DNP Program in Nursing
Student Handbook

2016 – 2017

Revised 9/21/16
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Message from the Dean
College of Nursing

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

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

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

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

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

Nancy Ridenour, PhD, APRN, BC, FAAN
Dean and Professor
Message from the DNP NEOL Program Director

Welcome to the 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. The CON recognizes a state and national need to prepare nurse executives by providing a Nursing Executive Organizational Leadership (NEOL) DNP program that offers unique learning experiences and represents a curriculum that blends the DNP Essentials, American Organization of Nurse Executives (AONE) Competencies, 14 Forces of Magnetism, and the Robert Wood Johnson Executive Nurse Fellows Program principles.

The combination of the curriculum and project-based activities done in the community or health care entities provides the essential elements in experience to form a framework for success. Alternatively, the nurse executive can benefit from hiring DNPs to help with multilevel systems changes, Magnet preparation, strategic planning, project management, overall interdisciplinary leadership, safety & risk management, informatics to improve patient flow and care, health policy, and creating a role for clinical DNPs within their organizations to provide exceptional patient care.

Future nurse executives are educated and developed to meet the demands of today's healthcare environment via asynchronous on-line teaching modules using problem-based learning, case studies, discussion boards, team projects, narrated power point presentations and weekly synchronous Zoom/Google Hangout sessions that allow students to interact with faculty and their colleagues. To assure that the education and development of future nurse leaders is comprehensive and current; the CON employs Executive Nurse Scholars as temporary part time faculty. These are current or former nurse executives with a minimum of a doctoral degree and five years of experience in senior leadership.

You have made a very important decision to continue your academic preparation in practice. As an executive nurse leader, you will have an important role in shaping the future of nurses in a complex healthcare environment, educational, private, or community setting. We are admitting our fourth cohort and the majority of our students have already received promotions before graduation.

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 you answer questions that arise regarding your program. I appreciate any suggestions you may have regarding how to make this Handbook more useful. If you have ideas for updates or additions, please send them to Joanna Andazola by email at: JoAndazola@unm.edu. If you have any questions about your program of studies please send them to Jeri Belsher JBelsher@unm.edu

On behalf of the College of Nursing and all of the faculty, I wish you great success as well as enjoyment as you embark on one of the most important things you will do in your lifetime, I look forward to calling you Dr. I offer a heartfelt welcome and congratulations on becoming a UNM Lobo!

P.J. Woods, PhD, MBA, RN, NEA-BC
Associate Professor,
DNP NEOL Program Director,
Concentration Coordinator NEOL DNP
College of Nursing
About UNM

The University of New Mexico

- Founded in 1889, the University of New Mexico is the state’s largest university, serving more than 36,722 students.
- UNM is the state’s third largest employer, with more than 22,000 employees.
- UNM has NM’s only schools of law, medicine, pharmacy, and architecture.
- UNM operates NM’s only academic health center, the Health Sciences Center.
- UNM’s Pueblo Revival architecture is unique in the nation.
- UNM is a city within a city, with performance venues, athletic facilities, museums, galleries, stores, and eateries, as well as police, safety, and utility departments.
- Branch campuses are located in Valencia County, Gallup, Los Alamos, and Taos.
- UNM awarded 5,651 degrees and certificates in 2012.
- UNM's Albuquerque Campus offers more than 238 active degree and certificate programs. There are 99 baccalaureate, 75 masters, and 40 doctoral degree programs.
- UNM is home of the New Mexico Lobos.

UNM Awards and Honors

- The only Carnegie Very High Research (VHR) University in New Mexico—this designation recognizes an exceptional level of funded research and an array of programs.
- Minority-Serving Institution—UNM is one of only two Carnegie VHR Hispanic-Serving Institutions in the country.
- National Cancer Institute—designated cancer research and treatment center, 2005.
- *U.S. News and World Report* ranked UNM’s nursing/midwifery program fifth, rural medicine program second, and family medicine program ninth in its *America’s Best Graduate Schools, 2015*.
- *Hispanic Outlook in Higher Education* ranks UNM among the top 100 for recruiting, retaining, educating, and graduating Hispanics.

The Health Sciences Center

- UNM’s Health Sciences Center unites academic and clinical components of the University, including: School of Medicine, College of Nursing, College of Pharmacy, UNM Cancer Research and Treatment Center, and UNM Hospitals and Family Clinics.
- Only Level-I Trauma Center in the state.
- Five teaching hospitals.
  - 422 Medical students
  - 527 Nursing students
  - 339 Pharmacy students
  - 463 Students in other health care fields (e.g., OT, PT, Dental Hygiene, etc.)
- Provides $180 million in uncompensated indigent care to New Mexicans.
- Receives approximately $147 million in contracts and grants.
Chapter 1: UNM AND CON GENERAL INFORMATION

Introduction: Purpose of the Handbook

The Doctor of Nursing Practice (DNP) Student Handbook has been developed to assist students with common questions as they progress through the DNP program. This handbook does not constitute a binding contract between the CON and the student, and does not supersede information and binding policies that are described in the UNM 2015-2016 Catalog. Policies and procedures included in this document are subject to change and may be superseded by the policies of your concentration or changes in University or College of Nursing (CON) policies. Additional references, which contain policies for the DNP Program, can be found in “The Graduate Program” section in the University of New Mexico 2014-2015 Catalog (http://catalog-devl.unm.edu/catalogs/2015-2016/).

Students in the nursing programs are subject to the general policies, procedures, and specific regulations described in the appropriate sections of the UNM 2015-2016 Catalog and The Pathfinder-UNM Student Handbook that are/were in effect at the time of admission or readmission. The Pathfinder can be found at: http://pathfinder.unm.edu/ and includes Campus Policies. All students are responsible for compliance with the rules and regulations set forth in that catalog and handbook. Sections that contain policies for MSN students can be found in the University of New Mexico Catalog, —The Graduate Program. http://catalog.unm.edu/catalogs/2015-2016/ In addition, important messages will be sent to you through your UNM email, i.e. yourid@salud.unm.edu.

Do not hesitate to contact the graduate advisor in CON Student Advisement, your concentration coordinator, or your faculty advisor with additional questions.

MISSION, VISION AND GOALS OF COLLEGE OF NURSING

College of Nursing Mission Statement
The mission of the College of Nursing 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.

College of Nursing Vision Statement
The vision of the College of Nursing 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.

College of Nursing Diversity Statement
The faculty and staff of the University of New Mexico College of Nursing strive for students to experience an inclusive educational environment. Openness and respect for the diverse backgrounds and communities from which we each come enhance insight and learning. Therefore, we ask students to participate in conversations that raise the awareness of and respect for different ways of being and thinking. We invite you to please speak with the course instructor or another faculty member if you experience discomfort with comments made in the classroom, online learning environment, or other educational setting. Practicing these values enables us as a community of learners to be respectful of everyone.
CON Programmatic Goals

1. Fully participate in UNM, HSC, and the UNM Health System governance and policy-making bodies to achieve our vision, mission, and strategic goals.
2. Produce graduates with the nursing expertise to improve health and promote health equity of New Mexicans through leadership, research, policy, and the provision of exceptional healthcare.
3. Provide outstanding educational programs to diverse student populations.
4. Lead in state and national baccalaureate and graduate education in nursing.
5. Expand and support a scholarship base consistent with being the flagship graduate nursing program in New Mexico and with the University of New Mexico’s designation as a Research University with high research activity.
6. Implement nursing and inter-professional faculty practice models that provide innovative, scholarly solutions to improve health.
7. Provide statewide leadership and advocacy in nursing and health policy.
8. Diversify the College of Nursing to increase representation to better reflect the communities we serve across the state of New Mexico.
9. Develop entrepreneurial and innovative strategies to attract and efficiently manage CON resources (fiscal, physical, and human) in a changing economic environment.

UNM Health Science Center Vision, Mission, and Core Values

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.
PROGRAMS OFFERED AT THE COLLEGE OF NURSING

Bachelors of Science in Nursing
There are two entry options for the Bachelor of Science in Nursing (BSN) program: Pre-licensure Option, and the RN-to-BSN Degree Completion Option. These options are based on the same program content, although each has its own prerequisite criteria.

Masters 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 (AGACNP), a family nurse practitioner (FNP), a pediatric nurse practitioner (PNP), or a nurse-midwife (NM). The CON also offers a concentration in nursing education. The nursing administration concentration is not accepting new students at this time and the community health concentration is currently in moratorium and not accepting new students. The CON offers post-masters certificates in the MSN programs.

A Post-Master's Professional 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. A minor in nursing is also available to nurses pursuing their degree in another field. 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 (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 annual meeting each year.

Doctor of Nursing Practice
The CON Doctor of Nursing Practice (DNP) is a professional nursing clinical doctorate. This program provides a curriculum that leads to a DNP for students who enter the program as master’s-prepared advanced practice registered nurses or advanced practice nurse administrators and executives. In addition to MBA, MPH, MHA, the NEOL program admits students with MSNs in education, informatics, clinical, and health policy. The DNP, an alternative to the traditional research-focused PhD in nursing, has an emphasis on practice and is considered the terminal degree for advanced nursing practice. The majority of the program is online offering synchronous Web conferencing for students to interact with faculty and their research colleagues, as well asynchronous study. Students are required to spend one week on campus in Albuquerque the first week of Summer semester each year they are in school.
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 on the Current Student Tab: nursing.unm.edu/common/docs/current-students/COA_Grad.pdf. If you have any questions, please contact the CON’s Financial Aid Officers:
The Financial Aid Officers for Nursing Students are:
Ana Vigil amvigil@salud.unm.edu 505-272-0854 or
Kelsey Higgins higginsk@salud.unm.edu 505-272-4994

Their offices are located in HSC Student Service Office, Rm. 130A, lower level of the Health Sciences Plaza just southeast of the Domenici Education Building

OFFICE HOURS:
  Monday Walk-In Hours: 8:30 am – 11:00 am and 1:30 pm – 4pm
  Friday Walk-In Hours:  8:30 am – 11:00 am and 1:30 pm – 4pm
  Tuesday and Thursday – In person or telephone
  Appointments via on-line scheduling http://nursing.unm.edu/conss.html

Mailing Address:
College of Nursing Student Services
MSC09 5350, 1 University of New Mexico, Albuquerque, NM 87131-0001
Fax: (505) 272-3970

Financial Aid for Graduate Students

Free Application for Federal Student Aid
The Free Application for Federal Student Aid (FAFSA) application is used to apply for student loans.* The priority deadline is March 1st of each year; however, applications are accepted throughout the year. Application may be made via the Internet at fasfa.ed.gov, and it is free. Please note that there are other websites, but they may charge a fee. The application information is processed and results are sent to the Office of Student Financial Aid at UNM.

*The basic source of financial assistance is federal student loans. Although a student may not be considered financially need-based, the student may still apply for student loans through FAFSA. A student may be awarded a student loan up to a maximum award of $20,500 in an unsubsidized loan every two terms ($10,250 each term) and be reviewed for additional loan funding through Graduate Plus Loans, if needed. There are various financial aid parameters/limits, so please ask if you need clarification. Loan eligibility requires part-time, 5 credit hours per term and scholarships require either full-time (9 credits) or part-time (5 credits), depending on the source. Financial aid is to assist you in paying your Cost of Attendance but may not cover all of your financial needs.


CON Scholarships
The CON has departmental scholarship funds to assist with costs of books and toward Tuition and Fees, with average awards of $500-$2,000. Funds are limited. The priority deadline for applications is March 15th for Summer semester, June 30th for Fall semester and November 15th for Spring semester. Students must be accepted into the CO a will N Graduate Program. If you would like an application or have questions, please email or call Ana Vigil, Financial Aid Officer, amvigil@salud.unm.edu.
Other Funding Sources

Students from WICHE member states are eligible for in-state tuition. For more information see [http://wiche.edu/wrgp](http://wiche.edu/wrgp).

UNM Graduate Fellowships, Research, and Travel Grant Information: [ogs.unm.edu/funding/index.html](http://ogs.unm.edu/funding/index.html). The Office of Graduate Studies has information on graduate fellowships and research and travel grants.

NM Higher Education Department Funding: [hed.state.nm.us/](http://hed.state.nm.us/).

New Mexico Nurse Educator Loan-for-Service Program & New Mexico Loan Repayment Program

The Nurse Educator Loan-for-S all service Program application began in May 2013. The purpose of the program is to enhance the ability of college- and university-employed nursing educators to obtain Bachelor of Science, Master of Science, and Doctor of Philosophy degrees.

As a condition of each loan, the student shall declare his/her intent to serve in a nurse faculty position in a New Mexico public, post-secondary institution. For every academic year of service, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties may be assessed if the service agreement is not satisfied. The award may not exceed $5,000 per year and may be renewable.

You must be a U.S. citizen or eligible non-citizen and a New Mexico resident. You must be accepted into a Nursing program at a New Mexico public college or university, enrolled in at least 3 credit hours. You must be currently employed or declare intent to be employed as a nurse educator.

The [NM HED Loan Repayment Program](http://hed.state.nm.us/) is a program that pays back federal student loans for nursing students after graduation for a service payback in a qualifying Health Profession Shortage Area in the State. Students do not apply or obligate until after graduation. Thirty out of 33 counties are typically considered underserved. Applications are due in May and are available on the NM Higher Education Department website at [hed.state.nm.us/](http://hed.state.nm.us/).

**Nurse Corps Loan Repayment Program.** The Nurse Corps Loan Repayment Program 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 the Nurse Corps Loan Repayment Program is to assist in the recruitment and retention of professional nurses dedicated to provide health care to underserved populations. For further information, please review the website: [hrsa.gov/loanscholarships/repayment/nursing/guidance.pdf](http://hrsa.gov/loanscholarships/repayment/nursing/guidance.pdf), call toll-free 800-221-0303, or email GetHelp@hrsa.gov.

**National Health Service Corps (NHSC) Scholarship fund** and the Indian Health and Public Health Services are organizations that have a competitive application process and require an agreement to pay back in service, for time spent in your educational program. These placements can be anywhere in the United States and are not necessarily in the State of New Mexico. Please be sure that you completely understand your service obligations if you accept funding. Please review program information at [nhsc.hrsa.gov/scholarships/](http://nhsc.hrsa.gov/scholarships/), or call 800-221-9393.
The New Mexico Health Service Corps will pay a taxable stipend to students while in school. Service payback occurs on graduation in a designated underserved area of New Mexico. The New Mexico State Department of Health administers these funds. The website is [nmhr.org/incentive.html](http://nmhr.org/incentive.html), and the telephone contact in the office for the Director of Rural Health is Brit Catron at 505-841-5869; email: britt.catron@doh.state.nm.us.

A variety of grant and loan programs are available to assist students with their education expenses. Information about financial aid available through the Office of Graduate Studies (OGS) can be found at [http://ogs.unm.edu/funding/index.html](http://ogs.unm.edu/funding/index.html) and through the HSC Financial Aid website, at [http://hsc.unm.edu/academicaffairs/financialaid/](http://hsc.unm.edu/academicaffairs/financialaid/).

The priority deadlines for College of Nursing applications for financial aid are:

- March 30 (new DNP students’ deadline: May 15) for funding to begin Summer Semester,
- June 30 for funding to begin Fall Semester, and
- November 15 for funding to begin Spring Semester.

