

# PROFESSIONAL GRADUATE PROGRAMS

MSN, POST-GRADUATE CERTIFICATE & DNP

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Student Handbook

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2024 - 2025





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## MESSAGE FROM THE DEAN

Welcome to The University of New Mexico College of Nursing. Here, we provide our students with the support they need to complete their program, setting them up for a continuous curiosity that will serve them throughout their life as a nurse. Your education will be unmatched. We believe that our communities deserve quality health care providers who are prepared at the highest level and knowledgeable about the population's unique needs.

Our aim is to educate our students, serve our patients, increase access, and advance health care. Whether you are studying to become a nurse or advancing your career, you will have educational, clinical and leadership skills that will help you address increasingly complex health issues and health equity.

At the UNM College of Nursing, our scientific investigations examine health care from the nurse's perspective—a holistic perspective and an interdisciplinary approach to understanding acute care, chronic illness and health promotion. Our graduates advance the science of nursing by translating and evaluating evidence-based practice and building new knowledge.

The faculty are experts in their fields, their achievements include nationally funded projects, state-funded contracts, as well as leaders in nursing higher education and active influencers in professional nursing organization. They are excellent methodologists, content experts, and mentors.

Our staff is here to assist you on your journey as well. They are highly educated professionals in their area of student assistance. Their focus is to offer student services that will help navigate a rigorous but doable nursing educational journey.

I believe that your choice of becoming a nurse will be life transforming. I am pleased to welcome you on behalf of the UNM College of Nursing. Please take full advantage of services the College and University has to offer you. I know your educational endeavor will be a truly rewarding one. I wish you a professionally growth-producing and personally satisfying journey!



Rosario Medina  
PhD, RN, FNP-BC, ACNP, CNS, FAANP, FAAN  
Dean and Clinician Educator, Professor



## 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 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.

## **REQUIRED TRAININGS**

The following is a list of required trainings automatically assigned to all students via [UNM Learning Central](#):

- HIPAA and HITECH
- HIPAA Security
- HSC Codes of Professionalism and Conduct
- UNMH/HSC Compliance Training
- Fraud, Waste, and Abuse
- Basic Annual Safety Training
- Active Shooter on Campus: Run, Hide, Fight
- Prevention of Sexual Harassment and Discrimination Gateway
- Bloodborne Pathogen Training
- Infection Prevention and Control Best Practices

## **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>.

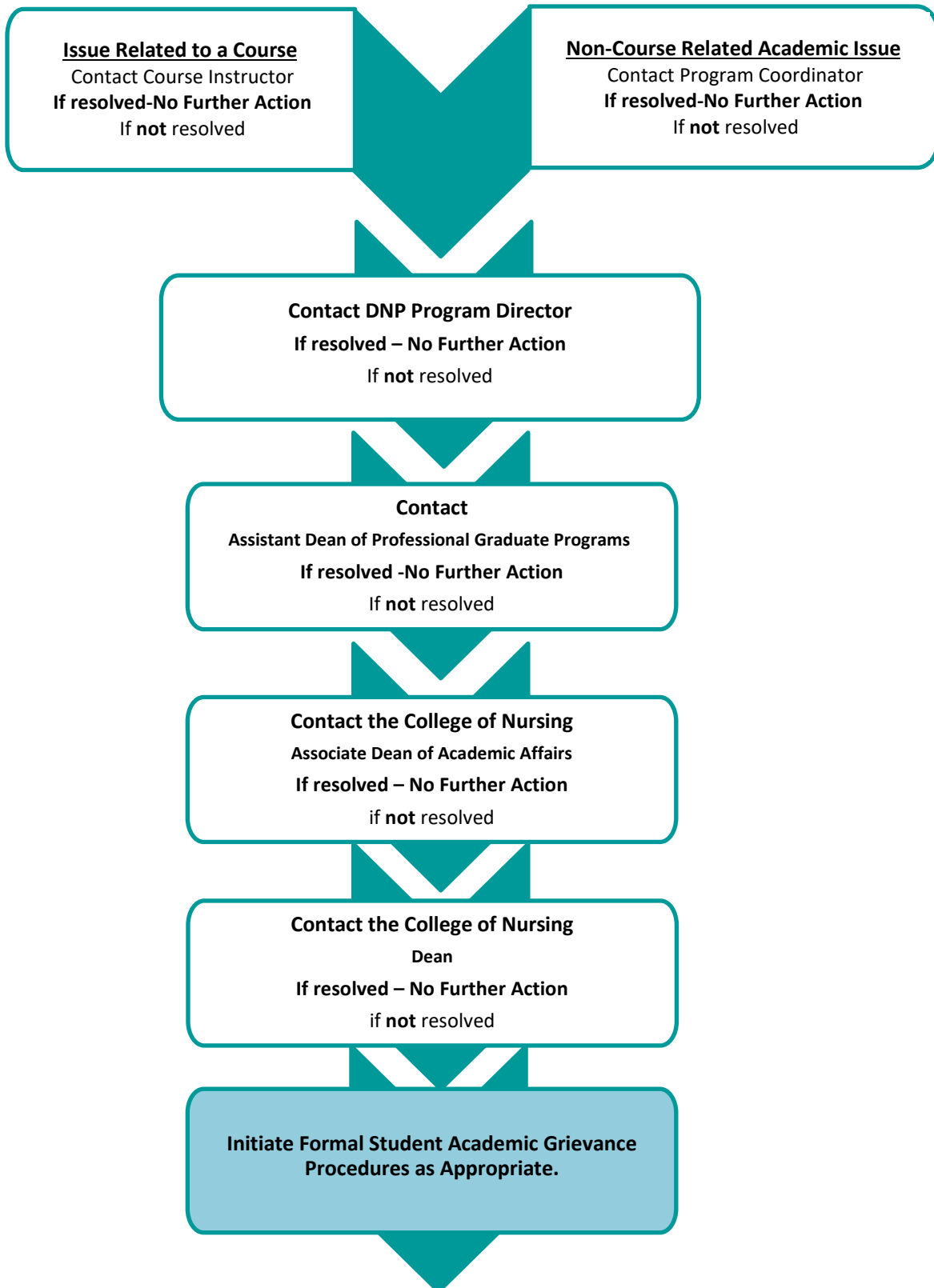


## RESOLUTION OF ISSUES

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 UNM Graduate Studies (GS). (*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.

## **ATTENDANCE AND LATE ASSIGNMENTS**

### **Class Participation**

1. Attendance at all classes is expected. Exceptions are for illness or emergency only. Students requesting an excused absence should contact course/clinical faculty as soon as possible. Students with unexcused class absences may be

dropped from the class by the course faculty. Students are responsible for content covered during any missed classes and for turning in assignments as scheduled. The student must take the initiative in arranging to get notes from a classmate and to make up any missed work.

2. Consequences of not contacting course/clinical faculty are the following:
  - a. 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.
  - b. Any subsequent no-show, no-notification or unexcused absence may be grounds for immediate failure.
  - c. Clinical make-ups are discouraged. For unavoidable absences, contact the course/clinical faculty to see if a clinical make-up can be assigned.
  - d. Missing scheduled times compromises your ability to demonstrate attainment of the clinical objectives required to pass the course.
3. An HSC Link email account is required and you must be subscribed to your class list-serve. If you do not already have an email account you can get one at no cost through the IT department. Students are expected to check email on a daily basis during both class and clinical blocks.
4. All written work, including exams and write up, are to be independent student work unless the assignment is a group assignment. No collaboration of any kind with other students or with preceptors is permitted except where explicitly stated.
5. Assignments will be graded as submitted and faculty will provide feedback, both positive and constructive, to assist students in improving performance on future assignments. Assignments cannot be redone for a higher grade after submission.

### **Course Requirements**

All course assignments must be completed and turned in on time. Late work will not be accepted unless special arrangements have been made in advance with your instructor. Unexcused late assignments will incur a late penalty of 10% per day for up to 3 days (see below). Assignments will not be accepted if turned in more than 3 days late.

- 10% deduction (maximum grade of 90%) for up to 24 hours late;
- 20% deduction (maximum grade of 80%) for up to 48 hours late, and
- 30% deduction (maximum grade of 70%) for up to 72 hours late.

