manner.

Please refer to the UNM Social Media Guidelines for additional information

<https://social.unm.edu/guidelines/>

## EVALUATION OF COURSE AND FACULTY

Students are expected to provide course feedback at the end of each course using “Evaluation Kit”. Students receive an electronic notice via HSC email with a link. Courses may provide an assignment link to upload certificate of completion.

## PRESENCE OF STUDENTS’ CHILDREN IN CON FACILITIES AND CLASSES

The CON encourages students to arrange appropriate child care whenever possible, but recognizes that in some circumstances, this is not possible or desirable. Healthy infants and children are welcome in the CON building with proper supervision by a responsible adult. Attendance by infants and children in classes may be permitted at the discretion of the individual faculty member; students who would like to bring infants or children to class should request permission from the involved faculty in advance. Disruptive children should be removed from the classroom immediately to allow other students to have an uninterrupted learning experience. It is not considered appropriate to bring infants or children to clinical activities. Infants or children who are ill are not welcome in the CON at any time.

## WRITING STANDARDS

Writing and critical thinking in support of advancing nursing knowledge and systems are important professional and leadership skills for nurses and are included throughout the baccalaureate and graduate programs. Nursing is an evidence-based profession, and learning experiences include the reading, interpretation, and application of relevant professional literature. Writing support is available through the [UNM Center for Teaching and Learning](#).

A large portion of the evaluation of course work in graduate school includes written term papers. While each course and instructor may have different content and format requirements for specialty area papers, certain standards and scholarly expectations exist.

Students are expected to incorporate the basic skills into their writing:

1. Able to use correct grammar and spelling in writing assignments.
2. Able to write complete thoughts using appropriate sentence structure and form.
3. Able to clearly express thoughts and feelings in writing.
4. Able to write a paper using the elements of an introduction, body, and conclusion.
5. Able to identify and summarize key concepts or issues based on readings.
6. Able to understand the difference between paraphrasing, citing, and plagiarizing.
7. Able to apply library/internet skills to find and identify appropriate sources for nursing.

### **Other Requirements**

- Students are expected to use the current edition of the *Publication Manual of the American Psychological Association* for reference citations and all outline and bibliographic format issues. This is a standard form for many publications, and the student should become well versed in its use. Exceptions are made when the student is writing for a publication that uses a different format.
- Papers should be carefully edited and proofread prior to submission. Always keep a personal copy of submitted materials.
- Any class work and papers written for one course are not acceptable for meeting the requirements of another course. Students who wish to study different perspectives of a single topic in different courses should first seek approval from the course instructors.

- Issues of academic property and proper acknowledgement of the work of others are an underlying theme in written work. Students are expected to cite sources properly. Refer to <https://libguides.health.unm.edu/Citing> for resources on citing sources properly (click on the APA tab) and literature search skills.

## GRADUATE NURSING STUDENT RIGHTS AND RESPONSIBILITIES

All individuals who work and study at the CON are responsible to conduct themselves in a professional manner. It is expected that all individuals will be respectful of others to foster a positive academic environment. Good, kind and professional communication skills should be used with peers, staff, faculty and preceptors. The same level of professionalism is expected as would be found in a clinical setting with clients. The CON student rights and responsibilities are presented in [APPENDIX G](#).

## CHAPTER 6: DNP CURRICULUM GENERAL INFORMATION

### PURPOSE OF GRADUATE EDUCATION

Graduate education in nursing prepares the nurse to think systematically about the nature of nursing, the theoretical basis for nursing practice, and the position of the profession in society. Graduate education in nursing is an integral part of the graduate program of the University. The DNP program prepares graduates to assume leadership in advanced clinical practice and administration and emphasizes the analysis and testing of nursing knowledge and the translation of that knowledge into practice. Nursing theory and research in nursing and related fields are the foundations of nursing practice applicable to any setting, client group, or nursing role.

To prepare graduates to meet the nursing needs of New Mexico, graduate-level role-specific, evidence-based knowledge and skills are required.- DNP nurses are expected to assume leadership positions in nursing and the health care delivery system, and to be able to articulate positions on issues that affect health care. This includes the principles of diversity, equity, and inclusion, as well as an understanding of the social, political, and economic factors affecting health care delivery.

The characteristics of the geography and population in New Mexico make environmental and cultural factors impossible to ignore. Graduate-prepared nurses bring an awareness and understanding of these variables to whatever nursing role they assume upon graduation. They are also in a unique position to develop clinical initiatives and formulate research questions that may increase understanding of how these variables interact with health/illness beliefs and behavior that have implications for nursing.

### ORIENTATION

Students are required to participate in a two-day orientation prior to the start of the semester. Attendance is mandatory and failure to obtain prior absence approval from the Program Director will result in termination from the program. DNP Students may deliver their DNP Scholarly Project Presentation in person or via Zoom.

## TRANSFER AND PRACTICE HOURS CREDIT

Students may transfer up to 9 credit hours from another accredited institution upon review and approval by appropriate Faculty. A program of studies is developed by the appropriate Program Coordinator and is based on consideration of previous coursework in relation to the requirements of the chosen specialty (course waiver and gap analysis of previous practice hours) as well as recent clinical experience. See [Appendix A](#) for paperwork for DNP Course Waiver Considerations. See [Appendix A](#) for Gap Analysis paperwork for consideration of previous practice hours and coursework. Students could transfer up to 500 practice hours from previous masters' level programs as appropriate based on review by Program Director. There is also a requirement to take a minimum of 24 credits of work at UNM in the program, so individual courses will be assessed based on course descriptions and objectives aligning with courses in the DNP program, and students may transfer courses as long as they will maintain a minimum of 24 credits in the UNM DNP program of studies. Courses taken within 5 years of application are considered. Transfer credit must be approved by faculty. Such credits may be transferred into a degree program by listing them on the POS, within the limits described in the catalog sections on Master's, Master of Fine Arts, and Doctoral degrees.

The student must have earned a grade of B or better in the courses for which transfer credit is requested. Courses taken on a Pass/Fail basis and/or courses taken as extension credit at other universities will not be accepted for graduate credit, and UNM Graduate units may impose their own restrictions on the acceptance and use of transfer credit.

Note: Course work that has been counted toward a previous degree may not be counted again in the Program of Studies (POS) for a Doctoral degree.

## DNP OVERVIEW

The health and wellbeing of individuals and communities are both complex and challenging. We need advanced professional nurses who know how to negotiate the system. We have an obligation to our stakeholders to ensure that our graduates can meet the needs of the healthcare environment. To address these issues, our

accrediting bodies have recommended a transition to the Doctor of Nursing Practice degree. The transition to the doctoral degree is consistent with other health professions such as physical therapy, pharmacy, and occupational therapy. Our community deserves advanced nursing leaders who are well prepared to meet the challenges of modern healthcare, reduce the costs of healthcare, advance health equity, reduce the cost of healthcare, and provide evidence-based care. Consistent with our mission, advanced professional nurses of tomorrow must be doctorally prepared. The University of New Mexico College of Nursing believes that the State of New Mexico deserves high quality healthcare providers who are prepared at the highest level.

## DNP PROGRAM OVERVIEW

The DNP degree prepares healthcare leaders with an emphasis on advanced clinical practice, leadership, health care policy, information systems, and health care delivery systems. Expertise brought by the DNP-prepared nurse is grounded in the scholarship of application. The programs we are offering are as follows:

- Post-Master's DNP
- Nursing Administrative Leadership (NAL)
- Adult Gerontologic - Acute Care Nurse Practitioner (AG-ACNP)
- Family Nurse Practitioner (FNP)
- Nurse Midwifery (MIDW)
- Pediatric Nurse Practitioner - Primary Care (PNP-PC)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

The post-master's to DNP program provides nurse clinicians and leaders the opportunity to increase their skills in healthcare systems, quality, leadership, and evidence-based practice. At the post-master's to DNP level, the program currently takes clinicians and leaders who already hold a master's degree as experts in leadership and/or practice and advances them to the next level.

Along with the recent recommendations to progress advanced nursing education to the doctoral level, the American Association of Colleges of Nursing (AACN) recently released [The Essentials: Core Competencies for Professional Nursing Education](#)

(AACN, 2021). This framework identifies ten functional domains of competencies for all professional nursing practice. This document aligns the expectations of the discipline of nursing across baccalaureate, masters, and doctoral education to align nursing education. The DNP curriculum is aligned with the new essentials in order to bridge the gap between education and practice and align our nursing education program with the integration of the concepts for the discipline of nursing. We follow the coursework through the ten domains of competency for professional nursing education as follows:

**Domain 1.** Knowledge for Nursing Practice. Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

**Domain 2.** Person-Centered Care. Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

**Domain 3.** Population Health. Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

**Domain 4.** Scholarship for the Nursing Discipline. The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

**Domain 5.** Quality and Safety. Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice,

enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

**Domain 6.** Interprofessional Partnerships. Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

**Domain 7.** System-Based Practice. Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

**Domain 8.** Informatics and Healthcare Technologies. Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

**Domain 9.** Professionalism. Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

**Domain 10.** Personal, Professional, and Leadership Development. Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Aligning with the mission and vision of the UNM College of Nursing and the nursing essentials, we have identified the following overall DNP Program Goals:

- a. Prepare for advanced roles in nursing for safe, independent, and competent practice as clinicians, leaders, educators, and scholars.
- b. Improve healthcare outcomes through innovation, application of technology, high quality nursing practice, and evidence-informed approaches to meet the needs of diverse, rural, and under resourced populations.



- c. Advocate for individual and population health through a practice that embraces diversity, is inclusive, and centers the principles of justice and health equity.
- d. Incorporate a holistic framework to support the health and well-being of patients, healthcare workers, and systems.
- e. Influence the determinants of health through collaboration and interdisciplinary partnerships.

Due to the need for doctoral nursing education and the realization that nurses will continue to seek doctoral education from a variety of levels, we have identified the following “Post-baccalaureate DNP” (BSN-to-DNP) options: Six total concentrations: Nursing Administrative Leadership (NAL), Adult Gerontologic Acute Care Nurse Practitioner (AGACNP), Pediatric Nurse Practitioner-Primary Care (PNP-PC), Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Nurse-Midwifery (NMW).