### Student Resources on Main Campus

See Appendix O for list of resources
See the UNM Pathfinder for additional listings

### University Resources

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

**Health Sciences Center Library & Informatics Center (HSCLIC)**
505-272-2311, [http://hsc.unm.edu/library/](http://hsc.unm.edu/library/)
Nursing Services Librarian – Ingrid Hendrix, 505-272-0638, lhendrix@salud.unm.edu
- Health Sciences archives, 505-272-0656
- Native American Health Database, [https://hscssl.unm.edu/nhd/](https://hscssl.unm.edu/nhd/)
  Native and Distance Services Librarian, (505) 272-0664, pbradley@salud.unm.edu
- Reference and computer searches, 272-2311, reflib@salud.unm.edu
- Nursing Collection Development, 272-0638, lhendrix@salud.unm.edu

(Other UNM libraries contact information Appendix N)

**Parking**
Day Permits for North Campus use may be purchased at the Health Science Library and Informatics Center. Contact the Information Desk.
Associations

Graduate and Professional Student Association
The Graduate and Professional Student Association (GPSA) is the representative governing body for all graduate and professional students. GPSA represents the interests of graduate students through continuing contacts with the University administration, Board of Regents, and state legislature. In addition, GPSA 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 (see the current UNM Catalog, available at UNM bookstores, or online at catalog.unm.edu/catalogs/2012-2013/).

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 200 of the Union Building, 505-277-3803, or email to unmgpsa@gmail.com.

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 the graduate nursing students; (2) provide the graduate students with a support system; and (3) promote the scholastic, professional, and social interests of the graduate student nurse. Additional information can be found at nursing.unm.edu and click on the Current Students tab.

Sigma Theta Tau International
Sigma Theta Tau International is the International Honor Society of Nursing. Founded in 1922, there are now more than 406 chapters in seven countries. Gamma Sigma Chapter is the 88th Chapter, chartered in 1978 at the UNM CON. Visit the website at http://www.nursingsociety.org/ and locate a chapter for additional information. For further information please contact our Gamma Sigma Chapter via email at HSC-STTIgammasigma@salud.unm.edu

The purpose of the organization is to: (1) recognize superior achievement, (2) recognize the development of leadership qualities, (3) foster high professional standards, (4) encourage creative work, and (5) strengthen 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.

Eligibility: Selection for membership is based on student achievement of being in the top 35% of their class, as well as student’s completion of the program. Induction takes place in the early part of the Spring semester before Spring graduation. Nurse Leader and Community member applications are made to the organization’s eligibility committee by the candidates. Two letters of recommendation from faculty or professional nurses who know the candidate’s work are required.

Membership: 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.

*Research Grants:* Applications for small, annual grants for thesis research work are made with the assistance of the student’s thesis committee chair.

**CON Committee Student Representation**

Student representation shall consist of two graduate students on the Graduate Committee and one student on the Research and Scholarship Committee.

**Elections Process**

Students will be elected annually during the first month of Fall term classes. Student representatives to the Graduate Committee and the Research and Scholarship Committees from the previous year shall initiate this process, or representatives will be sought through the GSNA. All graduate students registered for the Fall term (except non-degree students) shall be eligible for election. Students must consent to serve before their names will be placed on the ballot. The ballot will list the candidates’ concentration and why they would like to serve on these committees. Representatives shall be elected by secret ballot and may be reelected for a second year. All graduate students can vote. The election will be by simple majority of the votes cast.

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**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) [http://as2.unm.edu/](http://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.

**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 UNM. 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: http://pathfinder.unm.edu/. The student grievance procedure, a part of the Pathfinder, is available at http://pathfinder.unm.edu/campus-policies/student-grievance-procedure.html.

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

Pathfinder: UNM Student Handbook http://pathfinder.unm.edu/

UNM Catalog: http://catalog.unm.edu/catalogs/2015-2016/
CHAPTER 2: DNP PROGRAM GENERAL INFORMATION

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.

- For course-related issues or questions, be sure to contact the course instructor first.
- The faculty advisor assigned during residency week is also available to answer non-course-related questions.
- The faculty advisor is also the chair identified for your DNP committee.
- Finally, when you have advanced to DNP candidacy, the Chair of your DNP Committee will guide you through your DNP research project, as he/she serves as both your DNP director and faculty advisor through the end of your program. Details regarding these committees and processes are included in this Handbook.

Names and contact information for key faculty and DNP staff are listed below:

- **Dr. Amy Levi**
  Interim Practice Team Chair
  amylevi@salud.unm.edu

- **Dr. P.J. Woods**
  DNP NEOL Program Director
  PJWoods@salud.unm.edu

- **Dr. Joanne Haefele**
  DNP Clinical Program Director
  JHaeffele@salud.unm.edu

- **Dr. Stephen Van Roper**
  Practice Coordinator
  SVRoper@salud.unm.edu

- **Dr. Carolyn Montoya**
  Associate Dean for Academic Affairs
  CJMontoya@salud.unm.edu

- **Ms. Joanna Andazola**
  Practice Team Administrative Assistant
  JoAndazola@salud.unm.edu

- **Ms. Jeri Belsher**
  Director Student Services Advisement Office
  JBelsher@salud.unm.edu

- **Robyn Mintz**
  DNP Program Planning Manager
  RMintz@salud.unm.edu

If you have course or program questions or concerns that cannot be resolved at the level of the advisor or course instructor follow the process outlined in the Flow Chart (Figure 1) on the following page. When an academic dispute occurs, it is expected that informal attempts among the involved parties to resolve the disagreement will be made. An informal attempt is defined as (a) scheduled conference(s) between the student(s) and the faculty member(s). Also, refer to Appendix H: Graduate Nursing Student Rights, and Responsibilities.
Figure 1: Flow Chart for Informal Resolution of Disputes In the Nursing DNP Program

- **Issue Related to a Course**
  - Contact Course Instructor
  - If resolved - No Further Action
  - If not resolved

- **Non-Course Related Academic Issue**
  - Contact Faculty Advisor
  - If resolved - No Further Action
  - If not resolved

- **Contact DNP Concentration Coordinator**
  - If resolved - No Further Action
  - If not resolved

- **Bridge Courses under construction**
  - If resolved - no further action
  - If not resolved

- **Contact DNP Program Director**
  - If resolved - No Further Action
  - If not resolved

- **Contact Chair of the CON Practice Team**
  - If resolved - No Further Action
  - If not resolved

- **Contact the College of Nursing Associate Dean of Academic Affairs**
  - If resolved - No Further Action
  - If not resolved

- **Initiate Formal Graduate Student Academic Grievance Procedures as Appropriate.**
Academic Advisement: DNP Students

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

The CON Advisement Office (Room 205) provides:
1. Procedural information.
2. Answers to general questions.
3. Referral to faculty members and other offices, as appropriate.

Faculty advisors provide:
1. Guidance in the selection of courses and fulfillment of the requirements in the Program of Studies.
2. DNP Scholarly Project guidance and oversight.

Each DNP student is assigned and notified of his/her Faculty Advisor.

UNM SEMESTER ACADEMIC CALENDAR

This calendar is published for the purpose of determining semester starting and ending dates beyond the current academic calendar and is subject to change.

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Begin</td>
<td>Break</td>
<td>End</td>
</tr>
<tr>
<td>2023</td>
<td>Jan 16</td>
<td>Mar 12-19</td>
<td>May 13</td>
</tr>
</tbody>
</table>

Health Sciences Library and Informatics Center (HSLIC)

Ingrid Hendrix 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: http://libguides.health.unm.edu/content.php?pid=191251 or click on Subject Guides 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 ihendrix@salud.unm.edu or AskIngrid@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: http://m.health.unm.edu/. For a complete listing of resources available through the library, check out this page: http://hslic.unm.edu/resources/find_resources/index.html. To see what journals UNM subscribes to electronically, go to this site: http://px7gv7gt2n.search.serialssolutions.com/ or click on eJournals on the library's homepage.

### Blackboard Learn: Online Courses

Online courses offered at the CON are delivered through a learning management software called Blackboard Learn. Because all DNP Core Classes and many specialty classes are only offered online, all CON graduate students must be proficient with Blackboard Learn. Students in these classes **must log on within a week of the start of class or be dropped from the class.**

### Residency Week

Both the NEOL and Clinical DNP Concentrations’ didactic courses are completely online with both synchronous and asynchronous learning utilized. Students are required to come to the UNM Albuquerque campus for Integration Residency Weeks the first week of the Summer semester (or as notified) each year of the program for orientation, coursework, and ongoing support for curriculum completion and individual projects. A CON Research Day may be held during this week which again is an attendance requirement for DNP students. Attendance at Residency Week is mandatory and failure to obtain prior absence approval from the Program Director will result in termination from the program. It is expected that students come to campus for their DNP Scholarly Project Proposal Defense (end of year one) and for DNP Scholarly Project Defense (end of year two) barring extenuating circumstances.

### DNP OVERVIEW

The DNP degree prepares clinical 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 advanced practice nurse is grounded in the scholarship of application. There are eight foundational competencies, known as the *Essentials of Doctoral Education for Advanced Nursing Practice*, are identified by the American Association of Colleges of Nursing (AACN, 2006) as:

I. Scientific Underpinnings for Practice  
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking  
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice  
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care  
V. Health Care Policy for Advocacy in Health Care  
VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes  
VII. Clinical Prevention and Population Health for Improving the Nation’s Health  
VIII. Advanced Practice Nursing
The UNM CON currently offers the post master’s option for the Nurse Executive Organizational Leadership (NEOL) Concentration and the DNP Clinical Concentration option for Nurse Practitioners (Acute-Care, Adult Gerontology, Family, Pediatric, Psychiatric, and Woman’s Health), Certified Nurse Midwives and Clinical Nurse Specialists.

**DNP Core Courses**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 620</td>
<td>Health Care Statistics I</td>
</tr>
<tr>
<td>NURS 702</td>
<td>Applied Epidemiology in Advanced Nursing Practice</td>
</tr>
<tr>
<td>NURS 703</td>
<td>Applied Clinical Research in Advanced Nursing Practice</td>
</tr>
<tr>
<td>NURS 705</td>
<td>The Business and Policy of Practice &amp; Their Influence on the U.S. Health Care System</td>
</tr>
<tr>
<td>NURS 706</td>
<td>Org Systems and Quality Management for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NURS 727</td>
<td>Health Care Innovations and Informatics</td>
</tr>
<tr>
<td>NURS 795</td>
<td>Residency</td>
</tr>
<tr>
<td>NURS 796</td>
<td>DNP Scholarly Project Seminar</td>
</tr>
<tr>
<td>NURS 797</td>
<td>DNP Scholarly Project Courses</td>
</tr>
</tbody>
</table>

**NOTE:** DNP core courses listed above are taken by all concentrations.

Review: NEOL concentration complete Program of Study (POS) in Chapter 3
Clinical Concentration complete Program of Study (POS) in Chapter 4.

**Academic Review for Awarding Clinical/Practice Credits**

In accordance with the DNP Essentials (American Association of Colleges of Nurses, 2006), 1,000 advanced practice post-BSN clinical/practice hours must be documented to earn a Doctor of Nursing Practice (DNP) degree. The DNP builds on the master’s degree, and the number of clinical/practice hours a student is 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.

**ELECTIVE COURSES**

**NEXus Doctoral Elective Courses**

The UNM CON is part of NEXus (the Nursing Education Exchange), a collaboration among several Western Institute of Nursing (WIN) doctoral programs that offer graduate courses through distance education. These institutions have entered into an agreement that allows the programs to share seats in courses and transfer credits in those courses across member institutions. Membership in NEXus provides students access to a wide variety of courses. Through NEXus, the institutions have identified courses that are available at a distance and open for enrollment from Academic Collaborator and Affiliate member institutions. Students should discuss plans to enroll in a NEXus course with their advisor before enrolling in the course. Without the approval of the Committee on Studies, students might not be able to include the course(s) on their Program of Studies.

**NEXus Course Financial Considerations**

The current rate for a NEXus course is $775.00/credit hour (subject to change annually). This fee typically covers all associated university fees. As with all courses, students are responsible for the
cost of books and educational materials. NEXus courses qualify for financial aid. If you are receiving financial aid and plan to take a NEXus course, please contact Ana Vigil (amyvigil@salud.unm.edu) to complete a UNM consortium agreement. Students are responsible for meeting the registration and payment deadlines of the institution that is offering the course. In most cases, this will not coincide with UNM's calendar, so advanced planning financially and academically is important.

NEXus Course Academic Considerations
Policies on the transfer of NEXus courses vary by institution. For example, for UNM students, NEXus courses cannot be substituted for core courses. Substantive concentration area courses are typically used for electives or courses that may be taken prior to admission to the program. These should be discussed with your advisor. Students enrolled in a NEXus course must meet all course requirements. Students are encouraged to contact the course faculty in advance to ensure that they understand the course requirements (e.g., prerequisite course vacation periods, on-campus requirements, technology requirements, synchronous versus asynchronous discussions, etc.).

Visit winnexus.org for contact information and registration deadlines and dates. For assistance in registering for a NEXus course, contact Jeri Belsher, 505-272-4223 or jbelsher@salud.unm.edu.

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.

DNP ACADEMIC PORTFOLIO

All DNP students are required to develop and maintain a Portfolio in the Typhon system that follows their academic and clinical progress throughout their doctoral studies. (Orientation for use of the Typhon system will be reviewed during Residency Week.) The DNP Portfolio is a component of the DNP program that is used as a comprehensive, evaluative competency-based assessment for DNP students. The Portfolio documents the student’s achievement of the DNP Essentials (American Association of Colleges of Nurses, 2006), the student learning objectives (SLO), and the Concentration competencies throughout the educational experience. Culmination of the Portfolio provides students with the foundation upon graduation to expand their curriculum vitae, and provide documentation to prospective employers regarding their goals, objectives and accomplishments.

Tracking Essentials and Learning Objectives
The CON uses the Typhon system for student data entry and it also provides access to the Portfolio. The student will activate the Portfolio at the beginning of the DNP program. Continual entry and uploading of documents will be done by the student in each course. The Portfolio will be complete at the end of the program and students will be encouraged to take documents with them for job interviews and utilize them as they continue to build their curriculum vitae.

The interim benchmarks to be completed and/or uploaded into your Portfolio include:
1. Self-assessment of key competencies and essentials for DNP’s in Survey Monkey. This survey will be retaken prior to graduation.
2. Summary/Introductory page with photo, brief bio, and pertinent other information
3. Narrative journal of scholarly growth, addressing the Student Learning Objectives (SLOs), and the eight DNP Essentials
4. Five-year professional plan
   - Initial two years as student with personal goals
   - Final three years as a professional
5. Scholarly papers & presentations from each course that meet one or more of the eight DNP Essentials, SLOs and Concentration competencies
6. Summary of residency practice encounters
8. NEOL Students: Successful completion of the ANCC’s Nurse Executive Advanced Board Certification (NEA-BC) prior to graduation.
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 written for your DNP program that will be submitted for publication.
11. Curriculum Vitae

**DNP SCHOLARLY PROJECT GUIDELINES**

All students enrolled in the DNP Program will complete an evidence-based DNP Scholarly Project as a requirement for graduation.