## 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

<https://grad.unm.edu/funding/index.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 (HSLIC)

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

UNM's Health Sciences Library and Informatics Center (HSLIC) is New Mexico's only publicly accessible health sciences library. HSLIC faculty and staff strive to improve health and health equity for all New Mexicans through active collaboration and partnership in education, research, clinical care, and community engagement. HSLIC has expert faculty and staff, a state-of-the-art collection of electronic, print and audiovisual materials, and a facility designed to meet the needs of today's learners.

The HSLIC facility encompasses 37,030 sq ft of technology-infused space, offering 44 computer workstations, a variety of group study and collaboration spaces, individual study rooms, a virtual reality suite, a lactation room, and classrooms. Wireless access is available throughout the building, and guests may use wireless or designated HSLIC computer workstations to access online resources. Comprised of three floors, HSLIC has 449 seats, including 46 in our 9 group study rooms and 9 in our individual study rooms. Study rooms can be booked in advance using an online reservation system: <https://libcal.health.unm.edu/reserve/rooms/study>. HSC-affiliated patrons have 24/7 access to HSLIC. HSLIC is open to the public Monday through Friday, 8 am to 5 pm and Saturdays 12 to 5 pm.

Need Help? Ask A Librarian: <https://hsc.unm.edu/hslic/help/ask-a-librarian.html>

Nursing Resource Guide – Your one stop for resources targeted to nursing students and nurses: <https://libguides.health.unm.edu/nursing>

- 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 GS, 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 worldwide. 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.

**DNP Program Director, Faculty Coordinators** and staff:

Faculty	Staff
Tamara Shannon, DNP, MSN, CPNP-PC, CNE DNP Program Director 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>	<b>Office of Academic Success</b>  <a href="mailto:HSC-CONAcademicSuccess@salud.unm.edu">HSC- CONAcademicSuccess@salud.unm.edu</a>



Christine Cogil, DNP, MPS, RN, FNP-BC  
Family Nurse Practitioner Program  
Coordinator

[ccogil@salud.unm.edu](mailto:ccogil@salud.unm.edu)

Melody Avila, DNP, RN, FNP-BC  
Interim Pediatric Nurse Practitioner  
Program Coordinator

[melody@salud.unm.edu](mailto:melody@salud.unm.edu)

Felina Ortiz, DNP, RN, CNM, FACNM  
Nurse-Midwifery Program Coordinator

[Feortiz@salud.unm.edu](mailto:Feortiz@salud.unm.edu)

Michele Head, DNP, RN, ACNP-BC, FNP  
Adult-Gerontology Acute Care Nurse  
Practitioner Program Coordinator

[mihead@salud.unm.edu](mailto:mihead@salud.unm.edu)

Jennifer Schneider, PhD, PMHNP-BC  
Psychiatric Mental Health Nurse  
Practitioner Program Coordinator

[jsschneider@salud.unm.edu](mailto:jsschneider@salud.unm.edu)

Connie Smith-Fassler, DNP, MHA, RN,  
CNM

Nursing Administrative Leadership

Program Coordinator

[cfassler@salud.unm.edu](mailto:cfassler@salud.unm.edu)

## **Office of Clinical Affairs**

*Clinical placements and professional  
documentation.*

[UNM-CON-Clinical-  
Affairs@salud.unm.edu](mailto:UNM-CON-Clinical-Affairs@salud.unm.edu)

## **Office of Academic Advising**

[HSC-CON-advising@salud.unm.edu](mailto:HSC-CON-advising@salud.unm.edu) SC-  
HS

Michael Kisner

Program Specialist

[MbKisner@salud.unm.edu](mailto:MbKisner@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://px7gv7gt2n.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 email 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. 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 GS or the Registrar.

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

For more information regarding UNM HSC ID badges, please refer to [Health Sciences Identification Badge System Procedures](#).

### 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**

Course Number	Course Title	Credit Hours
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: MSN & PMC PROGRAMS OBJECTIVES AND CURRICULUM PLANS

### 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.***

### FAMILY NURSE PRACTITIONER

*This is a full-time program*

The focus of the Family Nurse Practitioner (FNP) Program is on primary care for persons of all ages, especially for rural and underserved populations. To meet this mission many clinical experiences are in rural settings beyond one hour driving outside the Albuquerque metropolitan area and require students to travel. The FNP Program is offered as a full time, six (6) term program of study (POS). The FNP courses are offered sequentially and must be completed in the sequence outlined in the Program of Studies (POS). Any deviation from the FNP POS must be approved in advance by the FNP Program Coordinator. Courses may be offered fully on-line, fully on-campus, or as a blend of on-line / on-campus content.

Graduates will be awarded the MSN degree: FNP program. Graduates are eligible to take a national FNP certification exam and, once certified, will be eligible for licensure as a Family Nurse Practitioner in New Mexico. Students are responsible for determining any additional requirements for certification and eligibility to practice in a particular state.

## Objectives

These objectives are aligned with the current American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing and the National Organization of Nurse Practitioner Faculties (NONPF) Competencies.

### **At the completion of the program the graduate will be prepared to:**

1. Provide full scope primary care, utilizing both independent and collaborative approaches, to individuals and families across the lifespan, including management of acute and chronic health problems, health promotion, disease prevention, and support for transitional and end of life needs. (*Masters Essentials - VIII, IX; NONPF Competencies – Leadership, Practice Inquiry*)
2. Integrate ethical principles in decision-making and evaluation of care related to individuals, families, populations and systems of care. (*Masters Essentials – II, VIII; NONPF Competencies –Policy, Ethics*)
3. Coordinate health care through interdisciplinary collaboration with members of the health care team. (*Masters Essentials – II, V, VII; NONPF Competency – Health Care Delivery*)
4. Empower and motivate individuals and families to be full participants in their own health care. (*Masters Essentials VI; NONPF Competency – Technology and Information Literacy, Independent Practice*)
5. Advocate for systems and policies that reduce health disparities, facilitate access to care, and address cultural diversity and rural populations. (*Masters Essentials – I, II, VI; NONPF Competencies – Quality, Policy, Health Delivery System, Independent Practice*)

6. Assume professional responsibility for maintaining and advancing clinical practice competencies. (*Masters Essentials III; NONPF Competency – Leadership*)
7. Participate in quality assurance and evaluation of health care delivery. (*Masters Essentials – III; NONPF Competency – Quality, Practice Inquiry*)
8. Use and articulate evidence-based research as the basis for practice. (*Masters Essentials – I, IV; NONPF Competency – Scientific, Practice Inquiry*)
9. Contribute to existing knowledge through participation in research. (*Masters Essential – IV; NONPF Competencies – Scientific, Practice Inquiry*)

### Family Nurse Practitioner Program of Studies

COURSE	Credit Hours	Didactic credits	Clinical Credits	Clinical Hours
<b>SUMMER - TERM I</b>				
NURS 501 Theoretical Foundations of Advance Nursing	3	3		
NURS 503 Research in Nursing	3	3		
NURS 526 Advanced Pathophysiology	3	3		
<b>TOTAL</b>	<b>9</b>	<b>9</b>		
<b>FALL – TERM II</b>				
NURS 540 Advanced Health Assessment and Diagnostic Reasoning	3	2	1 (lab)	50 (lab)
NURS 543 Pharmacological Principles of Clinical	3	3		
NURS 525 Primary Care Concepts	3	3		
<b>TOTAL</b>	<b>9</b>	<b>8</b>	<b>1</b>	<b>50 (lab)</b>
<b>SPRING – TERM III</b>				
NURS 505 Health Care Policy, Systems & Financing for Advanced Practice Roles	3	3		
NURS 535 Primary Care of Adults I	4	2	2	100
NURS 541 Antepartum-Postpartum for FNP	1	1		
<b>TOTAL</b>	<b>8</b>	<b>6</b>	<b>2</b>	<b>100</b>
<b>SUMMER – TERM IV</b>				
NURS 542 Primary Care of Pediatrics 1	3	2	1	50
NURS 536 Primary Care of Adults II	3	2	1	50
NURS 534 Primary Care Geriatrics	2	1.5	0.5	25
<b>TOTAL</b>	<b>8</b>	<b>5.5</b>	<b>2.5</b>	<b>125</b>
<b>FALL – TERM V</b>				
NURS 546 Primary Care of Pediatrics II	4	2	2	100