### **DNP Core Courses**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
NURS 700	Introduction to Professional Inquiry	3
NURS 701	Introduction to Translational Evidence Informed Care	3
NURS 707	Formulating Strategies for Systemic Health Inquiry	3
NURS 708	Evidence Informed Practice and Scholarship	3
NURS 709	Integrating Innovative Strategies for Systemic Health Change	3
NURS 710	Translation of Evidence for Health Care Practice, Policy, and Evaluation	3
NURS 595/795	Field Work/Advanced Nursing Practice Residency (minimum 2 credit hours)	2-15
NURS 796	Systems Thinking for Healthcare Transformation I	2

NURS 797	Systems Thinking for Healthcare Transformation II	1
NURS 798	Systems Thinking for Healthcare Transformation III	1
NURS 799	Systems Thinking for Healthcare Transformation IV	2
<b>TOTAL:</b>		<b>26-39</b>

### ACADEMIC REVIEW FOR AWARDING CLINICAL/PRACTICE CREDITS

In accordance with the DNP Essentials (American Association of Colleges of Nurses, 2021), 1,000 advanced practice post-BSN and post-MSN to DNP clinical/practice hours must be documented to earn a Doctor of Nursing Practice (DNP) degree. The DNP builds on the master’s degree. The post-Masters to DNP students will have the number of clinical/practice hours awarded based on faculty review of official transcripts, course descriptions, and feedback from schools. In order to be considered, courses must be listed on official transcripts from a nationally accredited institution and must demonstrate scholarly rigor and critical engagement with the subject matter.

### DNP ELECTIVE COURSES

#### UNM and CON Doctoral Elective Courses

Students are encouraged to take inter-disciplinary courses with other Colleges in the Health Sciences Center and Main Campus. Elective courses must be approved by the Program Coordinator.

### TRACKING ESSENTIALS AND LEARNING OBJECTIVES

The CON uses the Typhon system for student data entry. The student may activate the Portfolio at the beginning of the DNP program. Continual entry and uploading of documents may be done by the student in each course. The Portfolio will be complete at the end of the program and students are encouraged to take documents with them for job interviews and utilize them as they continue to build their curricula vitae.

The interim benchmarks to be completed and/or uploaded into your Portfolio could include:

1. Summary/Introductory page with photo, brief bio, and pertinent other information
2. Narrative journal of scholarly growth, addressing the Student Learning Objectives (SLOs), and the DNP Essentials
3. Five-year professional plan
4. Initial two years as student with personal goals
5. Final three years as a professional
6. Scholarly papers & presentations from each course that meet one or more of the eight DNP Essentials, SLOs and concentration competencies
7. Summary of residency practice encounters
8. DNP PowerPoint for DNP Scholarly Proposal Defense and Final Scholarly Project Defense.
9. Written summary statement outlining the attainment of goals and competencies and how you “changed as a result of this program”.
10. Students are encouraged to submit an article for publication based upon your Scholarly Project and/or other projects completed during your DNP Program.
11. Curriculum Vitae

## DNP SCHOLARLY PROJECT

All students enrolled in the DNP Program will complete an evidence-based DNP Project as a requirement for graduation. The DNP Project Guidelines are available in the DNP Project Guideline Handbook.

### **Important Dates and Deadlines:**

- Spring Graduation Documents Due April 15th
- Summer Graduation Documents Due July 15th
- Fall Graduation Documents Due November 15th

## TIME LIMIT TO GRADUATION FROM DNP PROGRAM

The Post-Masters DNP Program is designed to be completed in 2 years. The post-BSN to DNP is to be completed in 2 years and 2 semesters. However, if needed, an extension of 1 year is allowed to complete the program. Students may be dropped/suspended from the program if the program of studies is not completed within one year after the initial anticipated graduation. Once a student is suspended from the program, a student may not apply for readmission to graduate status for 1 year after being suspended. If, after a period of 1 year, a suspended student wishes to apply for readmission to graduate studies at UNM, he/she must follow the readmission procedure delineated in the UNM Catalog.

# CHAPTER 7: DNP PROGRAMS OBJECTIVES AND CURRICULUM PLANS

## POST-MASTER'S DOCTOR OF NURSING PRACTICE

### Program Description

The post-master's Doctor of Nursing Practice program provides graduate nursing students with increased breadth and depth of knowledge in clinical, leadership, and health care systems thinking skills needed to address the growing and increasingly complex health care needs of the state, especially in rural and under-resourced communities.

### Program Goals

Completing the Post-Master's Doctor of Nursing Practice Program prepares you to:

- A. Prepare for advanced roles in nursing for safe, independent, and competent practice as clinicians, leaders, educators, and scholars.
- B. Improve healthcare outcomes through innovation, application of technology, high-quality nursing practice, and evidence-informed approaches to meet the needs of diverse, rural, and under-resourced populations.
- C. Advocate for individual and population health through a practice that embraces diversity, is inclusive, and centers around the principles of justice and health equity.
- D. Incorporate a holistic framework to support the health and well-being of patients, healthcare workers, and systems. Influence the determinants of health through leadership, education, collaboration, and interdisciplinary partnerships.

### Program of Study

GAP Analysis Requiring 500 Practice/Project Hours + up to 500 hours from prior Master's Degree

FIRST YEAR

<b>Semester 1 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Practice or Project Hours</b>
NURS 700: Introduction to Professional Inquiry		3	
NURS 701: Introduction to Translational Evidence-Informed Care		3	
<b>Total Semester Credit Hours</b>		<b>6</b>	
<b>Semester 2 (Spring)</b>			
NURS 707: Formulating Strategies for Systemic Health Inquiry		3	
NURS 708: Evidence-Informed Practice & Scholarship		3	
<b>Total Semester Credit Hours</b>		<b>6</b>	
<b>Semester/Term 3 (Summer)</b>			
NURS 709: Integrating Innovative Strategies for Systemic Health Change		3	
NURS 796: Systems Thinking for Healthcare Transformation I		2	100 project hours
<b>Total Semester/Term Credit Hours</b>		<b>5</b>	

SECOND YEAR

<b>Semester 4 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Practice or Project Hours</b>
NURS 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		3	

NURS 797: Systems Thinking for Healthcare Transformation II		1	50 project hours
Elective* OR NURS 794: DNP Practicum		3	100 practice hours
<b>Total Semester Credit Hours</b>		<b>7</b>	
<b>Semester 5 (Spring)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical, Lab, or Practice Hours</b>
NURS 798: Systems Thinking for Healthcare Transformation III		1	50 project hours
Elective* OR NURS 795: Advanced Nursing Fieldwork		3	100 practice hours
<b>Total Semester Credit Hours</b>		<b>4</b>	
<b>Semester/Term 6 (Summer)</b>			
NURS 799: Systems Thinking for Healthcare Transformation IV		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>2</b>	
<b>Total Program</b>		<b>30</b>	

\* Students must take a minimum of 6 credits of electives at the graduate level from across the DNP program (NURS 700-level courses).

### **GAP Analysis Requiring Additional Practice/Project Hours to Meet 1,000 total for DNP**

#### **FIRST YEAR**

<b>Semester 1 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Practice or Project Hours</b>
NURS 700: Introduction to Professional Inquiry		3	
NURS 701: Introduction to Translational Evidence-Informed Care		3	
<b>Total Semester Credit Hours</b>		<b>6</b>	

<b>Semester 2 (Spring)</b>			
NURS 707: Formulating Strategies for Systemic Health Inquiry		3	
NURS 708: Evidence-Informed Practice & Scholarship		3	
<b>Total Semester Credit Hours</b>		<b>6</b>	
<b>Semester/Term 3 (Summer)</b>			
NURS 709: Integrating Innovative Strategies for Systemic Health Change		3	
NURS 794: DNP Practicum		1-4	40 – 200 practice hours
NURS 796: Systems Thinking for Healthcare Transformation I		2	100 project hours
<b>Total Semester/Term Credit Hours</b>		<b>5</b>	

## SECOND YEAR

<b>Semester 4 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Practice or Project Hours</b>
NURS 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		3	
NURS 797: Systems Thinking for Healthcare Transformation II		1	50 project hours
NURS 794: DNP Practicum		1-4	40 – 200 practice hours
Elective*		3	100 practice hours
<b>Total Semester Credit Hours</b>		<b>7</b>	



<b>Semester 5 (Spring)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical, Lab, or Practice Hours</b>
NURS 798: Systems Thinking for Healthcare Transformation III		1	50 project hours
NURS 795: Advanced Nursing Fieldwork		1-5	50-250 practice hours
Elective*		3	100 practice hours
<b>Total Semester Credit Hours</b>		<b>4</b>	

<b>Semester/Term 6 (Summer)</b>			
NURS 799: Systems Thinking for Healthcare Transformation IV		2	100 project hours
NURS 795: Advanced Nursing Fieldwork		1-5	50-250 practice hours
<b>Total Semester Credit Hours</b>		<b>2</b>	
<b>Total Program</b>		<b>30-44</b>	

\* Students must take a minimum of 6 credits of electives at the graduate level from across the DNP program (NURS 700-level courses).

Upon completion of the curriculum, you will finish with a minimum of 30 credits including a minimum of 200 practice hours and 300 systems thinking/project hours.

A minimum of 500 combined practice and project hours are required to complete the program based on a Gap Analysis of your prior graduate coursework and hours completed at the master’s level. A total of 500 hours may be used from your master’s level program towards to total 1,000 required hours for the DNP.

\*Dependent upon the applicant’s Gap Analysis and hours completed during the student’s prior master’s degree, students may need to complete additional practice/fieldwork hours to meet CCNE requirements of 1,000 total hours for the DNP. Dependent upon the Gap Analysis, the maximum number of credits for the Post-Master’s DNP is 44 credits.

A minimum of a “B” or “CR” is required in all courses. The Post-Master’s DNP is a minimum of 30-44 credit hours.