A DNP Scholarly Project is not intended to test new models, develop new theory, or test hypotheses. A DNP Scholarly Project is undertaken with the advice and guidance of a committee. The DNP Scholarly Project is a culminating project showing practice excellence and demonstrating leadership, knowledge of population health, evidence-based practice, inquiry, and the integration of the DNP role in a comprehensive health care environment. The DNP is to be a practice-oriented project that meets the needs of the DNP’s community of interest. The immersion project is not a dissertation, but must exemplify scholarly activity. Students will identify and implement a dissemination strategy to complete the DNP Scholarly Project at the end of their DNP course of studies.

It is designed to utilize the research, knowledge, and skills gained within the DNP program. Rather than the original research and knowledge development associated with a PhD program of study, a DNP is a systematic investigation of a clinical question related to practice.

Examples of types of completed DNP Scholarly Immersion Projects and abstracts are posted and maintained by AACN’s The Doctors of Nursing Practice, LLC at: [https://www.doctorsofnursingpractice.org/studentprojects.php](https://www.doctorsofnursingpractice.org/studentprojects.php)

The scholarly project is chosen to make a contribution in any health care workplace, the community, or academia. The actual appraisal and translational process of the DNP Scholarly Project itself is complex and involves many layers of consideration. As such, DNP experiences are characterized by collaborative efforts between and among faculty, students, and the community in which the DNP Scholarly Project is conducted.

Please note that no data collection or interventions related to the project can be started prior to approval of the written proposal by the project committee and UNM Health Sciences Center Institutional Review Board (IRB). The theme that links the above forms of scholarly experiences is the use of evidence to improve clinical or organizational outcomes. DNPs are scored against the Squire Guidelines 2.0 (Appendix B).
Additional Resources for DNP Scholarly Project Research & Completion

- An improvement project or effectiveness study that used a randomized controlled trial design should seriously consider using both the CONSORT and the SQUIRE guidelines. CONSORT: Transparent Reporting of Trials
- An immersion improvement project that uses observational or qualitative techniques should consider both the STROBE guidelines along with the SQUIRE guidelines. STROBE Statement Strengthening the Reporting of Observational studies in Epidemiology
- The SQUIRE guidelines are synergistic with other publication guidelines, and together these will produce a more complete manuscript than either set of guidelines alone. Please visit the EQUATOR network website for information on other reporting guidelines. EQUATOR Network: Enhancing the Quality and Transparency of Health Research
- Additional publications related to SQUIRE Guidelines can be found at http://squire-statement.org/resources/manuscripts
- These pages provide links to Web sites which provide instructions to authors for over 6,000 journals in the health and life sciences. All links are to "primary sources" - that is, to publishers and organizations with editorial responsibilities for the titles. http://mulford.meduohio.edu/instr/
- Download Short version of SQUIRE Guidelines (PDF)

DNP SCHOLARLY PROJECT COMMITTEE

Role of DNP Faculty Advisor
Upon admission to the DNP program, each student will be assigned a faculty advisor. The advisor is chosen from the full-time doctoral-prepared faculty employed by the CON. The DNP faculty advisor provides the student with general direction and advice on course selection during their tenure in the program. Other faculty members including the Director of the DNP program may also be an academic advisor. The Chair and the advisor may also be the same person. If the advisor is not the chair, the Committee Chair will be an additional advising resource for the student.

In extenuating circumstances, the student has the right to petition the DNP Program Director to change faculty advisors. DNP Scholarly Project Committees are comprised of a minimum of two (2) members.
- One must be a UNM College of Nursing (CON) faculty member with graduate faculty or doctoral research endorsement.
- The second person does not have to be a CON faculty member, but must have a doctorate and be selected in collaboration with the project Chair, the Chair having the final approval. This second person can be the DNP Residency Preceptor if appropriate.
- You may, depending upon the type of project you are doing or on the advice of your project Chair, need a larger committee. This would typically include a third member who is a content expert in your specific field of study.
  It is highly recommended that the third member of the committee be from the agency or clinical site where the student will conduct the project. All members should bring expertise in the clinical nursing phenomena of interest, the methodology used in the project, or other knowledge related to the student’s DNP Scholarly Immersion Project.

- The student is free to add additional members to the DNP Scholarly Project Committee with Chair’s approval. Additional members of the committee will be nonvoting members of the committee.
NOTE: To obtain approval for the agency/community person as a voting member of the committee, their CV must be submitted to the Chair for approval. It is expected that the minimum educational background of this person will be a Doctoral level in nursing. However, it is recognized that given extenuating circumstances, this person may hold a Master's degree in nursing. In this case, both the committee chair and the DNP Program Director must approve the individual to serve on the committee. The community/agency member may attend the varied meetings/presentations and proposal defense virtually or on-campus. Barring extenuating circumstances, the final DNP Scholarly Project defense must be done in person (Appendix C).

ROLE OF THE DNP SCHOLARLY PROJECT COMMITTEE

Role of Chairperson
1. The faculty member who is invited to become chairperson of the committee may defer acceptance until the student has submitted a specific area of inquiry or a beginning DNP Scholarly Project problem which the student has independently identified.
2. Assure IRB compliance, mentor student throughout the preparation of the DNP Project including proposal, project development, implementation, evaluation process, and the final written DNP Scholarly Project Report.
3. Collaborate with student to schedule Doctoral Committee meetings for DNP Scholarly Project proposal comprehensive exam consideration/approval and final DNP Scholarly Project defense.
4. Lead Doctoral Committee review and approval of the DNP Scholarly Project proposal comprehensive exam, final DNP Scholarly Project Report and oral defense presentations.
5. Communicate effectively with committee members and ensures that the entire committee meets with the student at least once before the student’s DNP Scholarly Project proposal is submitted for review and approval.
6. There will be at least two meetings of the entire committee, one for the project proposal presentation and one for final presentation and defense of the project when it is completed. It is expected that the project will be of significant rigor to lead to a publishable manuscript. It is also expected that the project will be of use to the agency where the student conducted the project.
7. Provide feedback to student on incremental parts of the project, i.e. PICOT and literature review matrix, and written drafts in a timely manner.
8. Document student progress toward completion of DNP Scholarly Project requirements.
9. Mentor College of Nursing faculty with interest in participating in DNP student’s Immersion Projects.

Role of Faculty Doctoral Committee Member
1. Critique drafts of the developing DNP Scholarly Project proposal.
2. Participate in committee meeting(s), review and approval of the Project Proposal Defense, Final Project Report and Oral Defense presentations.
3. Provide feedback to student on written drafts in a timely manner.
4. Communicate concerns to student and Doctoral Committee Chairperson in a timely manner.

Role of Student
1. Maintain consistent and effective communication with committee chair.
2. Collaborate with Doctoral Committee Chairperson to schedule committee meetings for proposal Consideration/Approval and final DNP Scholarly Project Report.
3. Generate and submit all forms as required.
4. Submit work to the Doctoral Committee that demonstrates a high level of scholarship and interventions.

**NOTE:** All expenses incurred for member services on a DNP Committee are the responsibility of the student.

**CON Clinical Educator Faculty**
Leah Albers, DrPH, CNM, Professor Emerita*
Blake Boursaw, PhD candidate, MS, Instructor
Karen Brown, PhD, RN
Ann Caudell, PhD, RN, ACNP, APRN-C, Professor Emerita*
Carol Capitano, PhD, PMHCNS-BC
Karen Carlson, PhD, RN, Professor Emerita*
Christine Cogil, DNP, MSN, FNP-BC, Assistant Professor
Kim Cox, PhD, CNM, Associate Professor
Barbara Damron, PhD, RN, FAAN, Associate Professor
Christine Delucases, DNP, MPH, RN, NEA-BC, Assistant Professor
Ruth De Rego, DNP, CNP, ANP-BC, Assistant Professor
Joanne Haefele, PhD, APN, FNP-BC, Associate Professor, DNP Clinical Program Director
Stephen Hernandez, PhD, RN, Assistant Professor
Therese Hidalgo, DNP, CFNP, RN, Assistant Professor
Amy Levi, PhD, CNM, WHNP-BC, FACNM, FAAN. Albers Professor of Midwifery
Jan Martin, DNP, RN, CCM, PAHM, Assistant Professor
Rachel Marzec, DNP, FNP-BC, PMHNP-BC, Assistant Professor
Judy Liesveld PhD, PNP, RN, Associate Professor, Team Chair Education
Carolyn Montoya, PhD, RB PNP-C, Associate Professor, Associate Dean of Academic Affairs
Felina Ortiz, DNP, CNM, Assistant Professor
Kristen Ostrem-Niemecwicz, DNP, CFNP, CNM, MSN
Barbara Overman, PhD, CNM, RN, Associate Professor
Nancy Ridenour, PhD, RN, APRN-BC, FAAN, Dean & Professor
Heidi Rogers, DNP, FNP-BC, Assistant Professor
Van Roper, PhD, RN, Assistant Professor, Interim Practice Coordinator
Sharon Schaf, DNP, RN, APRN-BC, Assistant Professor,
Geoff Shuster, DNSc, RN, Associate Professor Emeriti
Amy Weiss, DNP, FNP-BC, RN
P.J. Woods, PhD, MBA, MSN, RN, NEA-BC Associate Professor, DNP NEOL Program Director

*May serve as co-chair or committee member.

*Cynthia Nuttall PhD, RN, NE-BC, Assistant Professor
*Kim McKinley A DNP, INS-BC, RN Assistant Professor
*Irma Samaniego PhD, RN, Assistant Professor

**Important Dates and Deadlines:**

Spring Graduation Documents Due 04/15
Summer Graduation Documents Due 07/15
Fall Graduation Documents Due 11/15
CHAPTER 3: DNP NEOL CONCENTRATION

DNP NEOL Overview
The Nurse Executive Organizational Leadership (NEOL) concentration is designed for individuals in leadership roles who seek to lead complex clinical systems. The curriculum is for students who enter the program with a BSN and a master’s degree in a related field (MBA, MPA, MPH, MSA) or a Master’s Degree in Nursing with a Nurse Administration or related concentration (informatics, health policy, clinical, etc.) and have at least three years of progressive management experience, or the equivalent as determined by the application committee. Candidates who have a MSN other than in nursing administration will be offered the opportunity to enter the DNP NEOL program. Graduates of the DNP NEOL concentration will be experts in designing, implementing, managing, and evaluating clinical care and health care delivery systems and will be prepared to lead at the highest clinical executive ranks.

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

- American Nurses Credentialing Center 14 Forces of Magnetism [http://www.nursecredentialing.org/Magnet/ProgramOverview/HistoryoftheMagnetProgram/ForcesofMagnettism.aspx](http://www.nursecredentialing.org/Magnet/ProgramOverview/HistoryoftheMagnetProgram/ForcesofMagnettism.aspx)

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

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

**AACN DNP Essentials**

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


NEOL Program Outcomes (Student Learning Objectives)

1. Assume the role of the doctoral prepared nurse in teaching, scholarship, leadership, and service.

2. Apply analytic methods to create, evaluate, and adopt effective innovations to improve health.

3. Analyze, translate, and apply evidence to improve health outcomes.

4. Engage individuals and communities to develop, implement, and evaluate interventions to address their health disparities.

5. Facilitate optimal health outcomes through delivery of culturally sensitive care, including clinical prevention strategies, identification of risk, individualized interventions, and formation of therapeutic relationships with clients.

6. Apply clinical, community, and policy interventions to reduce health inequities.

7. Evaluate and critique social policy relevant to the organization and delivery of health care.

8. Integrate and evaluate information systems in patient care technology for clinical, research, and administrative best practices.

9. Apply leadership and advocacy skills in the development, implementation, and evaluation of health policy.

10. Utilize effective management and organizational skills to assume a leadership role in health care delivery, policy, and systems.

11. Practice nursing reflectively, guided by theory, based on best evidence and integrating creative and critical thinking.

AONE Nurse Executive Competencies
http://www.aone.org/resources/leadership%20tools/nursecomp.shtml

These foundations of DNP education supply the Nurse Executive with the highest level of educational preparation in this nursing specialty.

The NEOL concentration is taught by faculty who are health care experts adept in addressing emergent and challenging issues facing nurse executives and leaders. The CON provides students with a relevant educational experience that prepares them to transform nursing and health within complex health care systems.

This year-round lock-step program, (6-7 credits depending on the course per term; 35-37 credits total) can be completed in six consecutive semesters including an abbreviated summer session. The program is offered through fully online courses (exception for an annual one-week Residency described previously) featuring problem-based learning, case studies, discussion boards,
asynchronous discussion boards, podcasts, and narrated PowerPoint presentations. Synchronous sessions via Web conferencing are also held where students can interact with faculty and their colleagues.

### DNP NEOL Concentration Program of Studies for 2016 admissions only

<table>
<thead>
<tr>
<th></th>
<th>Year I (2016)</th>
<th>Year II (2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sum</strong></td>
<td>NURS 703 Applied Clinical Research in Advanced Nursing Practice (3 cr)</td>
<td>N727 Innovations &amp; Informatics (3 cr-2cr didactic, 1 cr practice), 50 practice hrs</td>
</tr>
<tr>
<td></td>
<td>N725 Principles in Advanced Management (3 cr-2cr didactic, 1cr practice) 50 practice hrs</td>
<td>Elective: N793 Advanced Nursing Concepts; (3 cr- 2cr didactic,1 cr practice), 50 practice hrs or N643 Applied Health Economics, (3 cr)</td>
</tr>
<tr>
<td></td>
<td>Total: 6 credits; 50 practice hours</td>
<td>N797 DNP Scholarly Project (1 cr) 50 practice hours</td>
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<tr>
<td></td>
<td></td>
<td>Total: 7 credits; 100 practice hours</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>N620 Advanced Health Care Statistics I (3cr)</td>
<td>N726 Leading Organizational Change  (3 cr; 2cr didactic, 1 cr practice, 50 practice hrs)</td>
</tr>
<tr>
<td></td>
<td>N705 The Business and Policy of Practice &amp; Their Influence on U.S. Health Care System 3cr</td>
<td>*N795 DNP Residency (1-2cr) 50-100 practice hrs</td>
</tr>
<tr>
<td></td>
<td>*N796 DNP Scholarly Project Seminar (1cr; 50 practice hrs)</td>
<td>N797 DNP Scholarly Project (1 cr), 50 practice hrs</td>
</tr>
<tr>
<td></td>
<td>Total: 7 credits; 50 practice hours</td>
<td>Total: 5-6- credits; 150-200 practice hours</td>
</tr>
<tr>
<td><strong>Spg</strong></td>
<td>N702 Applied Epidemiology in Advanced Nursing Practice (3 cr)</td>
<td>N797 DNP Scholarly Project (2-3 cr) 100-150 practice hours</td>
</tr>
<tr>
<td></td>
<td>N706 Organizational Systems/Quality (3cr)</td>
<td>N795 Residency (1-2 cr) 50-100 practice hrs</td>
</tr>
<tr>
<td></td>
<td>N797 DNP Scholarly Project (1cr), 50 practice hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total: 7 credits; 50 practice hours</td>
<td>Total: 3-5 credits; 150-250 practice hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Total Credits: 20 Practice Hours 150</td>
<td>Total Credits: 15-17cr Practice Hours: 400-550</td>
</tr>
</tbody>
</table>

**Total Program Credits**: 35-37

**Practice Hours**: 550-700

*N795 Residency is a minimum of 3 credit hours and N797 DNP Scholarly Project is a minimum of 5 hours. Both can be more based upon student needs and faculty approval.