NURS 537 Primary Care of Adults III	4	1.5	2.5	125
NURS 554 The Evidence Base for APRN Primary Care	1	1		
<b>TOTAL</b>	<b>9</b>	<b>4.5</b>	<b>4.5</b>	<b>225</b>
<b>SPRING – TERM VI</b>				
NURS 594 Advanced Practice Seminar		1		
NURS 597 Applied Examination	1	1		
NURS 595 Advanced Nursing Fieldwork	7		7	350
<b>TOTAL</b>	<b>9</b>	<b>2</b>	<b>7</b>	<b>350</b>

**TOTAL CREDIT HOURS = 52**

**TOTAL CLINICAL HOURS = 800 + 50 lab**

- The didactic portion of classes in Terms 3 through 6 are held on consecutive days in 2 to 3 “blocks” during the term. Blocks vary in length from 1 – 3 weeks; attendance at all classes is mandatory.
- Clinical experiences are arranged in periods between didactic blocks.
- Some terms will include clinical placements, which require travel to rural facilities throughout New Mexico and neighboring states.
- Students are responsible for all costs associated with out of town placements, including travel and lodging costs.

After taking the MSN Comprehensive Examination early in Term Six, the term is almost exclusively clinical practicum with seminars arranged as needed. Students should plan on being in clinical 4-5 days per week during this term.

**Academic and Progression Policies for Advanced Practice Programs see Chapter 3.**



## NURSE-MIDWIFERY

The Nurse-Midwifery Program focus is on primary midwifery care, especially for rural and underserved populations. To meet this mission, many clinical experiences take place in rural communities throughout the state. Students must commit to clinical site placements outside the Albuquerque metro area for two-thirds of their clinical experiences. The Nurse-Midwifery Program is a sequential, six-term, graduate Program of Studies (POS). It requires a full-time commitment because the program courses are offered sequentially and only once per year. Nurse-midwifery students should refer to their Nurse-Midwifery Program Manual for program-specific information.

After successful completion of the program, students sit for the American Midwifery Certification Board's certification exam and graduates are eligible for national nurse-midwifery certification and licensure in New Mexico and all other U.S. states. The program is accredited by the Accreditation Commission of the American College of Nurse Midwives\*/ Accreditation Commission for Midwifery Education. \*8403 Colesville Road, Ste 1550, Silver Spring, MD, 20910. Phone (240) 485-1802 or [www.acnm.org](http://www.acnm.org).

Students must complete the courses in the sequence outlined in the curriculum plan. Students who seek admission with existing graduate degrees in Nursing will be able to pursue the nurse-midwifery curriculum as a Post-Master's Professional Certificate student and must arrange an individualized POS with the Nurse-Midwifery Program Coordinator.

### Objectives

These objectives are aligned with the current American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing and the American College of Nurse-Midwives Core Competencies (ACNM)

[https://www.midwife.org/acnm/files/acnmldata/uploadfilename/000000000050/ACNMCoreCompetenciesMar2020\\_final.pdf](https://www.midwife.org/acnm/files/acnmldata/uploadfilename/000000000050/ACNMCoreCompetenciesMar2020_final.pdf)

**At the completion of the program, the graduate will be prepared to:**

1. Analyze theoretical and empirical knowledge from the sciences and humanities, and apply this knowledge to the care of women and their infants within a family and community context. *(MSN Essentials I, IV, VIII)*
2. Identify the influence of economic, social, and political trends on the effectiveness of health care delivery to women and infants. *(MSN Essentials II, V, VI)*
3. Provide safe and satisfying primary health care that supports individual rights and self-determination in a variety of settings, with emphasis on underserved and rural client populations. This includes clinical management of normal labor and delivery, care of the neonate, and well-woman care. *(MSN Essentials III, X)*
4. Apply skills in health assessment, teaching, and counseling, with emphasis on self-help, wellness, and the prevention of illness and disability. *(MSN Essential VIII)*
5. Communicate both verbally and in writing with various members of the health care delivery system, including keeping adequate documentation of nurse-midwifery care. *(MSN Essentials V, IX)*
6. Develop accurate and reflective self-evaluation skills of knowledge base and clinical performance. *(MSN Essential VII)*
7. 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. *(MSN Essentials II, V, X)*
8. Demonstrate the socialization and conceptual awareness of the role and responsibilities of the nurse-midwife. *(MSN Essentials VI, IX)*
9. 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. *(MSN Essential IV)*

10. Participate in quality assurance activities in the health care setting. (*MSN Essentials III, VII*)

11. Exemplify the ethical and moral obligations of professional service while interacting with clients and society in general. (*MSN Essentials VI, IX*)

### Nurse-Midwifery Program Program of Studies

COURSE	Credit Hours	Didactic Credits	Clinical Hours
<b>SUMMER – TERM I</b>			
NURS 501 Theoretical Foundations of Advanced	3	3	
NURS 503 Research in Nursing	3	3	
NURS 526 Advanced Pathophysiology	3	3	
<b>TOTAL</b>	<b>9</b>	<b>9</b>	
<b>FALL – TERM II</b>			
NURS 525 Primary Care Concepts	3	3	
NURS 543 Pharmacological Principles of Clinical Therapeutics	3	3	
NURS 540 Advanced Health Assessment and Diagnostic Reasoning	3	2	50 (50 hours lab)
<b>TOTAL</b>	<b>9</b>	<b>8</b>	<b>50</b>
<b>SPRING – TERM III</b>			
NURS 505 Health Care Policy, Systems & Financing for Advanced Practice Roles	3	3	
NURS 548 Women's Health	4	2	100
NURS 544 Antepartum and Postpartum Care	7	3	200 (16 hours lab)
<b>TOTAL</b>	<b>14</b>	<b>8</b>	<b>300</b>
<b>SUMMER-TERM IV</b>			
NURS 550: Intrapartum Care	3	2	50 (50 hours lab)
NURS 551: Newborn Care	1		
NURS 553: Nurse-Midwifery Professional Practice	1		
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>50</b>
<b>FALL- TERM V</b>			
NURS 550: Intrapartum Care	6	1	250
NURS 551: Newborn Care	2	1	50
NURS 552: Evidenced-Based Care in Nurse-Midwifery	1	1	
<b>TOTAL</b>	<b>9</b>	<b>3</b>	<b>300</b>
<b>SPRING – TERM VI</b>			
NURS 595: Advanced Nursing Fieldwork	7		350

NURS 597: Applied Examination	1		
<b>TOTAL</b>	<b>8</b>		<b>350</b>

**TOTAL CREDIT HOURS: 54**

**TOTAL CLINICAL HOURS: 1050**

***Academic and Progression Policies for Advanced Practice Programs see Chapter 3.***

\*\*Nurse-Midwifery students should refer to their Nurse-Midwifery Program Manual for program-specific information regarding teaching, learning, and performance contracts.

## PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

A PMHNP is an advanced practice nurse who provides holistic mental health care across the lifespan. PMHNPs are prepared to treat a range of psychiatric disorders including, but not limited to, substance use and other addictive disorders. A PMHNP uses an integrated approach, working both autonomously and in collaboration with an interdisciplinary team. The PMHNP program provides clinical experiences in both rural and metropolitan areas of New Mexico with a focus on rural and underserved populations behavioral health needs.

Following successful completion of this program, students are eligible to take the American Nurses Credentialing Center (ANCC) Exam to obtain the national Psychiatric Mental Health Nurse Practitioner certification and subsequent licensure in New Mexico and other U.S. States.

### **At the completion of the program, the graduate will be prepared to:**

1. Provide full scope psychiatric and behavioral health care, utilizing both independent and collaborative approaches, to individuals and families across the lifespan, including management of acute and chronic mental health problems, health promotion, and disease prevention.
2. Integrate ethical principles in decision-making and evaluation of psychiatric care related to individuals, families, populations and systems of care.
3. Use and articulate evidence-based research as the basis for practice.
4. Participate in quality assurance and evaluation of mental health care delivery.
5. Empower and motivate individuals and families to be full participants in their own psychiatric and behavioral health care.
6. Assume professional responsibility for maintaining and advancing clinical practice competencies.