## NURSE ADMINISTRATIVE LEADERSHIP

### Program Description

The nurse administrative leadership (NAL) BSN to DNP program at the University of New Mexico College of Nursing is a four-year (11 terms) part time program of study. It prepares graduates to provide advanced nursing leadership, using both independent and collaborative approaches, to individuals, organizations, and systems across the health care spectrum, including management of patient care and health promotion, system innovation and transformation, program management and evaluation, quality improvement, advocacy and policy development, and human resources development. The focus of the program is to prepare graduates to serve individuals, communities and health care systems, and influence healthcare policy and change initiatives across New Mexico.

### Program Goals

- A. Assume the role of the doctoral prepared nurse in teaching, scholarship, leadership, and service.
- B. Apply analytic methods to create, evaluate, and adopt effective innovations to improve health.
- C. Analyze, translate, and apply evidence to improve health outcomes.
- D. Engage individuals and communities to develop, implement, and evaluate interventions to address their health disparities.
- E. Facilitate optimal health outcomes through delivery of culturally sensitive care, including clinical prevention strategies, identification of risk, and systems change and innovation.
- F. Apply clinical, community, and policy interventions to reduce health inequities.
- G. Evaluate and critique social policy relevant to the organization and delivery of health care.
- H. Apply leadership and advocacy skills in the development, implementation, and evaluation of health policy.

- I. Utilize effective management and organizational skills to assume a leadership role in health care delivery, policy, and systems.
- J. Practice nursing reflectively, guided by theory and evidence-based frameworks, based on best evidence and integrating creative and critical thinking.
- K. Integrate ethical principles in decision-making and evaluation of care related to individuals, families, populations and systems of care.

### Program of Studies

#### FIRST YEAR

<b>Semester 1 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Practice or Project Hours</b>
NURS 770: Principles of Advanced Nursing Leadership		4	50 practice hours
NURS 771: Organizational Excellence Seminar		2	
<b>Total Semester Credit Hours</b>		<b>6</b>	
<b>Semester 2 (Spring)</b>			
NURS 774: Nursing Administrative Leadership Specialty Practicum		5	150 practice hours
<b>Total Semester Credit Hours</b>		<b>5</b>	
<b>Semester/Term 3 (Summer)</b>			
NURS 772: Transforming Organizations through Healthcare Reform		3	
NURS 773: Finance for Emerging Nurse Leaders		2	50 practice hours
<b>Total Semester/Term Credit Hours</b>		<b>5</b>	

#### SECOND YEAR

<b>Semester 4 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Practice or Project Hours</b>
NURS 700: Introduction to Professional Inquiry		3	
NURS 701: Introduction to Translational Evidence-Informed Care		3	
<b>Total Semester Credit Hours</b>		<b>6</b>	
<b>Semester 5 (Spring)</b>			
NURS 707: Formulating Strategies for Systemic Health Inquiry		3	
NURS 708: Evidence-Informed Practice & Scholarship		3	

<b>Total Semester Credit Hours</b>		<b>6</b>	
<b>Semester/Term 6 (Summer)</b>			
NURS 709: Integrating Innovative Strategies for Systemic Health Change		3	
NURS 775: Human Resources Management		3	
<b>Total Semester/Term Credit Hours</b>		<b>6</b>	

### THIRD YEAR

<b>Semester 7 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Practice or Project Hours</b>
NURS 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		3	
NURS 776: Finance for Advanced Nurse Leaders		4	100 practice hours
<b>Total Semester Credit Hours</b>		<b>7</b>	
<b>Semester 8 (Spring)</b>			
NURS 777: Quality Management for Nurse Leaders		4	50 project hours
NURS 796: Systems Thinking for Healthcare Transformation I		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>6</b>	
<b>Semester/Term 9 (Summer)</b>			
NURS 778: Public Community-Based Program Management & Evaluation		2	
NURS 797: Systems Thinking for Healthcare Transformation II		1	50 project hours
<b>Total Semester Credit Hours</b>		<b>3</b>	

### FOURTH YEAR

<b>Semester 10 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Practice or Project Hours</b>
NURS 705: The Business & Policy of Practice and Their Influence on the U.S. Healthcare System		3	
NURS 795: Advanced Nursing Fieldwork*		2-3	100-150 practice hours
NURS 798: Systems Thinking for Healthcare Transformation III		1	50 project hours
<b>Total Semester Credit Hours</b>		<b>6-7</b>	

<b>Semester 11 (Spring)</b>			
NURS 795: Advanced Nursing Fieldwork*		4-5	150-200 practice hours
NURS 799: Systems Thinking for Healthcare Transformation IV		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>6-7</b>	
<b>Total Program</b>		<b>63</b>	<b>1,000 hours (practice &amp; project)</b>

*A minimum of a “B” or “CR” is required in all courses. The DNP with a concentration in Nursing Administrative Leadership is a minimum of 63 credit hours. \*Students are required to take NURS 795 for a total of 7 credits across the last two terms of their program.*

## ADVANCED PRACTICE PROGRAMS

Since graduate education in nursing builds on the baccalaureate curriculum, advanced practice nursing students are expected to enter the program with prerequisite course work. Specific areas that will be built upon, but not repeated at the graduate level include: basic anatomy, physiology and pathophysiology; introductory pharmacology; basic growth and development; basic physical and psychosocial assessment; basic statistics; interviewing and development of therapeutic relationships; and community health nursing. Students who seek admission without some of these competencies must take personal responsibility for their acquisition. If this is necessary, the College of Nursing and the University of New Mexico have course work, clinical opportunities and faculty available to assist students in this process prior to entering the program. The curriculum consists of general core courses required for all graduate students and specialty courses as delineated.

**Academic and Progression Policies for Advanced Practice Programs see [Chapter 3](#).**

## ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER

### Program Description

The adult-gerontology acute care nurse practitioner (AG-ACNP) program at the University of New Mexico College of Nursing prepares graduates to provide full scope care in managing acute, complex/chronic, and critical health issues of the

adult/gerontology population that is ethical, equitable, and person-centered in complex care settings.

### Program Goals

- A. Provide full scope care in managing acute, complex/chronic, and critical health issues of the adult/gerontology population that is ethical, equitable, and person-centered.
- B. Advocate for systems & policies that promote health equity, diversity & inclusion, social justice, and facilitate access to care to improve health of the adult/gerontology population.
- C. Participate in nursing scholarship that contributes to & advances knowledge to improve health outcomes of adult/gerontology population.
- D. Apply evidence-informed research as the basis for advanced nursing practice.
- E. Disseminate evidence to the adult/gerontology population and health care professionals through multiple modalities.
- F. Assume professional responsibility for maintaining and advancing clinical practice competencies.
- G. Collaborate with professional partnerships to optimize care for the adult/gerontology population focusing on wellness & disease prevention, chronic disease management, regenerative/restorative care, and hospice/palliative care.
- H. Utilized informatics & healthcare technologies that engage, manage, and improve health conditions of the adult/gerontology population.

### Program of Studies

#### FIRST YEAR

<b>Semester 1 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical, Lab, or Practice Hours</b>
NURS 700: Introduction to Professional Inquiry		3	
NURS 701: Introduction to Translational Evidence-Informed Care		3	
NURS 711: Advanced Pathophysiology		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	

<b>Semester 2 (Spring)</b>			
NURS 707: Formulating Strategies for Systemic Health Inquiry		3	
NURS 708: Evidence-Informed Practice & Scholarship		3	
NURS 712: Pharmacological Principles of Clinical Therapeutics		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	
<b>Semester/Term 3 (Summer)</b>			
NURS 709: Integrating Innovative Strategies for Systemic Health Change		3	
NURS 713: Advanced Health Assessment		3	50 lab hours
NURS 760: Advanced Diagnostic Test Interpretation		2	
<b>Total Semester/Term Credit Hours</b>		<b>8</b>	

## SECOND YEAR

<b>Semester 4 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		3	
NURS 761: Managing the Acute & Complex/Chronically II Adult/Gerontology Patient I		5	
<b>Total Semester Credit Hours</b>		<b>8</b>	

<b>Semester 5 (Spring)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 762: Managing the Acute & Complex/Chronically II Adult/Gerontology Patient II		5	
NURS 796: Systems Thinking for Healthcare Transformation I		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>7</b>	
<b>Semester/Term 6 (Summer)</b>			
NURS 764: AG-ACNP Practicum I		4	200 Clinical Hours
NURS 797: Systems Thinking for Healthcare Transformation II		1	50 project hours
<b>Total Semester Credit Hours</b>		<b>5</b>	

### THIRD YEAR

<b>Semester 7 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 763: Managing Emergency & Critical Illness in the Adult/Gerontology Patient		5	
NURS 765: AG-ACNP Practicum II		5	250 Clinical Hours
NURS 798: Systems Thinking for Healthcare Transformation III		1	50 project hours
<b>Total Semester Credit Hours</b>		<b>11</b>	
<b>Semester 8 (Spring)</b>			
NURS 795: Advanced Nursing Fieldwork		6	300 clinical hours
NURS 799: Systems Thinking for Healthcare Transformation IV		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>8</b>	
<b>Total Program</b>		<b>65</b>	<b>1,100 hours (lab, clinical, &amp; project)</b>

*A minimum of a "B" or "CR" is required in all courses. The DNP with a concentration in Adult-Gerontology Acute Care Nurse Practitioner is a minimum of 65 credit hours.*



## FAMILY NURSE PRACTITIONER

### Program Description

The family nurse practitioner (FNP) program at the University of New Mexico College of Nursing prepares graduates to provide the full scope of primary care, using both independent and collaborative approaches, to individuals and families across the life span, including management of acute and chronic health problems, health promotion, disease prevention and support for transitional and end-of-life needs. The focus of the program is to prepare graduates to serve rural and underserved communities with cultural humility.