**REQUIREMENT NOTES:**

- NEOL DNP students must take and pass ANCC Board Certification for Advanced Nurse Executive NEA-BC before graduation.
Course Descriptions

NURS 620 Health Care Statistics  3 credit hours
Provides knowledge, skills, and practice analyzing and interpreting quantitative data for nursing research. Probability, descriptive statistics, statistical inference, point estimates and confidence intervals, univariate and bivariate parametric and nonparametric tests are included in the content. 
AACN Essentials: III and IV;  SLOs (p 6): 2, 3; AONE Core Competencies: 2 and 5

NURS 702 Applied Epidemiology in Advanced Nursing Practice  3 credit hours
Historical dimensions leading to health disparities, social injustice, concepts of marginalization, poverty, race, class, and gender will be discussed. Health trends, risk factors, population data, social and economic determinants underlying health disparities, community assessment and analysis, and statistics used with epidemiological analysis with associated databases will be explored. The course is structured around research content related to epidemiologic methodologies, respective statistics, and informatics.
AACN Essentials: I, III, IV, VI, VII;  SLOs:  2, 3, 4, 5, 6, 7, 9; AONE Core Competencies: 2, 5

NURS 703 Applied Clinical Research in Advanced Nursing Practice  3 credit hours
Focuses on systemic examination and application of health-related research in relation to advanced nursing practice, including clinical practice, nursing and health care administration, community and public health, or health policy.
AACN Essentials: III, IV, VI, VII;  SLOs: 1, 2, 8;  AONE Core Competencies: 2, 4, 5

NURS 705 The Business and Policy of Practice & Their Influence on the U.S. Health Care System  3 credit; 
The complexities of the U. S. health care system are examined with a focus on the major core changes and challenges affecting health care economics, public health care policy, health reform, care provisions and workforce issues that affect the health of the population, the cost of care, and access to care
AACN Essentials: II, III, V, VIII;  SLOs: 6, 7, 8, 9, 10; AONE Core Competencies: 1, 2, 5

NURS 706 Organizational Systems and Quality Management for Advanced Nursing Practice  3 credit 
Advanced practice nursing student will focus on the process of quality management, improvement and outcomes through management and coordination of care in ambulatory and in-patient organizational systems. Individual settings and system-wide performance improvement plans will be developed.
AACN Essentials: I, II, III, VII;  SLOs: 2, 3, 5, 6, 8, 9, 10; AONE Core Competencies: 2, 3, 4, 5

NURS 725 Principles of Advanced Nursing Management  3 credit; 2 didactic, 1cr practice;50 practice hours This course introduces the importance of management skills, identifies essential management skills, and presents a learning model for developing management skills. Essential management skills are organized into three categories: personal, interpersonal, and group.
AACN Essentials: II, VI, VIII;  SLOs: 10, 11;  AONE Core Competencies: 1, 3, 4, and 5

NURS 793 Advanced Nursing Concepts  3 credits; 2 didactic, 1cr practice; 50 practice hours
This course presents the student with integrated learning experiences through on-site development of their DNP Scholarly Immersion Project, development of health policy, or continuation of residency experience while exploring leadership challenges in a changing workplace. The role and nature of executive leadership is discussed in context of the role of the nurse leader in promoting and managing institutional change.
**NURS 727 Health Care Innovations and Informatics**  
3 credit; 2 didactic, 1 cr practice; 50 practice hours  
This course focuses on nursing informatics. Topics include: (1) introduction to the nursing informatics; (2) healthcare informatics applications; (3) evidence based decision support; (4) information systems design; and (5) new opportunities and emerging trends.

**NURS 795 Advanced Nursing Practice Residency**  
1-11 credit; 50-150 practice hours  
This is a supervised, clinical or practice experience which addresses the full spectrum of advanced nursing practice. The student works toward a synthesis and integration of program competencies within the context of the student’s chosen population.

**NURS 796 DNP Scholarly Project Seminar**  
1 credit; 50 practice hours (included in DNP minimum hours). The DNP Scholarly Project is explored, including project concept, assessment of need, resources, assessment of need for IRB approval, and other components required for conducting the DNP Scholarly Project. Collaboration between the student and DNP Chair will determine feasibility of proceeding with the initially presented DNP Scholarly Project.

**NURS 797 DNP Scholarly Project**  
1-8 credits; 50-400 practice hours (minimum 5 credits)  
The DNP student builds on the foundation of core and specialty content in the DNP program to develop a DNP Scholarly Immersion Project. The project reflects the synthesis of theory, leadership, organizational and evidence-based clinical knowledge, and the application of this knowledge to a practice-based problem.
CHAPTER 4: DNP CLINICAL CONCENTRATION

Program Overview

The Doctor of Nursing Practice is a Post Masters course of study and terminal degree for Nurse Practitioners (Adult Gerontology-Acute Care, Family, Pediatric, Psychiatric, and Woman’s Health), Certified Nurse Midwives and Clinical Nurse Specialists. The program is designed for licensed, registered nurses with a BSN or equivalent and a Master’s Degree in Nursing or related field.

The University of New Mexico’s College of Nursing (CON) recognizes a state and national need to prepare leaders for the highest level of professional nursing practice by providing a Doctor of Nursing Practice (DNP) degree. The curriculum integrates and prepares graduates according to the standards set by both the American Association of Colleges of Nursing’s (AACN) DNP Essentials and the National Organization of Nurse Practitioner Faculty (NONPF) Core Competencies. Program outcomes are also consistent with Competencies for the Practice Doctorate in Midwifery (ACNM, 2011)

There are twelve Program Outcomes [Student Learning Objectives (SLOs)] expected of the DNP Clinical Concentration graduate:

1. Demonstrate role competency as a doctoral prepared advanced practice nurse in clinical practice, scholarship, and leadership.
   NONPF Core Competencies – Leadership, Independent Practice; AACN Essentials I, II & VIII; ACNM Practice Doctorate in Midwifery Competencies 5, 9

2. Establish interprofessional collaboration to apply analytic methods to create, adopt and evaluate effective innovations that improve the health of diverse, rural, and underserved individuals and populations.
   NONPF Core Competencies – Scientific Foundations, Practice Inquiry Competencies, Health Delivery System Competencies, Independent Practice; AACN Essentials I, II III, VI, VII & VIII; ACNM Practice Doctorate in Midwifery Competencies 2

3. Design and implement evidence based strategies to improve health outcomes.
   NONPF Core Competencies – Scientific Foundations, Leadership; AACN Essentials I, III, IV & VI; ACNM Practice Doctorate in Midwifery Competencies 2

4. Provide leadership which engages individuals, systems and communities to develop, implement, and evaluate interventions to reduce health disparities.
   NONPF Core Competencies – Quality, Independent practice; AACN Essentials VIII; ACNM Practice Doctorate in Midwifery Competencies 2

5. Facilitate optimal health outcomes through individualized patient centered and culturally sensitive prevention, risk identification and management.
   NONPF Core Competencies – Health Delivery System, Independent Practice; AACN Essentials VII; ACNM Practice Doctorate in Midwifery Competencies 2, 5
6. Design and apply clinical, system-based, community, political, and policy approaches to reduce health inequities.
   NONPF Core Competencies – Policy; AACN Essentials V; ACNM Practice Doctorate in Midwifery Competencies 2, 4

7. Provide leadership in formulation, application and analysis of institutional and public policies that impact health.
   NONPF Core Competencies – Policy; AACN Essential V; ACNM Practice Doctorate in Midwifery Competencies 4, 8

8. Integrate and evaluate clinical information systems and patient care technologies to further evidence based professional practice.
   NONPF Core Competencies – Health Delivery System, Technology and Information Literacy; 
   AACN Essentials II & IV; ACNM Practice Doctorate in Midwifery Competencies 7

9. Apply interprofessional leadership and advocacy skills in the development, implementation, and evaluation of clinical practice models, health policy, and standards of care.
   NONPF Core Competencies – Policy, leadership, Practice Inquiry; AACN Essentials V & VIII; 
   ACNM Practice Doctorate in Midwifery Competencies 4, 8

10. Utilize effective management and organizational skills to assume a leadership role in health care delivery, policy, and systems.
    NONPF Core Competencies – Health Delivery System, Policy, Leadership; AACN Essentials II, V; ACNM Practice Doctorate in Midwifery Competencies 4

11. Apply professional values and ethical decision making in practice.
    NONPF Core Competencies – Ethics; AACN Essential V; ACNM Practice Doctorate in Midwifery Competencies 6

12. Continuously improve the quality of one's own clinical practice based on knowledge of evolving evidence, professional reflection, and personal accountability.
    NONPF Core Competencies – Leadership, Quality, Practice Inquiry; AACN Essential II; 
    ACNM Practice Doctorate in Midwifery Competencies 1, 2, 3
# DNP-Clinical Concentration Program of Studies (POS) Overview for 2016 Admissions

<table>
<thead>
<tr>
<th>YR I</th>
<th>DNP Project Hrs</th>
<th>YR II</th>
<th>DNP Project Hrs</th>
<th>Clinical Practice Hrs</th>
</tr>
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<tbody>
<tr>
<td><strong>Summer</strong></td>
<td></td>
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<tr>
<td>N703: Applied Clinical Research in Advanced Nursing Practice 3 cr</td>
<td>N727: Health Care Innovations and Informatics 3 cr (2 Didactic/1 Clinical)</td>
<td>50</td>
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<td></td>
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<tr>
<td>N725: Genetics and Genomics for Advanced Practice Nursing 3 cr</td>
<td>N797: DNP Scholarly Project 1 cr</td>
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</tr>
<tr>
<td><em>Total: 6 credits</em></td>
<td>N720: Etiology and Management of Complex Health and Illness in Rural Health 3 cr (2 Didactic/1 Clinical)</td>
<td>50</td>
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<tr>
<td></td>
<td></td>
<td><em>Total: 7 credits; 50 Project Hrs; 100 Clinical Practice Hrs</em></td>
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<td></td>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>N620: Health Care Statistics 1 3 cr</td>
<td>Elective(s) 3 cr **</td>
<td>50-150</td>
<td></td>
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<td>N705: The Business and Policy of Practice and Their Influence on the U.S. Health Care System 3 cr</td>
<td>N795: Residency 1-3 cr</td>
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<tr>
<td>N796: DNP Scholarly Project Seminar 1 cr</td>
<td>N797: DNP Scholarly Project 1 cr</td>
<td>50</td>
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<td><em>Total: 7 credits; 50 Project Hrs</em></td>
<td><em>Total: 5-7 credits; 50 Project Hrs; 50-150 Clinical Practice Hrs</em></td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>N702: Applied Epidemiology in Advanced Nursing Practice 3 cr</td>
<td>N795: Residency 1-3 cr</td>
<td>50-150</td>
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<tr>
<td>N706: Organizational systems and Quality Management for Advanced Nursing Practice 3 cr</td>
<td>N797: DNP Scholarly Project 1 cr</td>
<td>50</td>
<td></td>
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</tr>
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<td>N797: DNP Scholarly Project 1 cr</td>
<td><em>Total: 2-4 credits; 50 Project Hrs; 50-150 Clinical Practice Hrs.</em></td>
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<tr>
<td><em>Total: 7 credits; 50 Project hrs.</em></td>
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</tbody>
</table>

| **TOTALS** | **20 Credits** | **100 Hrs** | **15 credits** | **150 Hrs** | **250 Hrs** |

- **TOTAL Program Credits - Minimum Required:** 35  
- **TOTAL DNP Scholarly Project Hours Required:** 250  
- **TOTAL Clinical Practice Hours Required:** 250

(*minimum 3 Residency Credits total = 150 Residency Hours completed within 1 or 2 semesters)  
(**as arranged)

**NOTE:** Clinical DNP students must take the NONPH Essential Competency Exam before graduation.
Course Descriptions

NURS 620 Health Care Statistics  3 credit hours
Provides knowledge, skills, and practice analyzing and interpreting quantitative data for nursing research. Probability, descriptive statistics, statistical inference, point estimates and confidence intervals, univariate and bivariate parametric and nonparametric tests are included in the content.  AACN Essentials: III and IV;  SLOs

NURS 702 Applied Epidemiology in Advanced Nursing Practice  3 credit hours
Historical dimensions leading to health disparities, social injustice, concepts of marginalization, poverty, race, class, and gender will be discussed. Health trends, risk factors, population data, social and economic determinants underlying health disparities, community assessment and analysis, and statistics used with epidemiological analysis with associated databases will be explored. The course is structured around research content related to epidemiologic methodologies, respective statistics, and informatics.  AACN Essentials: I, III, IV, VI, VII;  SLOs:

NURS 703 Applied Clinical Research in Advanced Nursing Practice  3 credit hours
Focuses on systemic examination and application of health-related research in relation to advanced nursing practice, including clinical practice, nursing and health care administration, community and public health, or health policy.  AACN Essentials: III, IV, VI, VII;  SLOs:

NURS 705 The Business and Policy of Practice & Their Influence on the U.S. Health Care System  3 credit;
The complexities of the U. S. health care system are examined with a focus on the major core changes and challenges affecting health care economics, public health care policy, health reform, care provisions and workforce issues that affect the health of the population, the cost of care, and access to care.  AACN Essentials: II, III, V, VIII;  SLOs:

NURS 706 Organizational Systems and Quality Management for Advanced Nursing Practice
3 credit
Advanced practice nursing student will focus on the process of quality management, improvement and outcomes through management and coordination of care in ambulatory and in-patient organizational systems. Individual settings and system-wide performance improvement plans will be developed.  AACN Essentials: I, II, III, VII;  SLOs:

NURS 725 Genetics and Genomics for Advanced Practice Nursing  3 credit
This course provides an overview of the role of genetics and genomics in health and illness for integration and application in advanced practice nursing.  AACN Essentials I, II, III, IV, V, VII, VIII

NURS 720 Etiology and Management of Complex Health and Illness in Rural Health  3 cr
This course examines complex health and illness in individuals in a rural health setting with an emphasis on multi-system processes, environmental, nutritional, economic, cultural, psychosocial stressors, and genetic influences.  AAC Essentials I, II, III, VI, VII, VIII
NURS 727 Health Care Innovations and Informatics  3 credit; 2 didactic, 1cr practice; 50 practice hours
This course focuses on nursing informatics. Topics include: (1) introduction to the nursing informatics; (2) healthcare informatics applications; (3) evidence based decision support; (4) information systems design; and (5) new opportunities and emerging trends. AACN Essentials: III, IV, VIII; SLOs:

NURS 795 Advanced Nursing Practice Residency  Minimum 3 credits; 150 practice hours
This is a supervised, clinical or practice experience which addresses the full spectrum of advanced nursing practice. The student works toward a synthesis and integration of program competencies within the context of the student’s chosen population. AACN Essentials: I, II, III, IV, VIII; SLOs:

NURS 796 DNP Scholarly Project Seminar  1 credit; 50 practice hours
The DNP Scholarly Project is explored, including project concept, assessment of need, resources, assessment of need for IRB approval, and other components required for conducting the DNP Scholarly Immersion Project. Collaboration between the student and DNP Chair will determine feasibility of proceeding with the initially presented DNP Scholarly Immersion Project. AACN Essentials: I, II, III, IV, VI, VII, VIII; SLOs:

NURS 797 DNP Scholarly Immersion Project  Minimum 4 credits; 200 practice hours. The DNP student builds on the foundation of core and specialty content in the DNP program to develop a DNP Scholarly Immersion Project. The project reflects the synthesis of theory, leadership, organizational and evidence-based clinical knowledge, and the application of this knowledge to a practice-based problem. AACN Essentials: Essentials I, II, III, IV, VI, VII, VIII; SLOs:
CHAPTER 5: GENERAL REQUIREMENTS FOR THE DNP SCHOLARLY PROJECT

DNP Project Proposal Defense: Written & Oral Consideration/Approval

Preliminary work by student:
To be eligible to present/defend the DNP Scholarly Project proposal to DNP Committee, a student must have:

- a plan of study on file,
- a DNP Scholarly Project Committee in place (see Chapter 2 for DNP Scholarly Project Guidelines),
- have completed summer residency week,
- Completed the first semester of the program as specified by the DNP Plan of Study. It is expected that the student will be on-campus for this presentation.
- The DNP Scholarly Project written proposal should adhere to the most recent edition of the Publication Manual of the American Psychological Association (APA) published at the time of the DNP Scholarly Project is begun.