7. Advocate for systems and policies that reduce mental health disparities, facilitate access to behavioral health care, and address cultural diversity and rural populations.
8. Identify evidence-based psychopharmacological and non-pharmacological interventions in the management of complex acute and chronic psychiatric disorders in diverse groups of adults and across the lifespan.
9. Evaluate complex acute and chronic mental health advanced practice nursing care using selected outcome measures.
10. Describe the complexity of legal and ethical decision-making with adults who have acute and chronic mental health issues in the primary, secondary, and tertiary care settings.

### Psychiatric Mental Health Nurse Practitioner Program of Studies

COURSE	Credit Hours	Didactic credits	Clinical Credits	Clinical Hours
<b>SUMMER - TERM I</b>				
NURS 501 Theoretical Foundations of Advance	3	3		
NURS 503 Research in Nursing	3	3		
NURS 526 Advanced Pathophysiology	3	3		
<b>TOTAL</b>	<b>9</b>	<b>9</b>		
<b>FALL - TERM II</b>				
NURS 540 Advanced Health Assessment and Diagnostic Reasoning	3	2	1 (lab)	50 (lab)
NURS 543 Pharmacological Principles of Clinical Therapeutics	3	3		
NURS 584 Integrated Behavioral Health Care and Common Psychiatric Presentations	3	3		
<b>TOTAL</b>	<b>9</b>		<b>1</b>	<b>50</b>
<b>SPRING - TERM III</b>				
NURS 505 Health Care Policy, Systems & Financing for Advanced Practice Roles	3	3		
NURS 583 Psychotherapy, Behavior Change, and Health Promotion-Disease Prevention Across the Lifespan	3	3		
NURS 588 Advanced Practicum I-1	1		1 (lab)	50 (lab)
<b>TOTAL</b>	<b>7</b>		<b>1</b>	<b>50</b>
<b>SUMMER – TERM IV</b>				

NURS 585 Advanced Assessment, Neurobiology, & Psychopharmacology Across the Lifespan	3	3		
NURS 588 Advanced Practicum I-2	4		4	200
<b>Total:</b>	<b>7</b>		<b>4</b>	<b>200</b>
<b>FALL - TERM V</b>				
NURS 554 Evidence Based Practice for APRNs	1	1		
NURS 586 Diagnosis & Management of Adults for the Psychiatric Mental Health Nurse Practitioner	3	3		
NURS 589 Advanced Practicum II	3		3	150
<b>Total:</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>150</b>
<b>SPRING – TERM VI</b>				
NURS 594 Advanced Practice Seminar	1	1		
NURS 597 Applied Examination	1	1		
NURS 595 Advanced Nursing Fieldwork	5		5	250
NURS 587 Diagnosis & Management of Children & Older Adults for the Psychiatric Mental Health Nurse Practitioner	3	3		
<b>TOTAL</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>250</b>

**TOTAL CREDIT HOURS = 49**

**TOTAL CLINICAL HOURS = 600 + 100 lab**

## POST-MASTER'S CERTIFICATE (PMC) IN NURSING

The Post-Master's Certificate in Nursing, also known as the Nursing Certificate Program (NURCP), offers students who hold a master's degree in nursing an opportunity to specialize in an area of nursing not covered in their initial master's program. Refer to the [College of Nursing Web site](#) for information about the programs currently offered as well as the basic M.S.N. program of studies for each program. Post-Master's students must meet UNM and College of Nursing admission requirements and submit all documents requested for evaluation of previous coursework prior to admission.

There are three distinct tracks with the Post-Master's Certificate program (see description below). Tracks A and B prepare nurses in one of the advanced practice specialty programs (ACNP Adult/Gerontology, Family Nurse Practitioner, Nurse-Midwifery, Pediatric Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner). Track C prepares Nurse Educators and Nursing Administrators. Students enter Track A, B, or C depending on their previous educational preparation and their educational goals. An individualized program of studies is developed by the coordinator of the chosen specialty program and is based on consideration of previous coursework in relation to the requirements of the chosen specialty (gap analysis) as well as recent clinical experience.

A minimum of 15 graduate credit hours is required. Course work must be completed within three years and a 3.0 (B) average is required. Sequencing of courses is identical to that of the MSN Program of Studies for each program, and students must meet all program expected outcomes.

### Track A

**Track A** is for students who have an MSN in an area other than advanced practice (i.e. Clinical Nurse Leaders, Clinical Nurse Specialist, Nursing Administration, Nursing Education) and who wish to become a nurse practitioner or nurse-midwife.

Core courses may be waived based on a review of previous master's courses and a **gap analysis** with the required courses in the MSN program. Other than core courses, all clinical core and program specific courses, along with the full complement of clinical



hours in that program, must be completed. Sequencing of courses is identical to that of the MSN Program of Studies for each program. All courses must be completed with a grade of B or better for progression in the Post-Master's certificate program.

Coursework must be completed within three (3) years.

### **Core courses required of all Post-Master's students in Track A**

<b>MSN Core Courses</b>	<b>Previous completion of course work equivalent to:</b> <ul style="list-style-type: none"> <li>• NURS 501 Theoretical Foundations of Advance Nursing Practice</li> <li>• NURS 503 Research in Nursing I</li> <li>• NURS 505 Health Care Policy, Systems, &amp; Financing for Advanced Practice Roles</li> </ul>
<b>MSN-APRN Clinical Core Courses</b>	<ul style="list-style-type: none"> <li>• NURS 526 Pathophysiology</li> <li>• NURS 543 Pharmacological Principles of Clinical Therapeutics</li> <li>• NURS 540 Advanced Health Assessment and diagnostic Reasoning</li> </ul> <p><b>Or</b></p> <p>NURS 539 Advanced Pediatric Health and Developmental Assessment (PNPs only)</p> <ul style="list-style-type: none"> <li>• NURS 594 Advanced Practice Seminar</li> </ul> <p><b>Or</b></p> <p>NURS 553 Nurse-Midwifery Professional Practice (Nurse Midwifery only)</p>

NOTE Post-Master's students: A Clinical Core Course will have to be repeated if the APRN practitioner is not practicing or it is more than 5 years since the course was completed.

## Track B

Track B is for students who have an MSN in an advanced practice program as either a nurse practitioner or a nurse-midwife, and who wish to expand their practice by adding an additional population focus (for example, a Nurse-Midwife who wishes to become a Family Nurse Practitioner).

Most MSN Core courses are waived as long as equivalent work has been completed as part of the previous MSN degree. Either NURS 594 or NURS 553 is required as part of the Post-Master's certificate program. PMC students with an MSN in nursing enrolled in the MSN Education and/or Administration programs do not have to complete the master's examination. APRN programs' requirements for NURS 597 COMPS II differ depending upon their program. COMPS II is the program specific exam that prepares students to take national certification exams. **A gap analysis** comparing previous work with the required courses in the MSN program is performed. An individualized program of studies is developed taking into consideration previous coursework, the gap analysis, recent clinical experience, and the requirements of the selected APRN program. At a minimum, Post-Master's certificate students must complete 15 hours of course work and demonstrate achievement of all program expected outcomes. All courses must be completed with a grade of B or better for progression in the Post-Master's certificate program. Sequencing of courses is identical to that of the MSN Program of Studies for each program. All required core and clinical courses must be completed before beginning NURS 595 Fieldwork.

### Program of Studies: Minimum requirements of all Post-Master's Certificate students in Track B

<b>MSN Core Courses</b>	<u>Previous completion of course work equivalent to:</u>
	<ul style="list-style-type: none"><li>• NURS 501 Theoretical Foundations of Advance Nursing</li></ul>

<b>MSN-APRN</b>	<u>Previous completion of course work equivalent to:</u>
<b>Core Courses</b>	<ul style="list-style-type: none"> <li>• NURS 526 Pathophysiology</li> <li>• NURS 543 Pharmacological Principles of Clinical Therapeutics</li> <li>• NURS 540 Advanced Health Assessment and Diagnostic Reasoning</li> </ul>

- 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.