### Program Goals

- A. Provide the full scope of primary care, using both independent and collaborative approaches, to individuals and families across the life span, including management of acute and chronic health problems, health promotion, disease prevention and support for transitional and end-of-life needs.
- B. Integrate ethical principles in decision-making and evaluation of care related to individuals, families, populations and systems of care.
- C. Coordinate health care through interdisciplinary collaboration with members of the health care team.
- D. Partner with individuals and families to be full participants in their own health care.
- E. Advocate for systems and policies that reduce health disparities, facilitate access to care, and address cultural diversity and rural populations.
- F. Assume professional responsibility for maintaining and advancing clinical practice competencies.
- G. Design a quality improvement project to improve healthcare delivery.
- H. Appraise evidence-based research as the basis for practice.

### Program of Studies

#### FIRST YEAR

Semester 1 (Fall)	Grade	Credits	Clinical, Lab, or Practice Hours
-------------------	-------	---------	----------------------------------

NURS 700: Introduction to Professional Inquiry		3	
NURS 701: Introduction to Translational Evidence-Informed Care		3	
NURS 711: Advanced Pathophysiology		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	
<b>Semester 2 (Spring)</b>			
NURS 707: Formulating Strategies for Systemic Health Inquiry		3	
NURS 708: Evidence-Informed Practice & Scholarship		3	
NURS 712: Pharmacological Principles of Clinical Therapeutics		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	
<b>Semester/Term 3 (Summer)</b>			
NURS 709: Integrating Innovative Strategies for Systemic Health Change		3	
NURS 713: Advanced Health Assessment		3	50 lab hours
NURS 716: Diagnostic Reasoning		1	
<b>Total Semester/Term Credit Hours</b>		<b>7</b>	

SECOND YEAR

<b>Semester 4 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		3	
NURS 714: Primary Care Concepts		3	
NURS 731: Primary Care of Adults I		4	100 clinical hours
<b>Total Semester Credit Hours</b>		<b>10</b>	

<b>Semester 5 (Spring)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 796: Systems Thinking for Healthcare Transformation I		2	100 project hours
NURS 732: Primary Care of Adults II		5	125 clinical hours
NURS 743: Primary Care of Pediatrics I		3	50 clinical hours
<b>Total Semester Credit Hours</b>		<b>10</b>	

<b>Semester/Term 6 (Summer)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 797: Systems Thinking for Healthcare Transformation II		1	50 project hours

NURS 717: Mental Health in Primary Care		2	
NURS 734: Sexual and Reproductive Health Across the Lifespan		2	25 lab hours
NURS 735: Clinical Skills and Procedures in Primary Care		1	50 lab hours
<b>Total Semester Credit Hours</b>		<b>6</b>	

### THIRD YEAR

<b>Semester 7 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 798: Systems Thinking for Healthcare Transformation III		1	50 project hours
NURS 733: Primary Care of Adults III		5	150 clinical hours
NURS 744: Primary Care of Pediatrics II		4	100 clinical hours
<b>Total Semester Credit Hours</b>		<b>10</b>	
<b>Semester 8 (Spring)</b>			
NURS 799: Systems Thinking for Healthcare Transformation IV		2	100 project hours
NURS 795: Advanced Nursing Fieldwork		7	300 clinical hours
<b>Total Semester Credit Hours</b>		<b>9</b>	
<b>Total Program</b>		<b>70</b>	<b>1,250 hours (lab, clinical, &amp; project)</b>

*A minimum of a "B" or "CR" is required in all courses. The DNP with a concentration in Family Nurse Practitioner is a minimum of 70 credit hours.*

## NURSE-MIDWIFERY

### Program Description

Nurse-Midwifery is a specialty within the Advanced Nursing Practice concentrations at the University of New Mexico (UNM), Health Sciences Center (HSC) College of Nursing (CON). Our program's curriculum and philosophy align with the American College of Nurse-Midwives (ACNM) Core Competencies for Basic Midwifery Practice. We are fully accredited by the Accreditation Commission for Midwifery Education (ACME) which ensures our program is performing at the highest level of quality and providing learning experiences that lead to optimal outcomes for students. Our program provides faculty support for students in a variety of clinical sites that provide access to clinical experiences to ensure clinical experiences to attain competence in the midwifery practice areas of primary care, gynecologic, antepartum, intrapartum, postpartum, and newborn care. Further details are available in the [Nurse-Midwifery Program Manual](#).

### Program Goals

- A. Analyze theoretical and empirical knowledge from the social, behavioral and physical sciences and apply this knowledge to the care of women and their infants within a family and community context.
- B. Identify the influence of economic, social, and political trends on health care delivery to women and infants.
- C. Provide safe and satisfying primary health care that supports individual rights and self-determination in a variety of settings, with an emphasis on underserved and rural client populations. This includes clinical management of normal labor and delivery, care of the neonate, and primary health care to women throughout the life span.
- D. Apply skills in health assessment, teaching, and counseling with an emphasis on self-help, wellness, and the prevention of illness and disability.
- E. Communicate both verbally and in writing with various members of the health care delivery system including keeping adequate documentation of nurse-midwifery care.

- F. Develop accurate and reflective self-evaluation skills of knowledge base and clinical performance.
- G. Demonstrate collaborative relationships with other health team members and with community groups for the planning, management, and provision of health care for women and their infants.
- H. Demonstrate the socialization and conceptual awareness of the role and responsibilities of the nurse- midwife.
- I. Demonstrate a commitment to personal and professional growth and the growth of the profession through participation in professional organizations, community, and scholarly activities such as research, writing, and teaching.
- J. Participate in quality assurance activities in the health care setting.
- K. Exemplify the ethical and moral obligations of professional service while interacting with clients and society in general.

### Program of Studies

#### FIRST YEAR

<b>Semester 1 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical, Lab, or Practice Hours</b>
NURS 700: Introduction to Professional Inquiry		3	
NURS 701: Introduction to Translational Evidence-Informed Care		3	
NURS 711: Advanced Pathophysiology		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	
<b>Semester 2 (Spring)</b>			
NURS 707: Formulating Strategies for Systemic Health Inquiry		3	
NURS 708: Evidence-Informed Practice & Scholarship		3	
NURS 712: Pharmacological Principles of Clinical Therapeutics		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	

<b>Semester/Term 3 (Summer)</b>			
NURS 709: Integrating Innovative Strategies for Systemic Health Change		3	
NURS 713: Advanced Health Assessment		3	50 lab hours
NURS 716: Diagnostic Reasoning		1	
NURS 751: Midwifery in Action; Historical and Scientific Perspectives		1	
<b>Total Semester/Term Credit Hours</b>		<b>8</b>	

## SECOND YEAR

<b>Semester 4 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		3	
NURS 714: Primary Care Concepts		3	
NURS 750: Fundamentals of Reproductive Health and Primary Care Across the Lifespan		3	50 clinical hours
<b>Total Semester Credit Hours</b>		<b>9</b>	

## SECOND YEAR (CONTINUED)

<b>Semester 5 (Spring)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 752: Complex Reproductive Healthcare		2	50 clinical hours
NURS 753: Midwifery Care for Pregnancy and Postpartum		6	150 lab/clinical hours
NURS 796: Systems Thinking for Healthcare Transformation I		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>10</b>	
<b>Semester/Term 6 (Summer)</b>			
NURS 717: Mental Health in Primary Care		2	
NURS 754: Foundations of Childbirth		3	50 lab/clinical hours
NURS 756: Fundamentals of Newborn Care		1	
NURS 797: Systems Thinking for Healthcare Transformation II		1	50 project hours
<b>Total Semester Credit Hours</b>		<b>7</b>	

## THIRD YEAR

<b>Semester 7 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 755: Midwifery Care for Childbirth		7	250 clinical hours
NURS 757: Midwifery Care for the Newborn		2	50 lab/clinical hours

NURS 798: Systems Thinking for Healthcare Transformation III		1	50 project hours
<b>Total Semester Credit Hours</b>		<b>10</b>	
<b>Semester 8 (Spring)</b>			
NURS 795: Advanced Nursing Fieldwork		7	300 clinical hours
NURS 799: Systems Thinking for Healthcare Transformation IV		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>9</b>	
<b>Total Program</b>		<b>71</b>	<b>1,250 hours (lab, clinical, &amp; project)</b>

*A minimum of a “B” or “CR” is required in all courses. The DNP with a concentration in Nurse-Midwifery is a minimum of 71 credit hours.*

## PEDIATRIC NURSE PRACTITIONER – PRIMARY CARE

### Program Description

Primary Care Pediatric Nurse Practitioners are essential to children's health. At the University of New Mexico College of Nursing, we educate students to provide holistic healthcare for children and adolescents in outpatient clinical environments, focusing on wellness and preventive care. As an independent practitioner, you will have the skills to address the health and health equity needs of today's youth.

### Program Goals

- A. Provide full scope primary care, utilizing both independent and collaborative approaches, to children and families including management of acute and chronic health problems, health promotion, disease prevention, and support for transitional and end of life needs Integrate ethical principles in decision-making and evaluation of the care across the lifespan, diverse populations, and systems of care.
- B. Integrate ethical principles in decision-making and evaluation of care related to children, families, populations, and systems of care.
- C. Coordinate health care through interdisciplinary collaboration with members of the health care team.
- D. Appropriately empower and motivate children and families to be full participants in their own health care.
- E. Advocate for systems and policies that reduce health disparities, respect cultural diversity, facilitate access to care, and address healthcare for rural populations.
- F. Assume professional responsibility for maintaining and advancing clinical practice competencies.
- G. Participate in quality assurance and evaluation of health care delivery.
- H. Use and articulate evidence-informed research as the basis for practice.
- I. Contribute to existing knowledge through participation in research.