DNP Scholarly Project Proposal Consideration/Approval

- Purpose: determine if a student is prepared and qualified to begin work on the DNP Scholarly Project and to submit for IRB approval
- The DNP Scholarly Project Proposal is the primary component of the written comprehensive exam for the DNP Program due at the end of year 2; questions during the presentation, if asked, will cover the first year of DNP study.
- The Consideration/Approval meeting is scheduled near the end of first year in N797; Doctoral Committee Chair will advise student when to set the date
- Student responsible for scheduling date and time for Doctoral Committee Chair and all Doctoral Committee Members to attend
- This meeting is conducted by Doctoral Committee Chair
- Student’s Requirements for Consideration/Approval:
  - Submitted to Committee and Chair 2 weeks prior to meeting date.
  - See APPENDIX E for outline of proposal
  - Powerpoint Presentation of Written Proposal: prepare a 30-45 minute PPT overview and summary of the proposal
  - Prepare to discuss the entire proposal

Following the Consideration/Approval-Outcomes

- Chair and Committee members using the DNP Proposal Evaluation Framework (APPENDIX D) decide if student is prepared and qualified to begin work on DNP Scholarly Project; the Doctoral Committee Chair will notify student about decision

- If proposal is accepted as is:
  - The student is considered to have passed the written comprehensive
examination.
- Doctoral Chair and Committee complete the Doctor of Nursing Practice Proposal Evaluation Framework (APPENDIX D) and form is submitted to the DNP Program Director.
- Copies are placed in the student file, mailed to the student and delivered to the College of Nursing Student Services Office.
- Concurrent with submission of the DNP Scholarly Project proposal the student must apply for IRB approvals. See IRB CON Communication protocol below.

**NOTE:** No data can be collected until IRB approval has been obtained from both the University and the involved agency.

- **If proposal is conditionally accepted with minor revisions and additional review**
  - the student must correct any deficiencies as determined by the committee.
  - the student must submit notification of the completion of the revised proposal that has the approval of the Chairperson to the Student Services Advisement Office within **one month of the proposal review**.
  - At this time the properly signed DNP Scholarly Project Proposal Approval Form must be given to the Committee Chair and to each Committee member.

- **If proposal is rejected or requires major revisions**
  - If the student receives a disapproval, they must meet again with the DNP Scholarly Project Committee.
  - The Chairperson will work with the student on the revision.
  - The student must develop a significantly revised or a new proposal.
  - The Committee will review the new proposal and all prior steps to schedule a “Consideration/Approval” will be repeated.
  - Students are allowed to repeat the qualifying exam/DNP proposal presentation once.
  - If the student fails to receive approval for the DNP Scholarly Project after the second attempt, the student is dismissed from the DNP program.

### Timelines for DNP Proposal Defense & IRB

<table>
<thead>
<tr>
<th>Proposal Defense</th>
<th>IRB Submission By:</th>
<th>IRB Approval By:</th>
<th>Data Collection Begins</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 20th-31st</td>
<td>April 10th</td>
<td>May 10th</td>
<td>May 10th</td>
</tr>
</tbody>
</table>

*Check with Advisement for Timeline/Deadline*

### IRB Protocol

**Acronyms:**
- **HRPO** = Human Research Protection Office
- **HRRC** = Human Research Review Committees at Health Science Center (HSC)
- **IRB** = Main Campus Institutional Review Board
- **UNM Sponsored Programs:** Preaward (if funding is involved)
• Before submitting proposal documents through Click IRB,
  o your DNP IRB documents are submitted to your Chair for approval first and then
  o it receives a College of Nursing Departmental review.
  o NOTE: The Chair must submit through Click IRB first with the student
    rather than the student submitting on their own.
• It is beneficial that the Chair (Principal Investigator) and DNP student set aside time to
  submit proposal together through Click IRB.
• As students in the College of Nursing, you must obtain approval from the HSC HRRC
  before you can begin a study involving human subjects. All research that involves the
  HRPO, IRB, or HRRC must be submitted using the online Click IRB system.
  o Online training for Click IRB is available at Learning Central:
    https://learningcentral.health.unm.edu/learning/user/login.jsp.
  o Guidelines for the DNP Project IRB using Click IRB located
    http://hsc.unm.edu/research/hrpo/.

Guidelines for the DNP Scholarly Project IRB
• Federal guidelines involving human subjects requires the DNP Scholarly Project Chair
  (not the student) be considered the Principal Investigator of the DNP Scholarly Project
  for purposes of IRB.
• It is the responsibility of the Principal Investigator to ensure all personnel involved in a
  research project have adequate training in the protection of human research subjects;
  therefore, all “key personnel” must complete and provide proof of completion of
  the following before the start of spring term in the first year of study:
  o “Education for Research Compliance” for protection of human subjects in
    research.
  o Health Insurance Portability and Accountability Act (HIPAA) on Learning Central
  o The Collaborative Institutional Training Initiative (CITI Training): This I-click Web-
    based program is available at https://www.citiprogram.org/
  o Financial Conflict of Interest training (FCOI).
• The student cannot proceed with DNP Scholarly Project protocol until all required
  forms are turned into the student’s DNP Chair. Save all completed forms into one pdf
  document with the HRPO CITI training for this purpose.
• If needed, the student will apply for IRB approval to the Office of Research
  http://researchcompliance.unm.edu/ and Sponsored Programs (Pre-Award)
  http://osp.unm.edu/ and
• If appropriate, apply to the official IRB committee(s) at the site(s) of data collection.
  o Approval from agency IRB must be forwarded, along with the completed
    application form of the cooperating agencies, to the Chairperson in a timely
    manner.
• The click IRB for UNM CON includes categories similar to DNP proposal. That is done
  intentionally so you can reasonably drop proposal language into IRB sections.
• The IRB proposal must be completed and submitted within the allotted time frames.
Communication Protocol between Student and Chair

Any external communication or reporting about the DNP Scholarly Project reflects on the University and the College of Nursing. Therefore, it is important that the student keep the Chair informed as follows:

- Communicate with Chair of Committee before submitting any research grants to fund all or part of DNP Scholarly Immersion Project.
- Communicate with Chair of Committee before submitting any abstracts for conferences or publications that will report findings.
- Communicate with Chair of Committee before submitting to the public domain any materials that are an integral component of the DNP Scholarly Immersion Project.
- Determine the appropriateness of copyrighting the DNP Scholarly Project with the inclusion of any instruments (e.g. in Appendix) authored by another (whether copyrighted or not).

DNP Scholarly Project Final Defense

Criteria for Moving to Final Presentation and Defense

A. All academic requirements completed, including:
   1. Completion of all residency/immersion clinical hours
   2. Satisfactory demonstration of the DNP Essentials
   3. DNP chair agreement that the DNP Scholarly Project is complete
   4. DNP chair agreement that the final scholarly paper is ready for committee review

B. Two weeks prior to the final presentation and defense, the student /DNP Chair will schedule the defense with the DNP Academic Advisor (Jeri Belsher) who will publicize the defense.
   i. Approval of the final defense of the DNP Scholarly Project by the DNP committee serves as documentation that the student has met all degree and DNP Scholarly Project expectations and is eligible for graduation.
   ii. If a student does not pass the final defense, the student must correct any deficiencies and meet again with the DNP committee.
   iii. Students are allowed to repeat the final DNP defense once. If the student fails the project defense a second time, the student is dismissed from the DNP program.
   iv. Students who do not complete the DNP Scholarly Project or do not pass the final DNP defense before completion of DNP program coursework are required to maintain registration of a minimum of two credits of coursework each semester until the final defense of the DNP is completed and approved by the DNP Scholarly Project committee.

C. To Graduate in a particular semester:
   a. all degree requirements are complete
   b. defense is complete
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all necessary revisions are made to manuscript, and accepted by the CON by the following dates:

i. **Spring Graduation – April 15**
ii. **Summer Graduation – July 15**
iii. **Fall Graduation – November 15**

**NOTE:** If any of the deadlines occur on a weekend or a holiday during which UNM is closed, the deadline will be moved to the next business day.

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## Preparing the Final Presentation of the DNP Scholarly Project

1. The final draft of the DNP Scholarly Project paper is prepared in strict adherence with APA guidelines. See APPENDIX G for Example.

2. The student is responsible for ensuring full preparation for the final presentation and defense, including development of a formal presentation representative of the DNP Scholarly Immersion Project.

3. The final project presentation is held under the auspices of the student’s DNP committee. Members of an audience may question the student if the project is presented at a public forum. Private questioning by DNP committee members may take place after the public presentation.

4. The candidate must present the DNP Scholarly Project in a manner consistent with a formal academic presentation and satisfy the committee that s/he is qualified to receive the degree of Doctor of Nursing Practice.

5. **Oral Defense Guidelines**
   i. The **Doctoral Committee Chair** introduces the Committee members, the doctoral student(s), and his/her proposal title.
   ii. The doctoral student(s) presents his/her/their completed project (30’ to 1 hour).
   iii. The **Doctoral Committee Members** ask questions, followed by questions from the audience (30’ approximately).
   iv. The **Doctoral Committee Members** deliberate on the student’s (s’) project in a separate room (10’ to 15’).
   v. The **Doctoral Committee Chair** announces the Committee deliberation.
   vi. The **Doctoral Committee Members** complete the DNP Scholarly Project Final Evaluation Framework (APPENDIX F) and sign five copies of the DNP Title Page. These can be obtained from DNP Academic Advisor Jeri Belsher.

6. A passing vote for the defense requires consensus of all voting members that the student has passed the defense. In the case of passing with minor revisions, the student must submit the revisions and obtain the DNP chair’s final approval within one month of the final defense.

7. **In the event of one or more negative votes, the candidate fails the DNP defense.**
   a. The committee must make recommendations to the chair regarding next steps.
   b. The committee may recommend significant revisions of the DNP Scholarly Project or additional study/coursework in the area of the knowledge deficiency.
c. A timeline will be set. The candidate will be given a second opportunity to successfully complete the project.

d. In the event of two failures, the candidate is dismissed from the program.

8. Once the DNP committee votes to confer the degree and has received the final revised DNP Scholarly Project report:
   i. The Results of Examination, Report, and/or Culminating Experience form must be signed.
   ii. The DNP Chair is responsible for submitting the form to CON Student Services Advisement Office.
   iii. The student is responsible for having a graduation check done and for submitting a request to graduate with CON Student Services Advisement Office.
   iv. The student is responsible for knowing the dates for submission of forms and projects in order to graduate.

9. Express appreciation to the agencies and persons with whom the student has collaborated, including presenting the project to hosting agencies or organizations as appropriate.

10. The final approved DNP scholarly paper is submitted electronically through Pro-Quest http://www. etdadmin.com/cqi-bin/school?siteld=198 and in paper to the College of Nursing.

11. The final DNP manuscript can be bound in a hardback at most full service copy places. It is customary to put the title on the back of the binding (look at any text book)

12. It is customary to give a copy of the DNP Scholarly Project final scholarly paper to each committee member (a bound copy for your chair is nice as well although you could do it for all or none).

<table>
<thead>
<tr>
<th>Timelines for DNP Scholarly Project and Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Day DNP Proposal Defense</td>
</tr>
<tr>
<td>Submission by Mid-March</td>
</tr>
<tr>
<td>IRB Approval by end of April</td>
</tr>
</tbody>
</table>

Check with Advisement for timeline/deadline

DNP Scholarly Project Scoring
DNP Scholarly Immersion Projects will be scored based on the Standards for Quality Improvement Reporting Excellence (SQUIRE 2.0) guidelines. An evaluation form based on the SQUIRE guidelines will be completed by the Committee Chair and committee member(s). This form will be submitted to the DNP Chair. Despite its grounding in improvement studies, outcomes frequently generate important new generalizable knowledge about health outcomes, systems of care, and how best to change those systems. Whether improvement interventions are small or large, simple or complex, the SQUIRE guidelines provide an explicit framework for sharing the knowledge acquired by examining those interventions closely, carefully, and in detail.
These guidelines provide a framework for reporting formal, planned studies designed to assess the nature and effectiveness of interventions to improve the quality and safety of care.

It may not be possible to include information about every numbered guideline item in reports of original formal studies, but authors should at least consider every item in writing their reports.

Although each major section (i.e., Introduction, Methods, Results, and Discussion) of a published original study generally contains some information about the numbered items within that section, information about items from one section (for example, the Introduction) is often also needed in other sections (for example, the Discussion).

DNP Scholarly Immersion Projects are reviewed in light of Standards of Quality Improvement Reporting Excellence (SQUIRE) guidelines for quality improvement projects. squire-statement.org/guidelines

Figure 2 Algorithm for Doctor of Nursing Practice DNP N797

*Note: Pass requires agreement from both committee members. Pass with Distinction is only an option with first submission, and requires agreement from all committee members.
CHAPTER 6: ACADEMIC PROCEDURES AND POLICIES

Academic Status
Students who have been admitted to either DNP Concentration are required to follow the credit commitment assigned for each semester. The DNP didactic program is completely online, with both synchronous and asynchronous learning utilized. Students are only required to come to campus for integration Residency I and II at the beginning of each year of the program for orientation and for ongoing support for curriculum completion and the DNP Project. Clinical practice hours may be obtained in your home location. The 2-year program is designed for students to remain in their current employ. The time commitment for the program varies by term and year. Review the Program of Studies for concentration chosen.

Academic Standing and Grade Requirements
Academic probation and suspension are determined by the CON Graduate Program subject to the University regulations set forth in the UNM Catalog 2016-2017. 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 six credit hours of coursework below B-minus can be credited toward the graduate degree. Individual concentrations 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 concentration) 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 DNP Program.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>83-86</td>
</tr>
<tr>
<td>B</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>73-76</td>
</tr>
<tr>
<td>C</td>
<td>&lt;73</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade Requirements for Graduation
To earn a graduate degree at the University of New Mexico, students must have a minimum cumulative grade point average of 3.0 in graduate-level courses taken in graduate status at the time of degree completion as well as a grade point average of at least 3.0 for courses listed in their Program of Studies or Application for Candidacy (See APPENDIX M). Students may not graduate with Incompletes or not reported (NR) grades pending in any graduate course, nor may they graduate while on probation.