Graduates will be awarded a PMC certificate indicating the specific program completed. Graduates are eligible to take a national certification exam for the PMC program completed and, once certified, will be eligible for licensure in that specialty in New Mexico. Students are responsible for determining any additional requirements for certification and eligibility to practice in a particular state.

## CHAPTER 8: 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 for Fall 2023 Cohort

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).

*Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.*

## 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).

*Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.*



## Program of Study Starting with Fall 2024 Cohort

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 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		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 709: Integrating Innovative Strategies for Systemic Health Change		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).

*Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.*

## 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 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		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 709: Integrating Innovative Strategies for Systemic Health Change		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).

*Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.*

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 for Fall 2023 Cohort

#### 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		2	
<b>Total Semester Credit Hours</b>		<b>5</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 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		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 709: Integrating Innovative Strategies for Systemic Health Change		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	100 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	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.

Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.

### Program of Studies Starting with Fall 2024 Cohort

#### 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 770: Principles of Advanced Nursing Leadership		4	50 practice hours
<b>Total Semester Credit Hours</b>		<b>7</b>	
<b>Semester 2 (Spring)</b>			



NURS 707: Formulating Strategies for Systemic Health Inquiry		3	
NURS 775: Human Resources Management		3	
<b>Total Semester Credit Hours</b>		<b>6</b>	
<b>Semester/Term 3 (Summer)</b>			
NURS 771: Organizational Excellence Seminar		2	
NURS 772: Transforming Organizations through Healthcare Reform		3	
<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 701: Introduction to Translational Evidence-Informed Care		3	
NURS 709: Integrating Innovative Strategies for Systemic Health Change		3	
<b>Total Semester Credit Hours</b>		<b>6</b>	
<b>Semester 5 (Spring)</b>			
NURS 708: Evidence-Informed Practice & Scholarship		3	
NURS 777: Quality Management for Nurse Leaders		4	50 project hours
<b>Total Semester Credit Hours</b>		<b>7</b>	
<b>Semester/Term 6 (Summer)</b>			
NURS 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		3	
NURS 773: Finance for Emerging Nurse Leaders		2	50 practice hours
<b>Total Semester/Term Credit Hours</b>		<b>5</b>	

## THIRD YEAR

<b>Semester 7 (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 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 774: Nursing Administrative Leadership Specialty Practicum		5	150 practice hours
NURS 796: Systems Thinking for Healthcare Transformation I		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>7</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 795: Advanced Nursing Fieldwork*		4	200 practice hours
NURS 798: Systems Thinking for Healthcare Transformation III		1	50 project hours
<b>Total Semester Credit Hours</b>		<b>5</b>	
<b>Semester 11 (Spring)</b>			
NURS 795: Advanced Nursing Fieldwork*		2	100 practice hours
NURS 799: Systems Thinking for Healthcare Transformation IV		2	100 project hours
<b>Total Semester Credit Hours</b>		<b>4</b>	
<b>Total Program</b>		<b>62</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.

Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.

## 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 for Fall 2023 Cohort

#### 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.

Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.

## Program of Studies Starting with Fall 2024 Cohort

### 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 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		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 709: Integrating Innovative Strategies for Systemic Health Change		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.*

*Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.*

## 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 for Fall 2023 Cohort

### 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	
<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>			
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.

Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.

## Program of Studies Starting with Fall 2024 Cohort

### 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 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		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 709: Integrating Innovative Strategies for Systemic Health Change		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>			
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.

Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.

## 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 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		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 709: Integrating Innovative Strategies for Systemic Health Change		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.

Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.

## 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 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		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 709: Integrating Innovative Strategies for Systemic Health Change		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>			
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.

Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.

## 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 for Fall 2023 Cohort

### 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.

Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.

### Program of Studies Starting with Fall 2024 Cohort

#### 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 710: Translation of Evidence for Health Care Practice, Policy and Evaluation		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 709: Integrating Innovative Strategies for Systemic Health Change		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.

Course sequencing is subject to change based on faculty approval. Students will be notified in advance of any changes.

# 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-NAL. The major code is 077.
- Subdivision (concentration, emphasis, etc.). If you are pursuing a concentration/emphasis within your major, list it here; for example, NAL.
- 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 NAL and the Clinical Concentration.

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



### PROFESSIONAL DOCUMENTATION CHECKLIST for Prelicensure BSN, MSN, PMC, and DNP Programs

#### STUDENT RESPONSIBILITIES

1. The UNM Health Sciences Center as well as the UNM 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 your program's 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, lab, simulation, and fieldwork time resulting in a grade penalty, the withholding of grades, or disenrollment from the program.
3. Students may be asked to furnish copies of their records directly to a clinical or practice site.
4. In the event any requirements change, students will be notified and expected to respond accordingly.

#### INSTRUCTIONS

1. Students will manage their professional documentation electronically using myRecordTracker®. Students will receive an email from the CON's Clinical Placement Office approximately one month before their 1st term begins. This email will contain instructions on how to access the myRecordTracker® system and the required one-time fee.

2. Professional documentation submission deadlines vary by program and will be provided in your myRecordTracker® instructional email.
3. Important Guidelines regarding myRecordTracker:
  - 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 UNM Salud email addresses rather than personal ones. 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 Student 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 CON's Clinical Placements Office at [UNM-CON-Clinical-Affairs@salud.unm.edu](mailto:UNM-CON-Clinical-Affairs@salud.unm.edu)

## 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.

- ☐ **New Mexico Health Care Authority (HCA) 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)
- COVID-19 Vaccine Series and Booster Dose or 1 newer dose after September 2023
- Seasonal Influenza (October – May)

☐ **10-Panel Urine Drug Screen Results**

☐ **UNM HIPAA Security and HIPAA & HITECH Training Certificates** (Completed Annually)

☐ **Bloodborne Pathogens/OSHA Training Certificate** (Completed Annually)

☐ **Consent to Release Personal Information Form** (form provided in myRecordTracker)

☐ **Basic Life Support**

☐ **N-95 Respirator Fit Test** (Completed Annually)

☐ **Additional requirements specific to MSN, PMC, and DNP students:**

- Current Nursing License
- Concentration-Specific Life Support Certifications (ACLS, NRP)



## 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. Students may need to cover tattoos and remove and/or cover piercings depending on the clinical site's dress code. You are responsible for identifying the dress code in effect at your assigned clinical site(s).

### UNIFORM

- ☐ **Clinical:** Professional business casual clothing or concentration approved scrubs/button down shirts with closed toe flat shoes. **Do not wear graphic t-shirts, 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.

### GENERAL APPEARANCE

- ☐ Neat, tidy, and professional appearance at all times, including under lab coat.
- ☐ Fingernails must be cut short; no 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 (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/>

Need Help? Ask A Librarian: <https://hsc.unm.edu/hslic/help/ask-a-librarian.html>

- HSLIC Online catalog: <https://hslic-unm.on.worldcat.org/discovery>
- Interlibrary Loan Office <https://unmhsc.l.hosts.atlas-sys.com/illiad/HSLIC/logon.html>

### 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 email, 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.</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 within 2 working days unless students are otherwise notified about changes in faculty availability.	Include clear contact information with your messages.

For Web courses, faculty shall arrange for alternate coverage for absences greater than 2 working days, excluding University holidays.	
<b>You have the right to...</b>	<b>You have the RESPONSIBILITY to...</b>
<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 resolution of the issue, you have the right to meet with the Associate Dean of Academic Affairs.</li> <li>• In the event that discussion with the Associate Dean of Academic Affairs does not</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>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).</p>	
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## **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

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Print Name

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Date

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Signature



## APPENDIX J: MSN COMPREHENSIVE EXAMINATION

All MSN students are required to complete the MSN Comprehensive Examination as a final step in the program of studies. The comprehensive examination is offered as either **PLAN I** or **PLAN II** depending upon the program. Refer to the program of studies.