## Program of Studies

### FIRST YEAR

<b>Semester 1 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical, Lab, or Practice Hours</b>
NURS 700: Introduction to Professional Inquiry		3	
NURS 701: Introduction to Translational Evidence-Informed Care		3	
NURS 711: Advanced Pathophysiology		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	
<b>Semester 2 (Spring)</b>			
NURS 707: Formulating Strategies for Systemic Health Inquiry		3	
NURS 708: Evidence-Informed Practice & Scholarship		3	
NURS 712: Pharmacological Principles of Clinical Therapeutics		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	
<b>Semester/Term 3 (Summer)</b>			
NURS 709: Integrating Innovative Strategies for Systemic Health Change		3	
NURS 740: Introduction to Pediatric Physical and Developmental Assessment		2	
<b>Total Semester/Term Credit Hours</b>		<b>5</b>	

SECOND YEAR

<b>Semester 4 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		3	
NURS 714: Primary Care Concepts		3	
NURS 741: Advanced Pediatric Physical & Developmental Assessment		2	50 lab hours
<b>Total Semester Credit Hours</b>		<b>8</b>	

<b>Semester 5 (Spring)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 796: Systems Thinking for Healthcare Transformation I		2	100 project hours
NURS 742: Case Studies in Pediatric Diagnostic Reasoning		2	50 lab hours
NURS 743: Primary Care of Pediatrics I		5	150 clinical hours
<b>Total Semester Credit Hours</b>		<b>9</b>	

<b>Semester/Term 6 (Summer)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 797: Systems Thinking for Healthcare Transformation II		1	50 project hours
NURS 745: Adolescent and Behavioral Health		2	
NURS 746: Pediatric Special Populations		2	
NURS 749: Specialty Pediatric Clinical Practicum		1-3	50 – 150 clinical hours*
<b>Total Semester Credit Hours</b>		<b>6</b>	

THIRD YEAR

<b>Semester 7 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical Hours</b>
NURS 798: Systems Thinking for Healthcare Transformation III		1	50 project hours
NURS 744: Primary Care of Pediatrics II		5	150 clinical hours
NURS 749: Specialty Pediatric Clinical Practicum		1-3	50 – 150 clinical hours*
<b>Total Semester Credit Hours</b>		<b>8</b>	
<b>Semester 8 (Spring)</b>			
NURS 799: Systems Thinking for Healthcare Transformation IV		2	100 project hours
NURS 795: Advanced Nursing Fieldwork		7	300 clinical hours
<b>Total Semester Credit Hours</b>		<b>9</b>	
<b>Total Program</b>		<b>63</b>	<b>1,150 hours (lab, clinical, &amp; project)</b>

*\*Students are encouraged to in Semester/Term 6 to take NURS 749 for 1 credit (50 clinical hours) and in Semester/Term 7 to take NURS 749 for 2 credits (100 clinical hours). A minimum of a “B” or “CR” is required in all courses. The DNP with a concentration in Pediatric Nurse Practitioner – Primary Care is a minimum of 63 credit hours.*

## PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

### Program Description

The psychiatric mental health nurse practitioner (PMHNP) program at the University of New Mexico College of Nursing prepares graduates to provide holistic mental health care to individuals of all ages in a variety of settings both collaboratively and independently. Students develop expertise in psychiatric assessment, diagnosis, psychotherapy, and psychopharmacology to manage mental health challenges and psychiatric disorders. Graduates become effective quality-driven nurse practitioners and community leaders. They develop solutions for the most important challenges pertaining to mental health, physical health, and health equity in our diverse communities and health care delivery systems here in New Mexico and beyond.

### Program Goals

- A. Provide full scope psychiatric care to individuals, groups, and families utilizing both independent and collaborative approaches across the lifespan in the management of acute and chronic mental health problems, health promotion, and disease prevention.
- B. Integrate ethical principles in decision-making and evaluation of care across the lifespan, diverse populations, and systems of care.
- C. Coordinate health care through interdisciplinary collaboration with members of the health care team.
- D. Advocate for systems and policies that promote health equity, facilitate access to care, empower patients from diverse backgrounds, and address cultural diversity and rural populations.
- E. Assume professional responsibility for maintaining and advancing clinical practice competencies in psychiatric mental health nursing.
- F. Influence the determinants of mental health through leadership, research, education, collaboration, evidence-informed care, and interdisciplinary partnerships.

## Program of Studies

### FIRST YEAR

<b>Semester 1 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical, Lab, or Practice Hours</b>
NURS 700: Introduction to Professional Inquiry		3	
NURS 701: Introduction to Translational Evidence-Informed Care		3	
NURS 711: Advanced Pathophysiology		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	

<b>Semester 2 (Spring)</b>			
NURS 707: Formulating Strategies for Systemic Health Inquiry		3	
NURS 708: Evidence-Informed Practice & Scholarship		3	
NURS 712: Pharmacological Principles of Clinical Therapeutics		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	

<b>Semester/Term 3 (Summer)</b>			
NURS 709: Integrating Innovative Strategies for Systemic Health Change		3	
NURS 713: Advanced Health Assessment		3	50 lab hours
<b>Total Semester/Term Credit Hours</b>		<b>6</b>	

### SECOND YEAR

<b>Semester 4 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical, Lab, or Practice Hours</b>
NURS 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		3	
NURS 780: Foundations in PMHNP Clinical Assessment & Practice		3	25 lab hours
NURS 781: Psychiatric Diagnostic Reasoning		3	
<b>Total Semester Credit Hours</b>		<b>9</b>	

<b>Semester 5 (Spring)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical, Lab, or Practice Hours</b>
NURS 782: Psychotherapy & Behavior Change		3	25 lab hours
NURS 783: Neurobiology & Psychopharmacology in Psychiatric Disorders		4	
NURS 796: Systems Thinking for Healthcare Transformation I		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>9</b>	

<b>Semester/Term 6 (Summer)</b>			
NURS 784: Advanced Practice Seminar on Leadership Development for the PMHNP		1	
NURS 788: Advanced Practicum I		4	150 clinical hours
NURS 797: Systems Thinking for Healthcare Transformation II		1	50 project hours
<b>Total Semester Credit Hours</b>		<b>6</b>	

THIRD YEAR

<b>Semester 7 (Fall)</b>	<b>Grade</b>	<b>Credits</b>	<b>Clinical, Lab, or Practice Hours</b>
NURS 785: Complex Management of Adults for the PMHNP		2	
NURS 789: Advanced Practicum II		7	300 clinical hours
NURS 798: Systems Thinking for Healthcare Transformation III		1	50 project hours
<b>Total Semester Credit Hours</b>		<b>10</b>	
<b>Semester 8 (Spring)</b>			
NURS 786: Complex Management of Special Populations for the PMHNP		2	
NURS 795: Advanced Nursing Fieldwork		7	300 clinical hours
NURS 799: Systems Thinking for Healthcare Transformation IV		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>11</b>	
<b>Total Program</b>		<b>69</b>	<b>1,150 hours (lab, clinical, &amp; project)</b>

*A minimum of a “B” or “CR” is required in all courses. The DNP with a concentration in Psychiatric Mental Health Nurse Practitioner is a minimum of 69 credit hours.*

## NURSE EXECUTIVE ORGANIZATIONAL LEADERSHIP (NEOL)

*The College of Nursing is no longer admitting to this program. It is only available to students admitted prior to the 2023-2024 academic year.*

The Nurse Executive Organizational Leadership (NEOL) concentration is designed for individuals in leadership roles who seek to lead complex clinical systems.

This part-time post-master's program is designed for students who are licensed, registered nurses who are currently in management or are aspiring to move into management and one of the following:

- A BSN and a Master's degree in a related field (MBA, MPA, MPH, MSA), or
- A MSN in Nursing Administration or related nursing concentration (clinical, health policy, informatics, etc.).

Graduates of the DNP NEOL concentration will be experts in designing, implementing, managing, and evaluating clinical care and health care delivery systems and will be prepared to lead at the highest clinical executive ranks.

Unique learning experiences are integrated into a curriculum that weaves together the AACN DNP Essentials and CON Student Learning Objectives (SLOs) with additional specialty competencies, foundations and principles from the:

- American Organization for Nursing Leadership (AONL) Nurse Executive Competencies, <https://www.aonl.org>.

### Other Resources

- American Nurses Credentialing Center 14 Forces of Magnetism <https://www.nursingworld.org/organizational-programs/magnet/magnet-model/>
- Robert Wood Johnson Executive Nurse Fellows Principles as described: <https://www.rwjf.org/en/insights/our-research/2011/05/robert-wood-johnson-foundation-executive-nurse-fellows.html>



## **DNP-NEOL Essentials, Student Learning Objectives, Competencies and Guiding Principles**

The University of New Mexico's College of Nursing (CON) recognizes a state and national need to prepare nurse executives by providing a Doctor of Nursing Practice (DNP) degree focused on Nurse Executive Organizational Leadership (NEOL) through unique learning experiences. The curriculum blends the American Association of Colleges of Nursing's (AACN) DNP Essentials, the American Organization for Nursing Leadership Competencies (AONL) with the 14 Forces of Magnetism from the American Nurses Credentialing Center's Magnet Recognition Program® and the Robert Wood Johnson Foundation Nurse Executive Scholars Principles (web links noted above). There are eleven program outcomes expected of the DNP graduate.

### **AACN DNP Essentials**

<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

### **NEOL Program Outcomes (Student Learning Objectives)**

1. Assume the role of the doctoral prepared nurse in teaching, scholarship, leadership, and service.
2. Apply analytic methods to create, evaluate, and adopt effective innovations to improve health.
3. Analyze, translate, and apply evidence to improve health outcomes.

4. Engage individuals and communities to develop, implement, and evaluate interventions to address their health disparities.
5. Facilitate optimal health outcomes through delivery of culturally sensitive care, including clinical prevention strategies, identification of risk, individualized interventions, and formation of therapeutic relationships with clients.
6. Apply clinical, community, and policy interventions to reduce health inequities.
7. Evaluate and critique social policy relevant to the organization and delivery of health care.
8. Integrate and evaluate information systems in patient care technology for clinical, research, and administrative best practices.
9. Apply leadership and advocacy skills in the development, implementation, and evaluation of health policy.
10. Utilize effective management and organizational skills to assume a leadership role in health care delivery, policy, and systems.
11. Practice nursing reflectively, guided by theory, based on best evidence and integrating creative and critical thinking.

### **AONL Nurse Executive Competencies**

<https://www.aonl.org/>

These foundations of DNP education supply the Nurse Executive with the highest level of educational preparation in this nursing specialty. Faculty who are health care experts adept in addressing emergent and challenging issues facing nurse executives and leaders teaches the NEOL concentration. The CON provides students with a relevant educational experience that prepares them to transform nursing and health within complex health care systems.