Incomplete Grades
The grade of Incomplete (I) is given only when circumstances beyond the student’s control prevent completion of the coursework 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 work prescribed by the instructor in adequate time for the instructor to report the resolved grade to the Records Office by the appropriate deadline. It is the student’s responsibility to inform the instructor of the deadline date. 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 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 timeframes stated in this policy will be converted automatically to Failure (F), 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 from summer 2007 forward are eligible for grade replacement. This policy limits graduate students to a maximum of 9 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, and the unit chair.

Academic Probation

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 coursework or four regular terms in probationary status, whichever comes first. Students on Type 1 probation are not eligible to hold assistantships.

Type 2 Probation: NC/F/IF Grades
Students who earn any combination of two grades of No Credit (NC), and/or F 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, or IF grade is earned. Students on Type 2 Probation are not eligible to hold assistantships. When students on Type 2 Probation are ready to complete graduation requirements, they must petition the Concentration Coordinator 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 graduate while on Type 3 Probation. They may provisionally hold assistantships for one term.

**Academic Suspension**
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 1 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.

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 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 the DNP program, he/she must follow the readmission procedure. If the DNP program 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 coursework is earned.

**Enrollment/Drop Policies**
All DNP courses are online courses (with the exception of Residency Week), and only CON students admitted to a graduate concentration will be allowed to enroll. 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 Concentration 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 Associate Dean for Academic Affairs.

Graduation Responsibilities of Students and Procedures

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

- Submission of the Program of Studies Form to CON Student Services (see Appendix J for instructions).
- Successful completion of all course requirements, including resolution of all incomplete grades.
- Successful completion of the DNP Scholarly Immersion Project.
- Any change to a Program of Studies or to a DNP Scholarly Project must be approved by the Faculty Advisor, and the change must be submitted through the CON Student Services Advisement Office. An extensive change requires a new Program of Studies Form. The approval can be verified by checking with the CON Student Advisement Office.
- Results of the DNP Scholarly Project must be in the CON Student Advisement Office by November 15, April 15, and July 15, respectively, for Fall, Spring, and Summer graduations. The student should refer to the Student Timelines, available in the Student Services Advisement Office.

Students must notify the Student Services Office the term before their intent to graduate.

- Appendix I: Intent to Graduate Form
- Obtain a Program of Study form from the CON Student Advisement Office, complete & submit to Student Services Advisement Office prior to the term they plan to graduate.
- Look for an email sent through the CON-DNP listserv for Program of Studies deadline dates and other important information.

Convocation and Graduation Ceremonies

Watch for email announcements about graduation the term before your intended graduation and convocation the semester you graduate.

- The CON convocation ceremony for the DNP program is conducted at the end of the Spring term (in May).
- This is a formal ceremony recognizing all graduates from the BSN, MSN, PhD, and DNP programs. Participants are required to wear academic regalia. Students may purchase their academic regalia from the Medical/Legal Bookstore (505-277-5828). This includes a cap, gown, tassel, and doctorate degree hood in the nursing colors.
- 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 or, by email, to degrees@unm.edu (registrar questions) or graduation@unm.edu (commencement questions).
- Students from the CON march as a group behind a banner carrier representing the CON.
- Students will receive a notification packet from the Office of the University Secretary (505-277-4664), with instructions to complete a Participation Form.
CHAPTER 7: STUDENT REQUIREMENTS AND EXPECTATIONS

Clinical Experiences

Professional Documentation
All DNP students are responsible for providing and maintaining current professional documentation using the myRecordTracker system (see Appendix K: Professional Documentation Checklist). Records must be uploaded into the system by the first day of classes of the first term. Required documentation includes:

1. Nursing license.
2. Immunizations.
3. UNM HSC Health Insurance Portability and Accountability Act (HIPAA) training certification.
4. Occupational Safety and Health Administration (OSHA) training certification.
5. Basic Life Support (BLS) or Advanced Cardiac Life Support (ACLS) certification.
6. Urine drug testing.
7. New Mexico Department of Health Caregivers Criminal History Screening.
8. Additional background screenings, including Social Security Trace, National Wants and Warrants, National Sexual Offender Registry, Office of Foreign Asset Control (OFAC) Terrorist Database, and Fraud Abuse Control Information System (FACIS) Medicare/Medicaid Sanction Check.
9. Additional concentration or site-specific requirements may be requested.

Failure to maintain records may result in disenrollment or the inability to participate in clinical experiences.

***NOTE: Consequences for out of date professional documentation
Students will be notified by the Concentration 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.

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

Needle-Stick Policy and Insurance
Any needle-stick or other exposure to blood and body fluids during clinical experiences must be reported immediately. The student then must report to the Student Health Center on main campus or an appropriate health care facility (if it occurs after hours or for students outside the Albuquerque area). A needle-stick insurance policy is mandatory and will be billed to the student's account at a cost of $30.00 per applicable term. See Appendix L for additional information.

Technology
DNP students are required to have a computer, printer, web camera, Internet access, Microsoft Office, and the capability for videos. A high-speed Internet connection is essential. In addition, students are required to be proficient in Excel. Specific classes may require additional
information technology and programs. There are free training video modules sponsored by UNM at Lynda.unm. Online technology requirements and assistance will be reviewed during Residency Week (week-long orientation). Technical support is available to students on the CON home page by clicking on the Resources tab and the IT Support link or by calling 505-272-8112. Wi-Fi is available throughout the HSC.

**Outlook Email**

CON students are required to obtain a Microsoft Outlook email account. Students are expected to use Outlook for all official CON correspondence. It is strongly suggested that students check their Outlook account a minimum of two to three times per week. Further information about Outlook can be found online in the New Student Orientation Technology Packet at http://nursing.unm.edu/common/docs/nso2014.pdf or at http://nursing.unm.edu/resources/it/index.html.

**Netiquette**

What is Netiquette?

“Netiquette” stands for “Internet Etiquette”, and refers to the set of practices which help to make the online experiences pleasant for all involved. As you might expect, netiquette, like other forms of etiquette, is about courtesy, manners, codes of behavior, protocols and respect.

Netiquette primarily focuses on how we interact with one another online, by being aware of: our use of language, others’ cultural background, conventional norms, and other behaviors. Below you will find guidelines concerning the basics of online interaction. If it isn’t something you would say or do in a face to face situation, it is probably inappropriate in the online class as well.

**Netiquette Basics**

1. Follow the Golden Rule (“One should treat others as one would like others to treat oneself”)
2. Be ethical, fair, tolerant and mindful of others avoid stereotyping, judgment and prejudice
3. Know the boundaries of particular cyberspaces what is acceptable in a text or chat room with friends may not be appropriate in a classroom or in an online conversation with an instructor
4. Respect the time of others by:
   a) using descriptive subject lines,
   b) resizing images for the web,
   c) providing links instead of copying and pasting content,
   d) using white space by inserting blank lines between paragraphs and headers; and
   e) limiting your use of attachments
5. Copy the minimum number of people; it is tempting to send “email” or “message blasts” because it is easier for the poster, but it is not easier for the reader

**Inappropriate Online Usage**

1. Avoid “flaming” flaming is sending offensive, insulting or criticizing messages.
2. If you find yourself disagreeing with someone, do not start a volley of back and forth emails, with copies distributed to every person on the distribution list. There is nothing better than direct personal interaction to resolve difficult issues.
3. Always avoid flaming when it comes to content and opinions, but also avoid it when it comes to grammar, punctuation and spelling corrections.
4. Avoid using CAPS if possible and never type messages in ALL CAPS this is considered yelling and is often seen as a form aggression.
5. Use emoticons (😊, 😊) only when appropriate and avoid the use of JK, BRB, LOL, and other text language.

**Confidentiality and Privacy**

1. Email, messaging and posting are forms of written record and are just as permanent as a letter or document
2. Do not publicize your own or others’ personal information (such as email, phone numbers, last names etc. you may be asked to provide them to your instructor, do this privately. If you are in a group you may choose to provide personal information)
3. Respect copyright and cite any and all sources
4. Do not expect that your communications are private, instead assume all communications are public

**Student Identification: ID Badges**

All CON students must wear their UNM HSC ID badge when on campus or in a clinical setting for safety, security, access to buildings, and identification in case of an emergency. 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 CON office, such as the Dean’s Office, and any main campus office, such as the Registrar.

A **Badge Authorization Form will be sent to you in your New Student Orientation Materials.** This form must accompany you when you go to the badging office. Badges are issued through University Hospital Security in the main hospital, 1st Floor West hallway (next to Urgent Care) on the north end.

**Badging Office Hours:**
Monday: 10:30 a.m. to 3:00 p.m.
Tuesday-Friday: 7:30 a.m. to 3:00 p.m.

**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 Lobo Web (https://my.unm.edu/cp/home/displaylogin) to register for classes.

**UNM Net ID and HSC Net ID**
Students taking online courses will make use of their UNM Net ID to log in to Blackboard Learn. Please note that your UNM Net ID might not be the same as your HSC Net ID. For detailed information on how to obtain a UNM Net ID, please refer to the New Student Orientation Technology Packet at nursing.unm.edu/resources/it-support/nso.pdf.

The HSC Net ID, which is also your username for HSCLink Outlook, is created automatically for each CON student within 2 weeks of the start of the student’s first term. It is also used to log on to CON building computers
The CON policy related to content, confidentiality, and accessibility of student records conforms to UNM policy, which may be found in *The Pathfinder*.

### 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.

A large portion of the evaluation of coursework 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. Students should be able to:

1. Use correct grammar and spelling in writing assignments
2. Complete thoughts using appropriate sentence structure and form
3. Express thoughts and feelings clearly in writing
4. Write a paper using the elements of an introduction, body, and conclusion
5. Identify and summarize key concepts or issues based on readings
6. Understand the difference between paraphrasing, citing, and plagiarizing
7. Apply library/Internet skills for finding and identifying appropriate sources for nursing

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 must be word processed (unless stated otherwise by the instructor) on good quality paper and 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 acknowledgment of the work of others are an underlying theme in written work. Students are expected to cite sources properly. Refer to the *Health Sciences Library and Library Resources* link on the *Graduate Orientation* web page to build literature search skills ([nursing.unm.edu/current-students/msn-students/index.html](http://nursing.unm.edu/current-students/msn-students/index.html)). Also, see **Appendix N**: Library Resources.
# Student Rights, Responsibilities, and Expected Behaviors

All individuals who work and study at the CON have a responsibility 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 Graduate Nursing student rights and responsibilities are presented in Appendix H.

## Use of Cell Phones and Pagers during Classes

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. Text messaging during class is also strongly discouraged. Students are responsible for material covered while these devices are used.

## Presence of Students’ Children in CON Facilities and Classes

The CON encourages students to find 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 is 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.

## Social Networking

Social networking pages such as Facebook, My Space, Twitter, etc. are to be used for social communication only. Students or professionals who post comments related to their professions or educational programs not only jeopardize their potential employment, but they leave themselves open to possible HIPPA violations, as well as legal scrutiny. It is totally inappropriate for students to post anything about preceptors, clinical sites, or clinical experiences. Comments related to busy shifts, exhaustion, difficult patients, etc. are inappropriate. These comments show a lack of professional judgment on the part of the student and may be considered “discoverable” by attorneys in the event of a lawsuit. **Social networking discussion of classroom activities, fellow students, and faculty, as well as posting of faculty or student photographs, is also not acceptable without the permission of the parties involved.** Students who violate this policy face expulsion for the College of Nursing. Please refer to the UNM Social Media Guidelines for additional information ([social.unm.edu/guidelines/index.html](http://social.unm.edu/guidelines/index.html)).

## Policy on Academic Dishonesty

Adopted by the President, June 15, 1992

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.

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. (Pathfinder Student Handbook, University of New Mexico)

<table>
<thead>
<tr>
<th>Intellectual Property Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopted by the Board of Regents, June 1999</td>
</tr>
</tbody>
</table>

Students, faculty, and staff are subject to the Intellectual Property Policy passed by the Board of Regents in June 1999. If you create an invention or a copyrighted work, such as software, while at the University, you may need to report it to the University. For a clear determination, read the Intellectual Property Policy at: http://www.unm.edu/~handbook/E70.html or call the Patent Administration Office at 277-6128.

<table>
<thead>
<tr>
<th>STANDARDS OF CONDUCT</th>
</tr>
</thead>
</table>

Introduction
The Pathfinder is the UNM Student Handbook. It can be found at: http://pathfinder.unm.edu/
Selected sections of the Standards of Conduct have been reprinted in this Handbook. Students are encouraged to thoroughly review The Pathfinder.

<table>
<thead>
<tr>
<th>Student Code of Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopted by the UNM Regents April 14, 1992 Revision approved by the Regents May 12, 1995</td>
</tr>
</tbody>
</table>

It is important for all students to be aware of conduct that will lead to disciplinary action by the University. In order to clarify the types of conduct which shall be considered to affect adversely the University’s educational function, to disrupt community living on campus, or to interfere with the rights of others to pursue their education, to conduct their University duties and responsibilities or to participate in University activities, the Board of Regents hereby adopts the following Code of Conduct for students:

6. Scope
The University may take disciplinary action for an offense against the Code of Conduct when the offense occurs on University premises or at University-sponsored events, or when an offense which occurs off campus is such that in the judgment of the Dean of Students, failure to take disciplinary action is likely to interfere with the educational process or the orderly operation of the University, or endanger the health, safety or welfare of the University community.

The semester “student” includes both full-time and part-time students pursuing undergraduate, graduate or professional studies.

2. Matters Subject to Disciplinary Action
Appropriate disciplinary procedures and sanctions shall be applied to any student who commits, or attempts to commit, any of the following acts of misconduct: List at: http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html
3. Rights of Students in Disciplinary Matters
Students’ rights under the state and federal constitutions are specifically acknowledged and affirmed, including the rights of freedom of speech, freedom of association, freedom of religion, and due process. The provisions of this Code of Conduct shall be construed so as not to infringe upon these rights, as those rights are defined by law.

4. Sanctions
4.1. Any student who violates any of the rules set forth in Section 2 above, shall be subject to warning (verbal or written), disciplinary probation, suspension, expulsion, dismissal from University employment, or being barred from campus. Student sanctions imposed under this Code of Conduct shall be imposed pursuant to the Student Standards and Grievance Procedure, or its successor.

5. Implementation
The President of the University may adopt such procedures, rules or regulations as deemed necessary to implement this Code of Conduct. All references to University officers, by title, in this Code shall also include the designee(s) of that officer.
APPENDIX A

University of New Mexico College of Nursing

Approval to Waive a DNP Course

Student: ______________________________________ Date: __________
(Please type)   Last                  First
Student ID: _______________________________Phone: _____________
Address: ____________________________________________________________

                                      Street       City       ST       Zip code

Email: _____________________________________________________________

Course:                     /            /            /            /            /            /            /            /

                                      Section       Ref No.       Semester       Yr       Credits

Instructor

Rationale to waive course: (Please type) ______________________________________

Approved: ____________________________
Instructor of course being waived

Approved: ____________________________
Director, DNP Program

Distribution:
Original: Student file         Copy: Instructor, Student
Notes to authors

- The SQUIRE guidelines provide a framework for reporting new knowledge about how to improve health care.
- The SQUIRE guidelines are intended for reports that describe system level work to improve the quality, safety, and value of health care, and used methods to establish that observed outcomes were due to the intervention(s).
- A range of approaches exists for improving health care. SQUIRE may be adapted for reporting any of these.
- Authors should consider every SQUIRE item, but it may be inappropriate or unnecessary to include every SQUIRE element in a particular manuscript.
- The SQUIRE Glossary contains definitions of many of the key words in SQUIRE.
- The Explanation and Elaboration document provides specific examples of well-written SQUIRE items, and an in-depth explanation of each item.
- Please cite SQUIRE when it is used to write a manuscript.