### **PLAN I (Nursing Thesis)** (*Guidelines available from CON Student Advisement Office*)

1. Student conducts research on a selected topic under the guidance of a faculty committee solicited by the student. (see Student Advisor for instructions on Committee selection and a list of faculty)
2. Complete two (2) terms of N599 (total: 6 credits) in addition to program of studies.
3. Written thesis and an oral defense required
4. Permission from faculty advisor

**OR**

### **PLAN II (Non-thesis)** (PLAN I has been retired)

The Plan II Comprehensive Examination is designed to test the student's ability to integrate and apply knowledge from the core areas of nursing to a specialty area. It serves as a culminating activity that provides a student with the opportunity to synthesize knowledge and experience gained through the MSN program. There are two Options for Plan II. **Note: not all MSN programs allow Option I: check with Program Coordinator.**

#### N597 Applied Examination (*See N597 Guidelines: APPENDICES B & C*)

- A. Faculty committee is assigned by CON Student Advisement Office
- B. **Part 1:** Core Examination tests student's ability to integrate and apply information from the MSN Core Courses to a group of research articles (Article list provided in [APPENDIX K.](#))

- C. **Part 2:** Program-specific examination that tests student's ability to integrate and apply program-specific knowledge. Each program has a different examination and scoring standard. Consult with your Program Coordinator for more information.

*IMPORTANT: Students will receive email communications from their Student Advisor as to submission deadlines and instructions for the Program of Studies Form and Intent to Graduate Form required to be submitted **prior to the term during which the student plans to take the Master's Examination.***

### **THE MSN COMPREHENSIVE EXAMINATION—General Information**

**NOTE:** Students must consult the curriculum plan for the requirements of their specific program.

**The Examination Committee:** The student completes the comprehensive examination under the direction of a committee.

- If choosing **PLAN I (Thesis N599)**
  - See Student Advisor for Guidelines for choosing a committee and a list of faculty.
  - Committee members must be in place before filling out and submitting the **Intent to Graduate Form** (Student Advisor contacts students via email with instructions) **prior to the term during which the student plans to take the Master's Examination.**
- For **PLAN II-Option II: N597 Applied Examination**
  - A committee Chair and members are assigned by the Program Coordinator.
  - Committee members must be in place before filling out and submitting the **Intent to Graduate Form prior to the term during which the student plans to take the Master's Examination.**

## GRADUATION REQUIREMENTS

### PLAN I (Nursing Thesis—N599: Nursing Thesis)

To graduate under the Plan I Examination, a student must:

- Complete all credits within nursing program and related subjects, including 6 credits of N599: Nursing Thesis
- Students complete a written thesis and an oral defense to meet the requirements of this option. Detailed thesis guidelines are available from the CON Student Advisement Office.

### PLAN II (Non-Thesis—N597: Applied Examination)

To graduate under the PLAN II Examination, a student must:

- Complete all required credits in nursing program (including 1 credit of N597)
- **Complete** N597: Applied Examination
- The **Intent to Graduate Form** is to be filled out **prior to the term during which the student plans to take the Master's Examination**. The student receives notice from the Student Advisor with instructions.

**IMPORTANT:** A student can only attempt the **PLAN II** Comprehensive Examination (N597) twice. If unsuccessful in passing the exam, the student is to repeat N597 in the subsequent term.

For N597-Part 1: Core Examination, two (2) retakes are allowed in a single term (a total of 3 attempts).

For N597-Part 2: Applied examination

\*Nurse practitioner and nurse-midwifery students are only allowed to retake Part 2 exam once (a total of 2 attempts).

\*MSN Nursing Education students are allowed 3 attempts for the Part 2 Applied Exam.

## **APPENDIX K - NURS 597: MSN APPLIED EXAMINATION - GUIDELINES FOR PART 1 AND PART 2**

The master's examination is designed to test the student's ability to integrate and apply knowledge from the core areas of nursing to a specialty area. It serves as a culminating activity that provides a student with the opportunity to synthesize knowledge and experience gained through his/her master's program. In the master's examination, the student will demonstrate whether s/he is capable of recognizing relevant concepts within nursing and applying scientific methods and findings to the understanding of those concepts.

### **GENERAL INFORMATION**

**NURS 597 is a two-part multiple-choice and short-answer examination.**

- The NURS 597 examination is administered on Canvas only.
- Students will enroll for NURS 597 with the CON designated N597 Chair.
- Your 3<sup>rd</sup> committee member is your MSN Program Coordinator. It is your 3<sup>rd</sup> committee member who grades Part 2, the program specific part of the exam, and who will provide Part 2 feedback.

**Part 1** Core Examination tests the student's ability to integrate and apply information from the core courses (NURS 501, NURS 503, and NURS 505). The Part 1 Core Examination is the same for all students across all programs.

**Part 2** Applied Examination tests the student's ability to integrate and apply information from the program courses. The Part 2 examination is program specific; each program will have a different examination and scoring standard.

### **Guidelines for the Part 1 Core Examination**

The **Part 1** Core Examination is based on a series of articles that reflect various health sciences literature representing concepts within the core courses. The articles used for the examination are listed on the following page. Students are responsible for obtaining, reading, and analyzing the articles prior to taking the examination.

- The examination will be available in Canvas the 1<sup>st</sup> week of your final term for a total of 7 days;
- Check the course itself for which day of the week is the start date.
- Students can take the examination at the time of their choosing during this 7-day period.
  - You are urged to take Part I, the core exam during hours that you can contact technical support at the CON if needed. (M-F, 8-5)
  - You are urged to take the exam early in the 7-day period noted if possible.
- The examination consists of 25 randomly generated questions from a test bank. After beginning the exam, students will have 5 hours to finish but can log in and out during the exam if needed. The 5-hour time frame is based on actual time – in other words, **the time does not stop when logged out**. You will have 5 hours from the time you start **Part 1** Core Examination until you are **cut off by Canvas**.
- Students are encouraged to refer to the journal articles and notes, books, or Websites they believe will be helpful in answering the questions on the examination.
- Although this is an open-book test, students are not to consult with other individuals while taking the examination.
- Based on feedback from students who have already taken this exam; you will want to have the research textbook from your coursework or a similar textbook available for use during the exam.

On completion of the examination, students are asked to confirm that the work was completed independently. Results will be made available within 5 work days.

- A passing score of 80% is required on the Part 1 Core examination; however, regardless of your Part 1 score, all students are allowed to take the Part 2 Program-Specific Examination.

- For Part 1, a total of three attempts are allowed in order to pass the exam. Because questions are randomly generated, students who are retaking the exam will have a different set of questions. Students must wait a minimum of 1 week before retaking an examination.

The **Part 1 Examination** will be based on the articles listed in the box below. All are available online through the UNM Health Sciences Center Library. These articles should be obtained as soon as the student submits the **PLAN II Intent to Graduate** the **term before the student plans to graduate**. If you have difficulty finding these articles, please seek assistance from the Health Sciences Library staff.

#### **Journal Articles for the Part 1 Core Examination**

Chang, H. Y., Wallis, M., & Tiralongo, E. (2012). Predictors of complementary and alternative medicine use by people with type 2 diabetes. *Journal of Advanced Nursing*, 68(6), 1256-1266. doi: 10.1111/j.1365-2648.2011.05827.x.

Cox, K. J. (2011). Providers' perspectives on the vaginal birth after cesarean guidelines in Florida, United States: a qualitative study. *BMC Pregnancy and Childbirth*, 11(72). Retrieved from <http://www.biomedcentral.com/content/pdf/1471-2393-11-72.pdf>  
doi:10.1186/1471-2393-11-72.

Falk-Rafael, A., & Betker, C. (2012). The primacy of relationships: A study of public health nursing practice from a critical caring perspective. *Advances in Nursing Science*, 35(4), 315-332. doi: 10.1097/ANS.0b013e318271d127.

O'Brien, M. J., Halbert, C. H., Bixby, R., Pimentel, S., & Shea, J. A. (2010). Community health worker intervention to decrease cervical cancer disparities in Hispanic women. *Journal of General Internal Medicine*, 25(11), 1186-1192. doi: 10.1007/s11606-010-1434-6.

Pohl, J. M., Tanner, C., Pilon, B., & Benkert, R. (2011). Comparison of nurse managed health centers with federally qualified health centers as safety net

providers. *Policy, Politics, & Nursing Practice*, 12(2), 90-99. doi: 10.1177/1527154411417882.