This year-round lock-step program, (6-7 credits depending on the course per term; 35-37 credits total) can be completed in six consecutive semesters including an abbreviated summer session. The program is offered through fully online courses (exception for an annual one-week Residency described previously) featuring problem-based learning, case studies, discussion boards, asynchronous discussion boards,

podcasts, and narrated PowerPoint presentations. Synchronous sessions via Web conferencing are also held where students can interact with faculty and their colleagues.

### DNP NEOL Program of Studies (POS)

COURSE	Credit Hours	Didactic credits	Practice Credits	Practice Hours
<b>SUMMER - SEMESTER I</b>				
<b>NURS 703 Applied Clinical Research in Advanced Nursing Practice</b>	3	3		
<b>NURS 725 Principles in Advanced Management</b>	3	2	1	<b>50</b>
<b>TOTAL</b>	<b>6</b>			<b>50</b>
<b>FALL – SEMESTER II</b>				
<b>NURS 620 Health Care Statistics I</b>	3	3		
<b>NURS 705 The Business and Policy of Practice &amp; Their Influence on U.S. Health Care System</b>	3	3		
<b>NURS 796 DNP Scholarly Project Seminar</b>	1		1	<b>50</b>
<b>TOTAL</b>	<b>7</b>			<b>50</b>

<b>SPRING–SEMESTER III</b>				
<b>NURS 702 Applied Epidemiology in Advanced Nursing Practice</b>	3	3		
<b>NURS 706 Organizational Systems and Quality Management for Advanced Nursing Practice</b>	3	3		
<b>*NURS 797 DNP Scholarly Project</b>	1		1	<b>50</b>
<b>TOTAL</b>	<b>7</b>			<b>50</b>
<b>SUMMER – SEMESTER IV</b>				
<b>NURS 727 Health Care Innovations &amp; Informatics</b>	3	2	1	<b>50</b>
<b><u>Elective:</u> NURS 724 Professional Concepts and Issues for Advanced Nursing Practice</b>	3	1	2	<b>100</b>
<b>*NURS 797 DNP Scholarly Project</b>	1		1	<b>50</b>
<b>TOTAL</b>	<b>7</b>			<b>100-200</b>
<b>FALL – SEMESTER V</b>				
<b>NURS 726 Leading Organizational Change</b>	3	2	1	<b>50</b>
<b>*NURS 795 Advanced Nursing Practice Residency (1-2cr)</b>	1-2		1-2	<b>50-100</b>
<b>*NURS 797 DNP Scholarly Project</b>	1		1	<b>50</b>
<b>TOTAL</b>	<b>5-6</b>			<b>150-200</b>

SPRING – SEMESTER VI				
*NURS 797 DNP Scholarly Project	2-3		2-3	100-150
*NURS 795 Advanced Nursing Practice Residency	1-2		1-2	50-100
<b>TOTAL</b>	<b>3-5</b>			<b>150-250</b>
<b>TOTAL CREDIT HOURS = 35-38</b>		<b>PRACTICE HOURS</b>		
<b>= 550-800 HOURS</b>				

\*N795 Residency is a minimum of 2 credit hours and N797 DNP Scholarly Project is a minimum of 5 hours. Both can be based upon student needs and faculty approval

### NEOL Course Descriptions

#### **NURS 724 Advanced Nursing Concepts** (elective)

3 credits; 1 didactic, 2cr practice; 100 practice hours

This course presents the student with integrated learning experiences through on-site development of their DNP Scholarly Immersion Project, development of health policy, or continuation of residency experience while exploring leadership challenges in a changing workplace. The role and nature of executive leadership is discussed in context of the role of the nurse leader in promoting and managing institutional change.

AACN Essentials: I, II, VI, VIII; SLOs: 1, 10, 11; AONL Core Competencies: 1, 2, 3, 4, 5

#### **NURS 725 Principles of Advanced Nursing Management**

3 credit; 2 didactic, 1cr practice; 50 practice hours

This course introduces the importance of management skills, identifies essential management skills, and presents a learning model for developing management skills. Essential management skills are organized into three categories: personal, interpersonal, and group.

AACN Essentials: II, VI, VIII; SLOs: 10, 11; AONL Core Competencies: 1, 3, 4, and 5

## **NURS 726 Leading Organizational Change**

3 credit; 2 didactic, 1cr practice; 50 practice hours

This course presents the student with integrated learning experiences through on-site implementation of their scholarly project, residency, or health policy project through exploring leadership challenges in a changing health care environment the role and nature of executive leadership is discussed in context of the role of the nurse leader in promoting and managing institutional change. Content supports mastery of AACN Essentials of Doctoral Education (2006) I, II, VI, and VIII, as well as the AONL Nurse Executive Competencies (2005) 1, 2, 3, 4 and 5.

# APPENDIX A: GAP ANALYSIS FOR DNP PRACTICE HOURS

University of New Mexico, College of Nursing  
 Doctorate in Nursing Practice (DNP) – Gap Analysis

Applicant Name \_\_\_\_\_ Credentials: \_\_\_\_\_

Applying to: \_\_\_\_\_  
 Previous Master’s Degree: \_\_\_\_\_ Degree Granting Institution: \_\_\_\_  
 Year \_\_\_\_\_  
 Is applicant nationally certified as an APRN? \_\_\_\_\_ Is national certification current? \_\_\_\_\_

Currently working in an APRN role ? (describe role, employment in last 5 years)

Does applicant have a pharmacology / prescribing license? \_\_\_\_\_

### CON- MSN PROGRAM STANDARD COURSES

Courses Completed	Credit Hours	Grade	Course description/objectives	UNM DNP Objectives/Competencies covered	Practice Hours Transferred to UNM CON Program

## **APPENDIX B: INSTRUCTIONS: PROGRAM OF STUDIES FORM**

Obtain the DNP Program of Studies Form for graduation from the CON Student Advisement Office.

It is strongly recommended that students obtain a copy of their Advisement/Unofficial Transcript before filling out this form. Students can access an unofficial transcript themselves from LoboWeb (<https://my.unm.edu/cp/home/displaylogin>) or obtain a free unofficial transcript from the Records and Registration Office at One-Stop, Mesa Vista Hall, 505-277-2447 option 3, or [registrar.unm.edu](http://registrar.unm.edu).

All spaces on the form must be filled in. Missing information will result in return of the form, which could delay graduation. Please print neatly.

- Personal Information.
- Department or Graduate Unit. Put College of Nursing.
- List all degrees you currently hold or have completed.
- Indicate the UNM Doctorate of Nursing Practice (DNP) degree you are seeking. Use the code DNP-NEOL. The major code is 077.
- Subdivision (concentration, emphasis, etc.). If you are pursuing a concentration/emphasis within your major, list it here; for example, NEOL.
- Semester and year you expect to complete requirements. Projected date of graduation. This can be changed without penalty.
- Which publication are you using to meet degree requirements? You may use any bulletin/catalog that has been in effect since you entered your current graduate program. If you have been readmitted to a program or have changed degree programs, you may only use catalogs in effect since your readmission/change of degree (see General Academic Regulations in the UNM Catalog for further details). Although students may choose which degree requirements they wish to follow, all students must follow the General Academic Regulations in the current catalog.
- List all the classes you took in chronological order. Spell faculty names correctly.



This form must be signed by your Faculty Advisor, and the original must be submitted to the CON Student Advisement office.

See complete Program of Study course list for NEOL and the Clinical Concentration.

## APPENDIX C: PROFESSIONAL DOCUMENTATION REQUIREMENTS FOR GRADUATE NURSING STUDENTS



### Professional Documentation Requirements for Graduate Nursing Students

#### STUDENT RESPONSIBILITIES

1. The UNM Health Sciences Center as well as the College of Nursing's (CON) accrediting agencies and clinical/practice partners require students to fulfill the professional documentation requirements on the documentation checklist below.
2. All CON professional documentation requirements are due by the stated deadline and must be current and up to date **at all times** while you are a student in the program. Non-compliance may result in the interruption of clinicals, withholding of grades, or disenrollment from the program.
3. Students may be asked to furnish copies of records directly to a clinical or practice site.
4. In the event any requirements change, students will be notified and are expected to respond accordingly.

#### INSTRUCTIONS

1. Students will manage their professional documentation electronically using myRecordTracker® for a one-time fee of \$50.00. Students will receive an email approximately one month before their first term begins with instructions on how to access the system.

2. **Deadlines to upload professional documentation:**

a. **MSN and PMC Programs:** June 23, 2023

b. **DNP Programs:** October 6, 2023

3. **Important Guidelines:**

a) The Student User Guide in myRecordTracker® provides step-by-step instructions for navigating the system. This guide will be emailed approximately one month before orientation.

b) Profiles must include university HSC/Salud email addresses. In the event a personal address is used to set up the account, it must be changed by the submission deadline.

c) myRecordTracker® provides scanning services if needed. Refer to page 9 of the User Guide for instructions. Allow at least 72 hours for a record to be uploaded.

d) System generated email notifications will be sent to the student notifying them of requirements that will be expiring throughout their time in the program.

4. Please direct any questions regarding professional documentation or myRecordTracker® to the College of Nursing's Office of Clinical Affairs at [UNM-CON-Clinical-Affairs@salud.unm.edu](mailto:UNM-CON-Clinical-Affairs@salud.unm.edu)

## PROFESSIONAL DOCUMENTATION CHECKLIST

**Below is a listing of the required professional documentation for the program. Detailed instructions for each requirement can be found in the myRecordTracker® system.**

**The first seven items listed below must be dated within the calendar year that you are beginning your program.**

All of the professional documentation, except for the seasonal influenza vaccination, must be uploaded into your myRecordTracker® prior to the deadline listed in item #2 above.