<table>
<thead>
<tr>
<th>Text section and item name</th>
<th>SQUIRE GUIDELINES Section or Item description</th>
<th>Course Section is Taught In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title and abstract</td>
<td></td>
<td>N797 DNP</td>
</tr>
<tr>
<td>1. Title</td>
<td>Indicates the manuscript concerns an initiative to improve health care (broadly defined to include the quality, safety, effectiveness, patient-centeredness, timeliness, cost, efficiency, and equity of care)</td>
<td>N796 DNP</td>
</tr>
<tr>
<td>2. Abstract</td>
<td>a. Provide adequate information to aid in searching and indexing</td>
<td>N797 DNP</td>
</tr>
<tr>
<td></td>
<td>b. Summarizes precisely all key information from various sections of the text using the abstract format of the intended publication</td>
<td>N797 DNP</td>
</tr>
<tr>
<td>Introduction (Why did you start?)</td>
<td></td>
<td>N796 DNP</td>
</tr>
<tr>
<td>3. Problem Description</td>
<td>Nature and significance of the local problem.</td>
<td>N796 DNP</td>
</tr>
<tr>
<td>4. Available knowledge</td>
<td>Summary of what is currently known about the problem including relevant previous studies.</td>
<td>N796 DNP</td>
</tr>
<tr>
<td>5. Rationale</td>
<td>Informal or formal frameworks, models, concepts, and/or theories used to explain the problem, any reasons or assumptions that were used to develop the intervention(s), and reasons why the intervention(s) was expected to work.</td>
<td>N796 DNP</td>
</tr>
<tr>
<td>6. Specific aims</td>
<td>Purpose of the project and of this report</td>
<td>N796 DNP</td>
</tr>
<tr>
<td>Text section and item name</td>
<td>SQUIRE GUIDELINES Section or Item description</td>
<td>Course Section is Taught In</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td><em>(What did you do?)</em></td>
<td></td>
</tr>
<tr>
<td>7. Context</td>
<td>Contextual elements considered important at the outset of introducing the interventions(s)</td>
<td>N796/N797 DNP</td>
</tr>
</tbody>
</table>
| 8. Interventions (s)      | a. Description of the intervention(s) in sufficient detail that others could reproduce it  
|                           | b. Specifics of the team involved in the work | NN796 DNP |
| 9. Study of the Intervention(s) | a. Approach chosen for assessing the impact of the intervention(s)  
|                            | b. Approach used to establish whether the observed outcomes were due to the intervention(s) | N797 DNP |
| 10. Measures              | a. Measures chosen for studying processes and outcomes of the intervention(s), including rationale for choosing them, their operational definitions, and their validity and reliability  
|                           | b. Description of the approach to the ongoing assessment of contextual elements that contributed to the success, failure, efficiency, and cost  
|                           | c. Methods employed for assessing completeness and accuracy of data | N797 DNP |
| 11. Analysis              | a. Qualitative and quantitative methods used to draw inferences from the data  
|                           | b. Methods for understanding variation within the data, including the effects of time as a variable | NN796 DNP seminar |
| 12. Analysis              | a. Qualitative and Quantitative methods used to draw inferences from the data  
|                           | b. Methods for understanding variation within the data, including the effects of time as a variable | NN796 DNP seminar |
| **Results**               | **What did you find?**                         |                             |
| 13. Outcomes              | a. Initial steps of the intervention(s) and their evolution over time (eg, time-line diagram, flow chart, or table), including modifications made to the intervention during the project  
|                           | b. Details of the process measures and outcome  
|                           | c. Contextual elements that interacted with the intervention(s)  
<p>|                           | d. Observed associations between outcomes, interventions, and relevant contextual elements | NN797 DNP |</p>
<table>
<thead>
<tr>
<th>Text section and item name</th>
<th>SQUIRE GUIDELINES Section or Item description</th>
<th>Course Section is Taught In</th>
</tr>
</thead>
</table>
|                          | e. Unintended consequences such as unexpected benefits, problems, failures, or costs associated with the intervention(s)  
|                          | f. Details about missing data                  | N797 DNP                    |
| Discussion               | What do the findings mean?                    |                             |
| 14. Summary              | a. Key findings, including relevance to the rationale and specific aims  
|                          | b. Particular strengths of the project         | N797 DNP                    |
| 15. Interpretation       | a. Nature of the association between the intervention(s) and the outcomes  
|                          | b. Comparison of results with findings from other publications  
|                          | c. Impact of the project on people and systems  
|                          | d. Reasons for any differences between observed and anticipated outcomes, including the influence of context  
|                          | e. Costs and strategic trade-offs, including opportunity costs | N797 DNP                    |
| 16. Limitations          | a. Limits to the generalizability of the work  
|                          | b. Factors that might have limited internal validity such as confounding, bias, or imprecision in the design, methods, measurement, or analysis  
|                          | c. Efforts made to minimize and adjust for limitations | N797 DNP                    |
| 17. Conclusions          | a. Usefulness of the work                      
|                          | b. Sustainability                              
|                          | c. Potential for spread to other contexts      
|                          | d. Implications for practice and for further study in the field  
|                          | e. Suggested next steps                        | N797 DNP                    |
| 19. Funding              | Sources of funding that supported this work. Role, if any, of the funding organization in the design, implementation, interpretation, and reporting | N797 DNP                    |
| Clarity of writing style | Writing style is clear, easy to follow, succinct, and complete. Paper is consistent with APA writing style according to the University of Colorado College of Nursing Standards | N797 DNP                    |
| Journal Author Guidelines| Journal author guidelines are submitted with the paper for dissemination. Journal choice should be appropriate for the Quality Improvement Project findings, patient population and study methods. | N797 DNP                    |

Adapted from: SQUIRE Guidelines Table. Available at: [http://squire-statement.org/guidelines/2015](http://squire-statement.org/guidelines/2015)
The University of New Mexico – College of Nursing

ANNOUNCEMENT OF SCHOLARLY PROJECT DEFENSE (DOCTORAL EXAM)

This form must be submitted to the College of Nursing at least two weeks prior to the date of the defense.

<table>
<thead>
<tr>
<th>GRADUATE UNIT:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE UNIT CONTACT NAME AND PHONE:</td>
<td></td>
</tr>
<tr>
<td>STUDENT NAME:</td>
<td>UNM ID:</td>
</tr>
</tbody>
</table>

Date, Time, and Place of Proposal:

Title of Capstone Project:

Full Name (please print or type) | Graduate Unit
---|---
Examination Committee Chair: |
We have conducted the examination announced on the reverse side of this form.

### Defense Results:
We have read any written materials, participated in any oral presentation and reviewed any exhibition work. On this basis, we report the student has:

- [ ] Passed
- [ ] Conditionally Passed (List conditions below. A memo from the committee chair is required to verify that conditions have been met)
- [ ] Failed (please comment below. *)

*Comments/Conditions:*

---

Signatures of the examining committee **affirming** agreement with the evaluation above:

<table>
<thead>
<tr>
<th>Printed Name – Chair/Director</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

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Does this **committee** recommend that this student be considered by the graduate unit to receive distinction for this examination? Distinction will not be transcripted unless "Distinction" boxes to the right and below are completed.

Any committee member who **disagrees with the examination results** above should sign and comment below:

<table>
<thead>
<tr>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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</table>

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### Distinction:
Having completed its review of this examination, this committee requests that this student be considered to receive distinction for this examination. If distinction is approved, it will appear on the student’s transcript.

This recommendation has been reviewed according to graduate unit guidelines:

- [ ] Distinction Approved
- [ ] Distinction Denied

---

Attn: **Graduate Unit Chair** Please review the Examination Committee’s report of examination results and sign and date below. If appropriate, please also complete the Distinction section below.

<table>
<thead>
<tr>
<th>Signature of Graduate Unit Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

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---
# DNP Scholarly Project Proposal Evaluation Framework

**Student’s Name:**

**Title of DNP:**

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory As presented</th>
<th>Satisfactory with Following Recommendations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Background information/literature supports problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem/change clearly identified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope of project realistic and appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Analyses/Framework</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Need, feasibility, and significance are clearly presented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature, benchmarks, and supporting data provided and appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Framework (theoretical/conceptual/practice) is evident and appropriate</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Objectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives stated in feasible and measurable terms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation measures linked to objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan/Method</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate for objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear rationale for actions/method</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting and group clearly described</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools/measures described</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources/supports and risks/threats and benefits noted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis/Evaluation plan delineated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeframe is feasible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Approvals**

Informed Consent, if necessary, meets human subject requirements

All approvals are in place, including:
(List approvals).

**Writing and Organization**

APA format followed appropriately; clear writing

Proposal submitted to Turn-It-In; originality report attached

---

a. **Accept the proposal.**

   Doctoral Committee Chair will file approval of the DNP Scholarly Project Proposal on behalf of the Doctoral Committee. Once the DNP Scholarly Project Proposal is approved, the student becomes a candidate and may write DNPI after his or her name until graduation at which time the DNP candidate will be granted the degree along with the rights and privileges awarded by the degree.

b. **Conditionally accept with minor revisions and no re-review.**

   The student will file a final/revised project proposal to Doctoral Committee Chair within one month of the proposal defense meeting.

c. **Require minor or major revisions and re-review.**

   **Revisions required:** The student must develop a significantly revised or new proposal. The Doctoral Committee Chair will work with the student on the revision. The Committee will review the new proposal and all prior steps will be repeated.

d. **Reject the proposal.**

   The student must develop a significantly revised or new proposal. The Doctoral Committee Chair will work with the candidate on the revision. The Doctoral Committee will review the new proposal and all prior steps will be repeated.

---

Doctoral Committee Chair’s Signature:  

Doctoral Committee Member’s Signature:  

Doctoral Committee Member’s Signature:  
(if applicable)

Doctoral student’s Signature:  

Date:  

59
APPENDIX E

**Written DNP Scholarly Project Proposal Defense Format**

<table>
<thead>
<tr>
<th>Title Page</th>
<th>i.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>ii.</td>
</tr>
</tbody>
</table>
| **Chapter 1**  
  INTRODUCTION and BACKGROUND  
  - Problem Statement                                                      | 3        |
|  - Study Purpose/PICOT                                                    | 4        |
|  - Objectives and Goals                                                   | 6        |
|  - Scope of the study                                                     | 8        |
|  - Assumptions                                                           | 9        |
|  - Significance of the Study                                              | 9        |
| **Chapter 2**  
  REVIEW OF THE LITERATURE  
  - Topic specific sub headings                                            | 10       |
|  - Topic specific sub headings                                            | 11       |
|  - Summary                                                                | 14       |
| **Chapter 3**  
  THEORETICAL MODEL AND METHODOLOGY  
  - Topic Specific sub headings                                            | 16       |
|  - XXXX                                                                   | 16       |
|  - XXXX                                                                   | 17       |
|  - Methodology                                                           | 18       |
|  - Ethical Issues                                                        | 20       |
|  - Setting                                                               | 21       |
|  - Study Population                                                       | 22       |
|  - Research Design                                                        | 22       |
|  - Data Collection Process and Tool (if applicable)                       | 23       |
|  - Data Protection Plan                                                   | 23       |
|  - Statistical Analysis                                                  | 23       |
|  - Budget                                                                | 23       |
APPENDIX F

Final DNP Scholarly Project Evaluation Framework

Student’s Name: ____________________________________________________________

Title of DNP: ______________________________________________________________

<table>
<thead>
<tr>
<th>1 = Very poorly; 2 = Poorly; 3 = Good; 4 = Very Good; 5 = Excellent</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I. DNP Components</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate addresses each DNP component:</td>
<td>(Fail)</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Comments</td>
</tr>
<tr>
<td><strong>Background and Significance</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Background information/literature demonstrates the focused need or problem.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Literature review supports significance/relevance of problem/proposed project/intervention.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Need, feasibility and significance are clearly presented.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Problem Statement or Purpose</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Problem/purpose clearly described.</td>
<td></td>
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<tr>
<td>Scope of project realistic and appropriate.</td>
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<tr>
<td><strong>Theoretical Framework</strong></td>
<td></td>
<td></td>
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<tr>
<td>Framework (theoretical/conceptual/practice) is described/evident and applicable.</td>
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<tr>
<td><strong>Project Description</strong></td>
<td></td>
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</tr>
<tr>
<td>Literature, benchmarks and supporting data provided and organized into integrated synthesized summary</td>
<td></td>
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<tr>
<td>Objectives stated in feasible and measurable terms.</td>
<td></td>
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<tr>
<td>Congruence of organizations’ strategic plan to project is described.</td>
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<tr>
<td>1 = Very poorly; 2 = Poorly; 3 = Good; 4 = Very Good; 5 = Excellent</td>
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## DNP Components

The candidate addresses each DNP component:  

<table>
<thead>
<tr>
<th>Project Design</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate for objectives.</td>
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<tr>
<td>Clear rationale for actions/method.</td>
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<tr>
<td>Setting and group clearly described.</td>
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<tr>
<td>Implementation methods/tools/measures clearly described.</td>
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<tr>
<td>Resources/supports and risks/threats and benefits noted.</td>
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<tr>
<td>Time frame outlined.</td>
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### Evaluation Plan

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<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis/Evaluation plan coherent /consistent with project plan.</td>
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<tr>
<td>Evaluation measures linked to objectives.</td>
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<tr>
<td>Outcomes / evidence-based measures appropriate for objectives.</td>
<td></td>
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<tr>
<td>Tools / instruments described and linked to measures and objectives.</td>
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<tr>
<td>Method of analysis clearly described for each measurement.</td>
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### Findings

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<th>5</th>
<th>Comments</th>
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<tr>
<td>Findings organized in appropriate format.</td>
<td></td>
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<tr>
<td>Findings linked to problem statement, purpose objectives and evaluation plan.</td>
<td></td>
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<tr>
<td>Described the extent to which the objectives were achieved.</td>
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<tr>
<td>Observed associations between outcomes, interventions, and relevant contextual elements</td>
<td></td>
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<tr>
<td>Addressed key facilitators and barriers that impacted the project’s objectives.</td>
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<tr>
<td>Described unintended consequences (unexpected benefits, problems, failures, or costs associated with interventions).</td>
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<tr>
<td>Details about missing data.</td>
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### DNP Components

The candidate addresses each DNP component:

<table>
<thead>
<tr>
<th>Recommendations/Implications</th>
<th>1 (Fail)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations/Implications addressed for problem statement, supporting organization, key stakeholders, other settings, and student.</td>
<td></td>
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<tr>
<td>Included recommendations related to identified facilitators / barriers and unintended consequences.</td>
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<tr>
<td>Reasons for any differences between observed and anticipated outcomes, including the influence of context.</td>
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<tr>
<td>Addressed any ongoing activities or evaluations outside the scope of the DNP Scholarly Project.</td>
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</tbody>
</table>

### Writing and Organization

APA format followed appropriately; writing is scholarly and clear; appropriate for doctoral level education.