Roberto, A. J., Krieger, J. L., Katz, M. L., Goei, R., & Jain, P. (2011). Predicting pediatricians' communication with parents about the human papillomavirus (HPV) vaccine: An application of the theory of reasoned action. *Health Communication*, 26(4), 303-312. doi: 10.1080/10410236.2010.550021.

## PART 1 CORE EXAMINATION: STUDY GUIDE TO FACILITATE PREPARATION

As mentioned above, the **Part 1 Core Examination** will consist of 25 questions: 24 multiple-choice questions worth 1 point each and 1 short-answer question worth 3 points. Questions will come from three general categories: research, theory, and policy, and represent comprehension-, application-, and analysis-level questions.

Approximately 17 points will focus on research and may include:

- Research approach/design
- Research question/hypothesis/purpose of study
- Population/sample
- Research methods used
- Interpretation of findings
- Limitations of study
- Meaning and application of the literature

Approximately 5 points are based on theory content and may include:

- Theory or underlying concept related to study or article
- Application of theory to article or research

Approximately 5 points are based on policy content and may include:

- Analysis of policy

- Implications of policy

To adequately prepare for this examination:

- Read and analyze each of the articles related to the topic areas listed above **prior** to beginning the test.
- You should prepare for the examination as if it were a closed-book examination.
- Do not expect to pass this examination without prior preparation.
- The short-answer question will have a limitation of 500 words. Because the answer will be based on accurate description, application, and clarity of writing, it is advised that the student first write the response in a Word document, check spelling, grammar and word count, and then copy and paste the answer in the field.
- All citations in the text and all references must be done in APA format.
- One final piece of advice for taking this exam: you will be able to scroll through the entire exam and back again. Students in the past have found that answering all of the exam questions related to a specific article is a much more useful test-taking strategy than taking each question in sequence regardless of which article is involved (therefore skipping back and forth among articles).

**Note:** For Part 1 of the Comprehensive Examination, three (3) attempts are allowed to pass the Part 1 exam within a term. See algorithm on page 55.

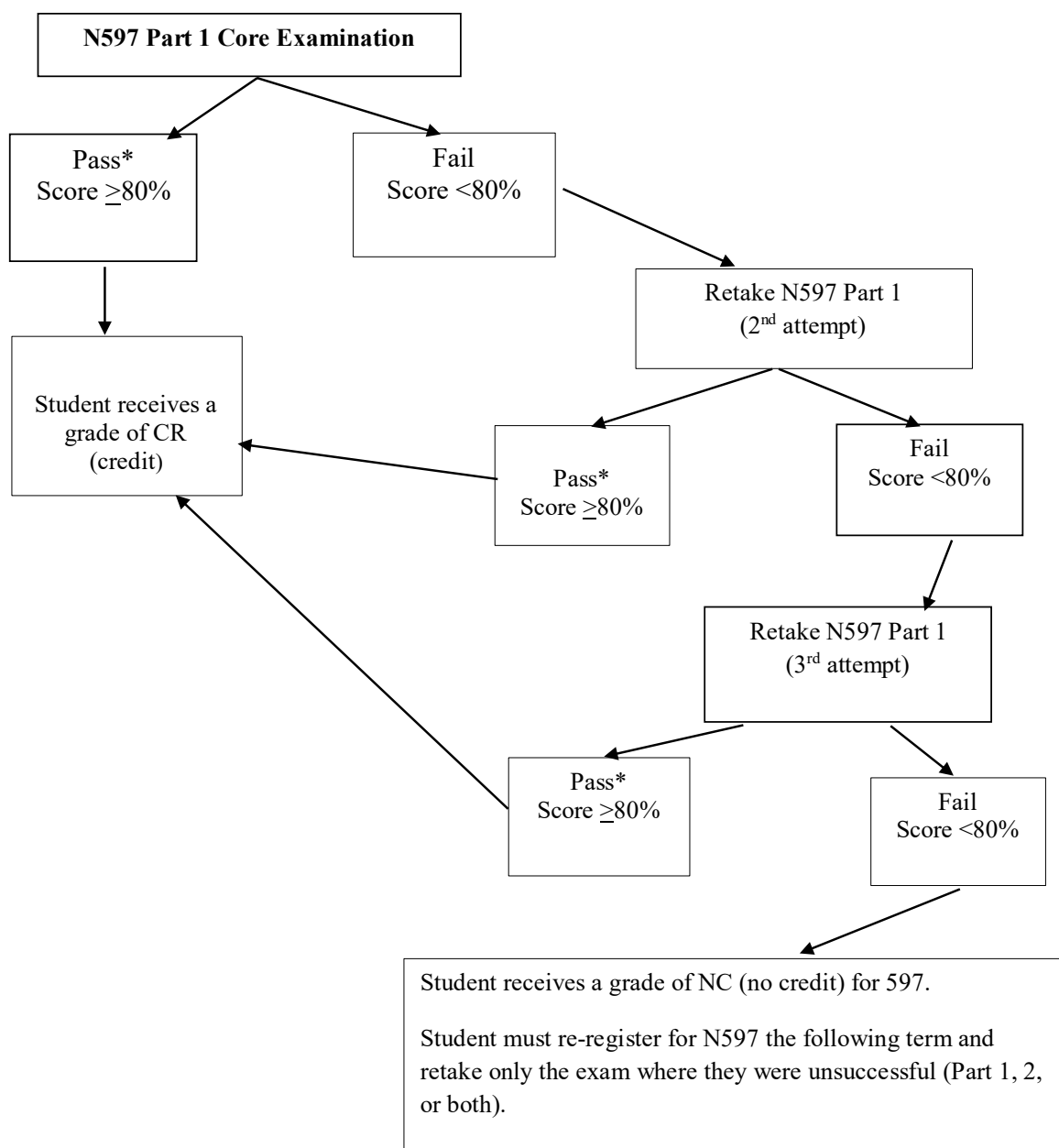
## GUIDELINES FOR THE N597: PART 2 PROGRAM-SPECIFIC QUESTIONS

Part 2 of the NURS 597 Examination is program specific; each program will have a different examination and scoring standard. Consult with your faculty advisor for further information.

**Note for nurse practitioner and nurse-midwifery students:** For Part 2 of the Comprehensive Examination, only two (2) attempts are allowed to pass the Part 2 exam. See algorithm on page 56. *Revised 08/10/17*