- New Mexico Department of Health (NMDOH) Caregiver Criminal History Screening Clearance Letter (Completed Annually)
- UNM Student Health and Counseling (SHAC) Immunization Record Form listing the dates and results of the following immunizations:
  - Measles, Mumps, and Rubella (MMR)
  - Tetanus-Diphtheria-Pertussis (TDaP)
  - Varicella (Chickenpox)
  - Hepatitis B Vaccination and Serological Testing
    - **Note regarding Hep B series:** Entering students are required to have at least the first **two** injections of the Hepatitis B series prior to starting clinical. Students **are** allowed to attend clinicals while their third dose and/or titer are pending.
  - Tuberculosis (TB) Screening (Completely Annually)
  - Seasonal Influenza (October – May)
  - COVID-19 Vaccine Series
    - **Note regarding COVID-19 vaccination:** All CON students are expected to have received the full vaccine series for COVID-19 or have received an approved UNM exemption to the vaccine as outlined on UNM’s Bring Back the Pack website:  
<https://bringbackthepack.unm.edu/vaccine/vaccine-requirement-exemption-forms.html>
- 10-Panel Urine Drug Screen Results

- UNM HIPAA Security and HIPAA & HITECH Training Certificates  
(Completed Annually)**
- Bloodborne Pathogens/OSHA Training Certificate**
- Consent to Release Personal Information Form (form provided in  
myRecordTracker)**
- N-95 Respirator Fit Test (Completed Annually)**
- Basic Life Support and/or Concentration-Specific Life Support  
Certifications**
- Current Nursing License**

## APPENDIX D: STUDENT DRESS CODE FOR DNP CLINICAL COURSES

The UNM CON dress code is in place when you are in the clinical setting or in the simulation lab. It is important that your colleagues, teachers and clients feel respected, safe, and comfortable. An overall appearance of neatness is key. Clinical sites have dress codes and must be adhered to while in the clinical setting. Often, students need to cover all tattoos (wearing long sleeves, band aids) and remove and or cover piercings in the ears, face, neck, nose and in the tongue. You are responsible for identifying the dress code in effect at your assigned clinical site (s).

### UNIFORM

- Clinical:*** Professional clothing or concentration approved scrubs/button down shirts with closed toe flat shoes. **Do not wear jeans, leggings, jeggings, exercise attire, or shorts under a lab coat.**
- Lab coats may be required at your clinical site. Check with your preceptor.***

### ACCESSORIES

- Jewelry should be kept to a minimum. Large, dangling ear hoops or necklaces are NOT appropriate. Earrings, flat to the earlobe, are acceptable. Rings with stones can tear gloves or patients' skin. Facial piercings including tongue piercings are not appropriate for patient care. Medic alert bracelets are acceptable. Skin/flesh-tone plugs should be worn in ear gauges.
- Persons with tattoos must follow the requirements of the clinic in which they are being precepted. In general, tattoos should be covered. A long sleeve undergarment may be worn under scrub tops to cover tattoos. A turtleneck may be necessary to cover some tattoos.
- A white sweater (if needed) is acceptable instead of a lab coat.

### GENERAL APPEARANCE

- Neat, tidy, and professional appearance at all times, including under lab coat.
- Fingernails must be cut short; no nail polish, gel or synthetic nails.
- No perfume.

- No chewing gum.
- Hair must be clean, restrained (not loose) and off the shoulders.
- Beards and mustaches are to be clean and neatly trimmed.
- The practice of good daily hygiene is expected.

## REQUIRED SUPPLIES FOR INPATIENT CLINICAL

*Refer to syllabus for each course for additional supplies*

- Stethoscope
- Watch

## APPENDIX E: STUDENT WEBSITE LINKS/RESOURCES ON MAIN CAMPUS

UNM Degrees: <https://degrees.unm.edu/>

UNM LoboWeb: <http://my.unm.edu/home>

UNM Office of Admissions: LOBO Trax Audit

<https://admissions.unm.edu/future-students/transfer/lobotrax-audit.html>

UNM African American Student Services: <https://afro.unm.edu/>

UNM American Indian Student Services: <https://aiss.unm.edu/>

UNM HSC American Indian Student Center: <https://iikd.unm.edu/for-students/student-centers.html>

*Ervin Lewis Center* is located in the Health Sciences and Services Building (HSSB Building #424) in Room 104; accessible Monday-Friday 8 a.m. – 5 p.m.

UNM Center for Academic Program Support (CAPS) – Writing Center:

<https://caps.unm.edu/index.php>

UNM Office of Career Services: <https://career.unm.edu/>

UNM Center for Native American Health: <https://iikd.unm.edu/>

UNM College Enrichment Program: <https://cep.unm.edu/>

UNM El Centro de la Raza/ Division of Student Affairs: <https://elcentro.unm.edu/>

UNM LGBTQ Resource Center: <http://lgbtqrc.unm.edu/>

UNM Graduate Resource Center: <https://unmgrc.unm.edu/>

UNM HSC Interprofessional Education (IPE): <https://hsc.unm.edu/ipe/about/index.html>

[Agora Crisis Center](https://www.unm.edu/health-services/agaora-crisis-center) (505-277-3013 or 1-800-HELP-1-NM)



This program offers a free volunteer paraprofessional listening and referral service. Open 9:00 a.m. to midnight, 7 days a week, depending on volunteer availability. Call or walk in. Located at 1820 Sigma Chi Rd NE, connected to the Psychology Clinic.

Counseling and Therapy Services (CATS; 505-277-4537)

Located in the Student Health Center, CATS provides assessment, referral, crisis and emergency interventions, therapy, and medication services. Open Monday through Friday, 8:00 a.m. to 5:00 p.m., and Tuesdays, 9:00 a.m. to 5:00 p.m. Fees, hours, access, and services are available on the website: [shac.unm.edu/](http://shac.unm.edu/).

Department of Psychology Clinic (505-277-5164)

Located on campus at 1820 Sigma Chi NE, this clinic offers a broad range of psychological services, including therapy for the adult individual, family, child, couples, and psychological testing (by appointment only; sliding scale; waiting list).

HSC Wellness Center Gym: <https://hsc.unm.edu/assets/doc/wellness/wellness-faq.pdf>

The gym is located on the second floor of Domenici Center West Wing, directly above the UNM Medical-Legal Bookstore.

Student Activities Center (505-277-4706)

This office oversees more than 300 student organizations and many student events. Services also include an off-campus housing service and an emergency messaging service for students. Website: <https://sac.unm.edu/>

Student Health Center: Student Health and Counseling (505-277-3136)

Located on main campus, this center provides comprehensive primary medical care and counseling services. It is available to all UNM students. The copayment is \$15.00 for a student taking 6 or more credits or \$30.00 for a student taking fewer than 6 credits. SHAC is open for advance and same-day medical appointments, Monday through Friday, 9:00 a.m. to 5:30 p.m. (the last appointment of the day is at 5:30 p.m.). Website: [shac.unm.edu/](http://shac.unm.edu/).

Veterans Counselor and Advisor (505-277-3184 or 505-277-3181)

This service helps veterans and children of veterans become certified to receive their VA education benefits. Coursework is reviewed for eligibility for payment. This office is located in the Student Union Building (SUB), Suite 2002. Website: [vrc.unm.edu/](http://vrc.unm.edu/).

Women's Resource Center (505-277-3716)

Main Campus location: Located at Mesa Vista Hall, Room 1160, the purpose of the center is to improve the status of women in the academic community by offering academic advising, workshops, and counseling. Open 8:00 a.m. to 5:00 p.m., Monday through Friday. For additional information refer to their website at [women.unm.edu/](http://women.unm.edu/).

HSC Women's Resource Center location: 917 Vassar NE

## APPENDIX F

### HEALTH SCIENCES CENTER LIBRARY & INFORMATICS CENTER (HSCLIC)

505-272-2311, <http://hsc.unm.edu/library/>

Nursing Services Librarian – Lisa Acuff, 505-272-0638, [LAcuff@salud.unm.edu](mailto:LAcuff@salud.unm.edu)

- Health Sciences archives, 505-272-0656
- Reference and computer searches, 272-2311, <https://hsc.unm.edu/hslic/help/ask-a-librarian.html>
- Nursing Collection Development, 272-0638, [lhendrix@salud.unm.edu](mailto:lhendrix@salud.unm.edu)
- HSLIC Online catalog: <https://hslic-unm.on.worldcat.org/discovery>
- Interlibrary Loan Office <https://unmhsc.l.hosts.atlas-sys.com/illiad/HSLIC/logon.html>
- Reference Tools <https://libguides.unm.edu/ref>

### ZIMMERMAN LIBRARY

505-277-9100 | <https://library.unm.edu/about/libraries/zim.php>

In addition to books and journals on humanities, social science and education, Zimmerman houses:

- [Government Information](#)
- Reference Department <https://elibrary.unm.edu/>
- Center for Academic Program Support (CAPS) <https://caps.unm.edu/>

### **Zimmerman Library, 1st Floor, West Wing**

505-277-6451

- Center for Regional Studies, 505-277-2857 <https://elibrary.unm.edu/cswr/>
- Chaco Archives, 505-346-2884
- Spanish Colonial Research Center, 505-346-2890
- Center for Southwest Research, <http://library.unm.edu/cswr/index.php/>

## Herzstein Latin American Reading Room, Zimmerman Library, 2nd Floor

505-277-9100

- Hard copy newspapers from Latin America & Iberia
- Core journals in Latin American/Iberian studies
- Internet access, conference room, exhibition gallery, affiliated programs

## PARISH MEMORIAL LIBRARY

(Adjacent to Graduate School of Management)

505-277-5912 | <http://library.unm.edu/about/libraries/pml.php/>

- Books, journals, etc. on business, economics, management
- U.S. and international corporate annual reports
- SEC10 K reports
- Copy machines, study rooms
- Reference services, computerized databases, CD-ROMs, Internet access

## FINE ARTS AND DESIGN LIBRARY, FINE ARTS CENTER

505-277-2357, <https://library.unm.edu/about/libraries/fadl.php>

- Books, journals, etc. for art, architecture, photography, music
- Recordings, music scores
- Listening/viewing facilities
- Exhibition catalogs

## CENTENNIAL SCIENCE AND ENGINEERING LIBRARY

505-277-4858 | <https://library.unm.edu/about/libraries/csel.php>

- Books, journals for science and engineering
- Technical reports
- Maps & geographic resources
- Reference and database services

## **APPENDIX G: GRADUATE NURSING STUDENT RIGHTS AND RESPONSIBILITIES**

1. A nurse admitted for graduate education in the CON has the rights and responsibilities associated with professional nursing.
2. Students have the right to full information about all requirements and policies of the CON regarding graduate education. These policies must be in text/online and available to students upon admission. In turn, the student has the responsibility to read all UNM and CON requirements and procedures related to graduate study.
3. Students have the right to academic advisement early in their course of studies as well as access to ongoing advisement.
4. Students have the right to written information on course content, objectives, and evaluation procedures at the beginning of each course.
5. Students have the right to information regarding any sources of financial assistance that may be available to them, both from within and external to the CON.
6. Students have the right to grieve problems in the grading policies, clinical evaluations, student-instructor conflicts, and policies of the graduate department through a specified impartial procedure. Grievance may be raised by individuals or groups.
7. Students have the right to representation on CON Committees as ex-officio members.
8. Students have the right to channel their views into curricular affairs. Mechanism of committee participation and opportunities for hearing students' perspectives and evaluations should be provided by the program.