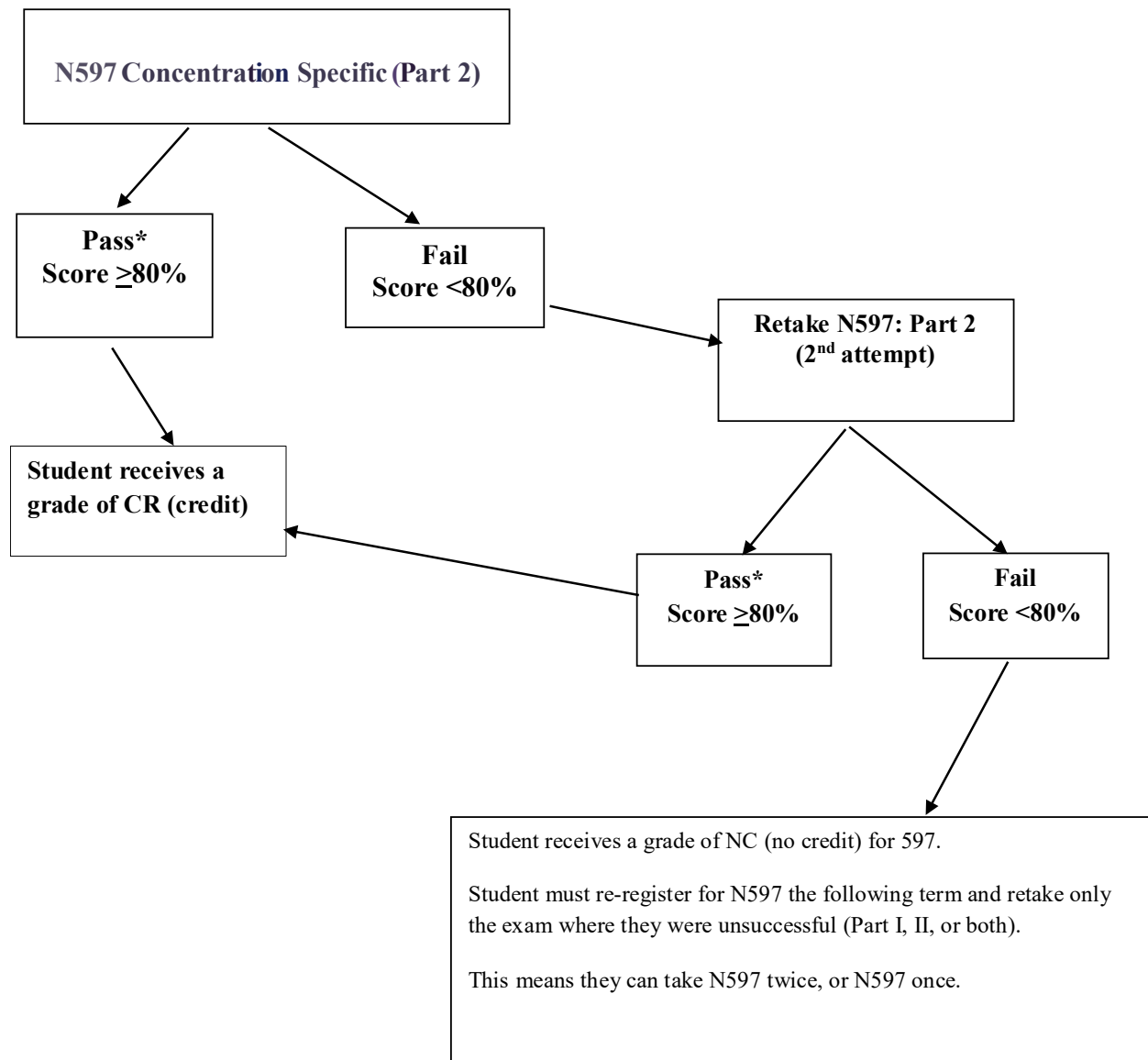


## College of Nursing: Algorithm for Master Exam, Plan II-N597: Part 1 Core Examination



• *Note: Students taking N597 are not eligible for graduation with distinction.*

**College of Nursing Algorithm for Master Exam**  
**N597: Part 2 Applied Examination for Nurse Practitioner and Nurse-Midwifery**  
**Students**



• ***Note: Students taking N597 are not eligible for graduation with distinction.***

## APPENDIX L

### Plan II—Option II: N597 MSN Applied Examination Timeline

***Note: Students will receive email notifications from Student Advising related to graduation document deadline submissions, i.e. Program of Studies, Intent to Graduate, etc.***

<p><b>Before</b> the term during which the student plans to take the Master's Examination</p>	<ul style="list-style-type: none"> <li>Obtain the Journal Articles designated for <b>N597: Part 1 Examination</b> from HSLIC. (See <a href="#">APPENDIX K</a> for list)</li> <li>Prepare ahead of time: Read and analyze Journal Articles</li> <li>See <a href="#">APPENDIX K</a> for N597 test guidelines, study guide, and test taking tips</li> <li>Student may certainly meet with your N597 instructor during this term</li> </ul>
<p>Beginning of the Term during which the student plans to take the Master's Examination</p>	<p>Student receives notice from student advisor with instructions to submit Announcement to Exam Form through "MyUNM"</p>
<p><b>First Week of Term</b> in which the student plans to take the Master's Examination ( a 7 day window to take the 5 hour exam for <b>Part I Core Exam</b>)</p>	<ul style="list-style-type: none"> <li>Check your Canvas Course listings for the <b>N597 Part 1 Exam</b> and confirm it is available and you can access it the first day of the term.</li> <li>Contact Canvas technical support if you have Canvas usage questions <b>BEFORE</b> taking the exam.</li> <li>Take Part 1 Core Examination <ul style="list-style-type: none"> <li>Students are urged to take Part 1, the core exam during hours that you can contact technical support at the CON if needed (M-F, 8-5)</li> <li>Urged to take the exam early in the 7 day examination period if possible.</li> <li>Students have <b>5 hours</b> from the time they start to finish <b>before Canvas cuts off</b>.</li> </ul> </li> </ul>

<p><b>Second week of term</b> in which the student plans to take the Master's Examination</p>	<ul style="list-style-type: none"> <li>• Education Program students take <b>N597 Part 2 Exam</b></li> <li>• Other programs check with Program Faculty regarding <b>N597 Part 2</b>.</li> <li>• <b>For Part 2 Dates:</b> Go to the N597 Canvas for program specific information.</li> <li>• <u>Student's Committee Chair</u> notifies student the result of <b>N597 Part 1 Core Examination</b>. <ul style="list-style-type: none"> <li>○ <i>NOTE: Regardless of outcome of <b>Part 1 Exam</b>, student takes <b>Part 2 exam</b> in Canvas N597 Course</i></li> </ul> </li> </ul>
<p><b>Following Weeks of Term</b></p> <p>If retaking Part I, the student must wait one week before retaking the exam, consult program faculty of record for N597 instructor for exact dates.</p>	<ul style="list-style-type: none"> <li>• The <u>Program Coordinator</u> notifies the student the results of <b>Part 2</b></li> <li>• If first attempt for <b>Part 1 or Part 2</b> was unsuccessful <ul style="list-style-type: none"> <li>○ Study for 2<sup>nd</sup> attempt of <b>Part 1 or Part 2 Exam</b></li> <li>○ Retake <b>Part 1 or Part 2 exam</b></li> </ul> </li> <li>• <b>For Part 1:</b> If 2<sup>nd</sup> attempt is unsuccessful; study for 3<sup>rd</sup> and last attempt <ul style="list-style-type: none"> <li>○ Retake <b>Part 1 exam</b></li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Student is notified by the student's <u>Committee Chair</u> the result of Part 1 and Part 2 MSN Examination:</li> <li>• Results are <i>Pass</i>: The Committee submits official results on MY UNM</li> <li>• Results are <i>Do Not Pass</i>: Must register and retake N597</li> </ul>

## **APPENDIX M: INSTRUCTIONS: MSN PROGRAM OF STUDIES FORM**

**The form is filed electronically and found**

<https://grad.unm.edu/resources/gs-forms/pos-masters.html>

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 the Office of the Registrar (<http://registrar.unm.edu>) or obtain a free unofficial transcript from the Records and Registration Office at One-Stop, Mesa Vista Hall North, 505-277-8900.

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

- Personal Information.
- Degree Type: Enter Master's degree.
- Primary Program: Enter "nursing"
- Subdivision (program, emphasis, etc.). If you are pursuing a program/emphasis within your major, list it here; for example, nurse-midwifery.
- Minor. Transcribed minors are only available from graduate programs that have approved minors on file at GS. If you are declaring a transcribed minor, you must complete a Transcribed Minor form and have it approved by your major and minor departments and GS. The transcribed minor form should accompany the POS for final approval by GS.
- Plan I (thesis); Plan II (non-thesis) or Plan III (Post Masters).
  - Choose Plan I if you are writing a thesis,
  - Plan II if you are taking exams
  - Plan III if you are a post masters.
- 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 2021-2022 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.
- All courses you have completed at the University will auto populate and you will need to check mark the courses you are selecting to use for your program. You will need to manually enter all courses you are currently enrolled.

Once submitted, the form will be sent electronically to your Faculty Advisor for review and approval. If approved, it will then be routed to Student Services to submit to GS. The final approval will be by the Dean of GS and you will receive an email that it has been approved.

Note: MSN students in the advanced practice programs who took NURS 501, NURS 503 and/or NURS 505 as an undergraduate may have the aforementioned courses excused from their Program of Studies through a Memorandum of Understanding that has been reached between Graduate Studies and the College of Nursing. This request applies only to students who are in pursuit of the AG-ACNP, FNP, PNP, PMHNP, or Nurse-Midwifery programs. Contact the graduate academic advisor if you have further questions on this policy.