## COLLEGE OF NURSING STUDENT RIGHTS AND RESPONSIBILITIES

You have the right to...	You have the RESPONSIBILITY to...
Be treated with respect and professionalism	Interact with instructors, staff and peers, either in person, by phone or e-mail, in a respectful, professional, and constructive manner.
Clear communications from your instructors about course objectives, assignments, grading guidelines, and general policies regarding student work in the syllabus for each course	<p>Read the syllabus, comply with its guidelines for your performance in the course, and ask questions if anything in the syllabus seems unclear or unreasonable.</p> <p>Keep up with other course-related communications, such as emails, in-class announcements, and Web postings to stay informed.</p> <ul style="list-style-type: none"> <li>• Contact the Web resource assistants if unable to access the course syllabus during the FIRST week of a Web course.</li> <li>• If unable to access a Web course in the first week, contact the instructor by phone.</li> <li>• Obtain and maintain a UNM CIRT Net ID account.</li> </ul>
Grading of your work that upholds the importance of excellence and is consistently applied to all students	<ul style="list-style-type: none"> <li>• Work diligently to fulfill assignment guidelines and grading criteria.</li> <li>• Complete course work as assigned and on time.</li> <li>• Use the available resources to improve the quality of your work as necessary.</li> <li>• Respond to the evaluation of your work in a civil manner, even if you do not agree.</li> </ul>
You have the right to...	You have the RESPONSIBILITY to...
A quality-learning environment that is conducive to your learning, comfort, and safety.	<p>Contribute to a positive classroom learning environment by:</p> <ul style="list-style-type: none"> <li>• Silencing cell phones and other devices during class meetings (if you must respond to a page or call, leave the room);</li> <li>• Holding personal conversations of any sort outside of the classroom or during breaks;</li> <li>• Arriving on time for class meetings.</li> </ul> <p>Contribute to a positive Web-based learning environment</p>

	by observing "netiquette" rules as posted in the courses.
During times of unforeseen personal emergency or crisis, which you have communicated responsibly to faculty, reasonable flexibility from instructors about attendance, deadlines, and other course policies.	<ul style="list-style-type: none"> <li>• Attend all classes and clinical activities. Clinical/Lab attendance is mandatory.</li> <li>• Be aware of and behave in accordance with the instructor's guidelines in the syllabus for absences and other attendance requirements.</li> <li>• Contact the course/clinical instructor <i>in advance</i> if you are going to be absent or need special scheduling accommodations. <ul style="list-style-type: none"> <li>• <b>Consequences</b> of not contacting course/clinical instructor are the following: <ul style="list-style-type: none"> <li>○ The first no-show, no-notification or unexcused absence may be grounds for failure and a remarkable observation will be placed in the student's file.</li> <li>○ Any subsequent no-show, no-notification or unexcused absence is grounds for immediate failure.</li> <li>○ Clinical make-up for unavoidable absences, as determined by the course coordinator will be assigned.</li> <li>○ Missing scheduled times compromises your ability to demonstrate attainment of the clinical objectives required to pass the course.</li> </ul> </li> </ul> </li> <li>• Keep instructors informed about such emergency circumstances as soon as you become aware that they will affect your course work.</li> <li>• Anticipate nonemergency personal circumstances and make your own plans to avoid allowing them to affect your schoolwork and class attendance.</li> <li>• Take the initiative in arranging to "make up" any missed class by making your own arrangements to acquire the materials, announcements, and lecture content that were covered.</li> </ul>
Expect faculty to be available for appointments.	Keep scheduled appointments or cancel as soon as you know you cannot make it. Appointments must be cancelled in advance.
Expect faculty to respond to email or phone messages	Include clear contact information with your messages.

<p>within 2 working days unless students are otherwise notified about changes in faculty availability.</p> <p>For Web courses, faculty shall arrange for alternate coverage for absences greater than 2 working days, excluding University holidays.</p>	
<p><b>You have the right to...</b></p>	<p><b>You have the RESPONSIBILITY to...</b></p>
<p>Appeal any decisions made by an instructor by following CON's established appeal process and chain of command.</p> <ul style="list-style-type: none"> <li>• You have the right to speak with the instructor regarding specific course requirements, for clarification of course content, and to express grievances.</li> <li>• In the event that discussion with the instructor does not result in resolution of the issue, you have the right to meet with the appropriate Program Coordinator.</li> <li>• In the event that discussion with the Program Coordinator does not result in resolution of the issue, you have the right to meet with the appropriate Assistant Dean of Professional Graduate Programs</li> <li>• In the event that discussion with the Assistant Dean of Professional Graduate Programs does not result in</li> </ul>	<p>Behave in a professional and constructive manner when informing instructors that you would like them to reconsider a decision they have made.</p>



<p>resolution of the issue, you have the right to meet with the Associate Dean of Academic Affairs.</p> <ul style="list-style-type: none"><li>• In the event that discussion with the Associate Dean of Academic Affairs does not result in resolution of the issue, you have the right to file a formal grievance in accordance with CON policies (see Pathfinder for additional information).</li></ul>	
---	--

## **APPENDIX H – UNIVERSITY POLICIES TO REVIEW**

### FACULTY HANDBOOK

[D100: Dishonesty in Academic Matters](#)

[D176: Graduate and Professional Student Conduct and Grievance Procedures](#)

### REGENTS' POLICY

[4.2: Student Code of Conduct](#)

# APPENDIX I

## NURSING STUDENT CODE OF PROFESSIONAL CONDUCT

As a nursing student and member of the healthcare community, I accept responsibility and hold myself to the highest standards of conduct. I will also support my colleagues in upholding these standards, which include professional behavior in academic study, clinical practice and patient care, scholarly endeavors, and other professional activities. I commit to the following:

### PERSONAL AND PROFESSIONAL RESPONSIBILITY

- I will assume personal responsibility for my professional performance.
- I will strive to be an honest, responsible and compassionate healthcare provider. I will demonstrate personal conduct that reflects positively on the healthcare profession and the College of Nursing.
- I will maintain patient well-being as my primary focus and responsibility, and will not deflect from this focus by pursuit of grades, evaluations, or other personal goals.
- I take personal responsibility for patients in my care. I will not leave the relevant premises without ensuring continuity of patient care through appropriate hand-off.
- I will be on-time, prepared, and fully participate in all required activities.
- I will be cognizant of perceived potential conflicts of interest such as pharmaceutical and other medical industry representatives.
- I will comply with professional documentation standards and deadlines as well as fulfill all credentialing and orientation requirements mandated by the CON and clinical facility.
- National recommendations on learner fatigue, sleep deprivation, and safety recognize that practicing nurses enrolled in graduate study are learners, as such, they should be well-rested before scheduled courses, assigned clinic or call times. Well-rested is defined as having a period of 8 hours of uninterrupted rest after sixteen hours of active on-duty time, and/or take rest breaks before working more than 16 hours. In the interest of public safety, students are not allowed to work night shifts before or after a course assigned clinic or call shifts.

### COMMITMENT TO EXCELLENCE IN LEARNING

- I will perform self-assessment to obtain the knowledge, skills and competence to master best practices of my profession.
- I will value the learning process as a shared activity involving healthcare peers, faculty, preceptors, healthcare team and staff.
- I will seek assistance from faculty, support services, colleagues or professionals to address issues that may adversely affect my education, quality of patient care, scholarly work, or service.

## COMMITMENT TO EXCELLENCE IN PATIENT CARE

- I commit myself to continually improving skills in patient care by applying best healthcare practices, including mastering ethical standards of care, ethical business practices, patient preferences, cultural responsiveness, and the cost-effective and appropriate use of healthcare resources.
- I will participate in opportunities to educate patients, their families, and larger groups about public health issues and health care options.
- I will preserve the confidentiality of protected health information (PHI), and will comply with all HIPAA requirements for transmission and sharing of patient-specific medical information.
- I will inform my practice setting of any issues I observe that affect patient safety or quality of care.

## INTEGRITY AND RESPECT

- I will demonstrate honesty and integrity in academic and clinical activities, including examinations, evaluations and any other representation of my work.
- I will be truthful in all interactions with patients, peers, and faculty regarding patient data or other information.
- I will be candid with my patients and empower them to make informed choices about their treatment.
- I will be honest in the collection, interpretation and reporting of data pertinent to academics and patient care.
- I will abide by institutional determinations and disclosure requirements for potential conflicts of interest. I will disclose my potential conflicts of interest to applicable review committees and offices.
- I will demonstrate the highest standards of ethical, legal, and professional behavior in the academic and clinical setting.
- I will demonstrate respect, inclusivity, and appreciation for diversity in culture, gender, economic status, sexual orientation, ethnicity, disabilities and individual personal beliefs.
- I will show humility and not abuse the power of my position.

### Acknowledgement

I agree to abide by this Code of Professional Conduct

---

Print Name

---

Date

---

Signature