### Project Synthesis

The candidate addresses each DNP component:

<table>
<thead>
<tr>
<th>1 = Very poorly; 2 = Poorly; 3 = Good; 4 = Very Good; 5 = Excellent</th>
<th>1 (Fail)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extent to which candidate met goals/aims of project. If not, appropriate rationale and explanation provided.</td>
<td></td>
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<tr>
<td>Extent to which candidate integrated scientific curiosity and inquiry in project completion.</td>
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<tr>
<td>Extent to which candidate analyzed issues and provided critique of advanced nursing practice within the project.</td>
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<tr>
<td>Extend to which candidate demonstrated practice inquiry skills including appraising and translating evidence.</td>
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<tr>
<td>Evidence of candidate’s ability to engage in collaborative partnership(s) in designing and implementing DNP Scholarly Project.</td>
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</tbody>
</table>
a. **Accept the proposal.**
Doctoral Committee Chair will file approval of the DNP Scholarly Project Proposal on behalf of the Doctoral Committee. Once the DNP Project Proposal is approved, the student becomes a candidate and may write DNPI after his or her name until graduation at which time the DNP candidate will be granted the degree along with the rights and privileges awarded by the degree.

b. **Conditionally accept with minor revisions and no re-review.**
The student will file a final/revised project proposal to Doctoral Committee Chair within one month of the proposal defense meeting.

c. **Require minor or major revisions and re-review.**
*Revisions required:* The student must develop a significantly revised or new proposal. The Doctoral Committee Chair will work with the student on the revision. The Committee will review the new proposal and all prior steps will be repeated.

d. **Reject the proposal.**
The student must develop a significantly revised or new proposal. The Doctoral Committee Chair will work with the candidate on the revision. The Doctoral Committee will review the new proposal and all prior steps will be repeated.

Doctoral Committee Chair’s Signature: __________________________________________

Doctoral Committee Member’s Signature: __________________________________________

Doctoral Committee Member’s Signature: __________________________________________
(if applicable)

Doctoral student’s Signature: __________________________________________

Date: ______________________________________________________________________
APPENDIX G

Example of FINAL Written DNP SCHOLARLY PROJECT Format

(Full Title of the Proposal

Author’s Name (no professional initials)

UNM College of Nursing

Capstone Chair: Type your advisor’s name here

Capstone Committee Member: Type your committee member’s name here

Date of Submission: Month, Day, Year

Table of Contents

Abstract
Introduction and Background
Problem Statement
Objectives and Aims
Review of Literature
Theoretical Model
Project and Study Design
Setting and Resources
Location of Group I
Location of Group II
Study Population
Sources of Data
Data Analysis
Quality
Ethics and Human Subjects Protection
Timeframes or Timeline
Budget
Strengths and Weaknesses of the Study
Conclusion
References
Appendix
Basic APA, 6th ed., Citation Styles

Abstract

This template is a guide to writing a capstone project proposal in APA Style, 6th edition; not for a systematic review proposal. It provides the necessary sections, headings, and subheadings required in a proposal, as well as the line and paragraph spacing, page breaks, page numbering, and referencing styles. It is formatted with one inch top, bottom, left, and right margins; Times New Roman font in 12 point; double-spaced; aligned flush left; and paragraphs indented 5-7 spaces. The page number appears one inch
CHAPTER I. Introduction and Background

In this introductory section, write a few paragraphs that give an overview of your topic and background information. Tell why the study problem is important. Build a case for the need for the project that you propose to perform. Support this with findings from the literature, include relevant statistics, and cite them according to APA Style, 6th ed. As O’Leary (2010) says, “the main job of this section is “to ... convince your readers that the problem you want to address is significant and worth exploring” (p. 64). All source material used in this proposal must be documented in the body of the paper by citing the authors and dates of the sources. The full reference to each citation must appear on a separate reference page(s) entitled ‘References’. The reference pages at the end of this template provide examples of types of references frequently used in academic papers. Reference entries are typed in hanging indent format, meaning that the first line of each reference is set flush left and subsequent lines are indented.

Problem Statement

Your introduction section should smoothly transition into your problem statement. It should flow logically from the information you provided. Include your inquiry question that will provide direction for your work. Explain your approach to the problem and how your approach will address it.

PICOT Question

Objectives and Aims

Explain the aims and objectives of the project. According to O’Leary (2010), proposals have one overarching aim that captures what you hope to achieve through your project; whereas, a set of objectives,
which are a set of more specific goals, supports that aim. Aims and objectives are often written in bullet points as ‘to’ statements, such as, ‘to’ develop, ‘to’ identify, ‘to’ measure, ‘to’ explain, ‘to’ compare.

CHAPTER 2. Review of Literature

The goal of a review of literature is to present an in-depth, current state of knowledge about your particular topic. Rather than just summarizing and listing research studies performed on your topic, summarize and then synthesize the key concepts of the literature you have read. Identify any major trends, patterns, or gaps you may have found in the literature and identify any relationships among studies. In general, there is a five-year span from the present for the date of literature you should use except for an older, landmark study, which should be identified as such.

Think of a review of literature as a puzzle that you will put together with individual pieces from various sources of literature in order to reveal a whole picture of the state of knowledge about your topic. The review of literature for your proposal should provide the context for your proposal and your future capstone project.

When you begin to write your narrative, define your topic and provide relevant statistical information, followed by historical and current background information. Organize your main findings by using subheadings called Level 2 headings, which are typed in bold face type, in upper and lower case letters, and typed flush with the left side of the paper. Examples of Level 2 headings can be found in this paper under Project and Methods Design. Use Level 3 headings to further subdivide topics. Level 3 headings are indented, typed in lowercase letters, in boldface, indented, and followed by a period. The APA Manual or the Purdue Owl Writing Center website provides more information about all five levels of headings in APA Style, 6th edition.

Build a strong case for your topic’s importance and the need for a capstone project that will address the issues surrounding it. Explain how you propose to address these issues with your capstone project. Support your case with citations from the literature.

Next, write your findings from the literature central to your topic. Avoid describing a series of studies. Use quotes sparingly and only to emphasize or explain an important point. Also, do not make broad statements about the conclusiveness of research studies, either positive or negative. Be objective in your presentation of the facts. Each paragraph should begin with a thesis statement and describe only one key. The idea in the next paragraph should logically flow from the content of its predecessor.
Conclude the review of literature with a concise summary of your findings and provide a rationale for conducting your capstone, based on your findings.

CHAPTER 3. Theoretical Model and Methodology

Theoretical Model
In this section, name and define the theoretical or conceptual model that underpins your proposal and future capstone project. Place a diagram of the model within the text and discuss how each element of the model pertains to your research study.

Project and Study Design
In this section clearly explain your project design (type of study) and the method you will use to obtain the desired outcomes of your project. Use the future tense to explain what you will do in your capstone. Convince the reader that your approach is practical and will lead to credible answers to your posed inquiry question. Write a paragraph describing each of the following subheadings as they apply to your project.

Setting and Resources
Describe where the project will take place and any resources necessary for the project. If you need to further subdivide any Level 2 Heading, use a Level 3 Heading as shown below.

Location of Group 1
Study Population
Describe the study participants, all people involved, and the role they will play, as well as the sampling, the sampling size, and selection of sample or recruitment strategies, if applicable. Report the eligibility and exclusion criteria. Describe the groups with emphasis on characteristics (variables) that may have bearing on the interpretation of results.

Sources of Data
Describe the sources and collection of data, its management and the instruments you will use.

Data Analysis
Fully address the statistical planning, if applicable, and the methods of collection such as surveys, interviews, or document analysis. Confer with your advisor as to whether you should construct a data
collection/analysis table or a table of evidence. Refer to each table in the text, but put the table after the reference pages.

**Quality**
Discuss the mechanisms you will use to assure the quality of the study, for example, the control of bias or the safe storage of data.

**Ethics and Human Subjects Protection**
Discuss ethical considerations and use of the Institutional Review Board, as well as any risks and benefits, if applicable.

**Timeframes or Timeline**
Discuss the timetable for completion of the project.

**Budget**
Provide a full account of costs and who will bear them, if applicable.

**Strengths and Weaknesses of the Study**
Confer with your chair as to whether you should include your thoughts on the strengths and weaknesses of the study.

**Conclusion**
Write your conclusions here. Once you complete the entire proposal, the Table of Contents will be created automatically if you format all your headings with Microsoft Word Heading Levels 1, 2, or 3 Styles, using the formatting toolbar. Each version of Microsoft Word is different; therefore, you need to familiarize yourself with the Microsoft Styles on your computer in order to create heading levels which automatically format into a table of contents in this document. DO NOT simply center and embolden your text to create a Level 1 heading. To view the current state of the Table of Contents and then make changes and update it, first select all text with keystroke Ctrl-A, then press the F9 key. Then, click on “Update the entire table” and view the table.

**References**
As previously mentioned, all literature cited in the proposal must be referenced in APA Style, 6th edition, on a separate reference page(s). The following list shows the more commonly used references. For more
information on how to reference, refer to the Publication Manual of the American Psychological Association (6th ed.), the APA Style web site found at http://www.apastyle.org, and the Purdue Owl Writing Center website found at http://owl.english.purdue.edu/owl/resource/560/01/.

Note that appendices appear after the reference page(s). They are used to present detailed information that adds to the body of the paper, for example, sample questionnaires, tables, or figures. Tables usually show numerical values or textual information arranged in an orderly display of columns and rows. Any type of illustration other than a table is a figure. Figures present data in the forms of graphs, charts, maps, drawings, and photographs.

If your manuscript has only one appendix, label it Appendix in italics. If it has more than one, label each appendix with a capital letter, for example, Appendix A, Appendix B, according to the order in which you refer to it in your text. Label each appendix with a title, but refer to it in the text by its label, for example, (see the Appendix for basic APA, 6th edition, citation styles.

References


**Written DNP Table of Contents**

*FRONT MATTER*
The following documents will be included in the final written capstone, but do not appear in the table of contents I put them here just for illustration:

- Title Page
- Signature Page
- Abstract
- Dedication
- Acknowledgments

Table of Contents the table of contents, list of figures and tables do belong in the table of contents is illustrated

- List of Figures
- List of Tables
- Symbols/Abbreviations

**Table of Contents**

<table>
<thead>
<tr>
<th>Section</th>
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<tr>
<td>*TITLE PAGE</td>
<td>i</td>
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<tr>
<td>*SIGNATURE PAGE</td>
<td>ii</td>
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<tr>
<td>*ABSTRACT</td>
<td>iii</td>
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<td>*DEDICATION</td>
<td>iv</td>
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<td>v</td>
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<td>Real Table of Contents Starts here</td>
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<td>*TABLE OF CONTENTS</td>
<td>vi</td>
</tr>
<tr>
<td>*LIST OF FIGURES</td>
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<td>1. INTRODUCTION AND BACKGROUND</td>
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71
## THEORETICAL MODEL AND METHODOLOGY

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<td>Setting</td>
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<td>Study Population</td>
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<td>Research Design</td>
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<td>Data Protection Plan</td>
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## RESULTS AND DISCUSSION

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<td>Discussion</td>
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<td>Implications for Practice</td>
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<td>Improvement of Evidence-based Knowledge Approach (examples)</td>
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<td>Fostering Inter-professional Collaboration Approach (examples)</td>
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<td>Focusing on Clinical Prevention Approach (examples)</td>
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<td>Suggestions for Further Research</td>
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<td>Concluding Remarks</td>
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## APPENDICES

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<td>C. XXXX</td>
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<tr>
<td>D. XXXX</td>
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<td>E. IRB APPROVAL, UNM and/or other</td>
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## REFERENCES
APPENDIX H

Graduate Nursing Student Rights & 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 guidance concerning all aspects and procedures of the DNP Proposal and DNP Scholarly Project.

6. 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.

7. 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.

8. Students have the right to representation with full voting privileges on CON Committees.

9. 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.

<table>
<thead>
<tr>
<th>You have the RIGHT to . . .</th>
<th>You have the RESPONSIBILITY to . . .</th>
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<tr>
<td>Be treated with respect and professionalism.</td>
<td>Interact with instructors, staff, and peers, whether in person, by phone, or through email, in a respectful, professional, and constructive manner.</td>
</tr>
<tr>
<td>Clear communications from your instructors about course objectives, assignments, grading guidelines, and general policies regarding student work in the syllabus for each course.</td>
<td>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.</td>
</tr>
<tr>
<td>Grading of your work that upholds the importance of excellence and is consistently applied to all students.</td>
<td>Work diligently to fulfill assignment guidelines and grading criteria. Complete coursework as assigned and on time. Use the available resources to improve the quality of your work as necessary.</td>
</tr>
<tr>
<td>You have the RIGHT to . . .</td>
<td>You have the RESPONSIBILITY to . . .</td>
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<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>Respond to the evaluation of your work in a civil manner, even if you do not agree.</td>
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</tbody>
</table>
| A quality learning environment that is conducive to your learning, comfort, and safety. | Contribute to a positive classroom learning environment by:  
- Silencing cell phones and pagers during class meetings (if you must respond to a page or call, leave the room).  
- Holding personal conversations of any sort outside of the classroom or during breaks.  
- Arriving on time for class meetings.  
Contribute to a positive web-based learning environment by observing “netiquette” rules as posted in the courses. |
<p>| 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. | Attend all classes and clinical activities. Be aware of and behave in accordance with the instructor’s guidelines in the syllabus for absences and other attendance requirements. Contact the course instructor in advance if you are going to be absent or need special scheduling accommodations. Keep instructors informed about such emergency circumstances as soon as you become aware that they will affect your coursework. Anticipate nonemergency personal circumstances and make your own plans to avoid allowing them to affect your schoolwork and class attendance. 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. |
| 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 two working days unless students are otherwise notified about changes in faculty availability. For online courses, faculty shall arrange for alternate coverage for absences greater than two working days, excluding University holidays. | Include clear contact information with your messages. |</p>
<table>
<thead>
<tr>
<th>You have the RIGHT to . . .</th>
<th>You have the RESPONSIBILITY to . . .</th>
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</thead>
<tbody>
<tr>
<td>Appeal any decisions made by an instructor by following CON’s established appeal process and chain of command. You have the right to speak with the instructor regarding specific course requirements, for clarification of course content, and to express grievances. IN THE EVENT that discussion with the instructor does not result in resolution of the issue, you have the right to meet with the Program Director. IN THE EVENT that discussion with the Program Director does not result in resolution of the issue, you have the right to meet with the Associate Dean for Academic Affairs. IN THE EVENT that discussion with the Associate Dean for Academic Affairs does not result in resolution of the issue, you have the right to file a formal grievance in accordance with CON policies (see <em>Pathfinder</em> for additional information).</td>
<td>Behave in a professional and constructive manner when informing instructors that you would like them to reconsider a decision they have made.</td>
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</table>
Figure 3.
Follow-Up Process for Graduate Student Behavior Issues

Faculty

Concentration Coordinator

Resolved

NotResolved

Resolved

Not Resolved

Team Leader

Resolved

Not Resolved

Executive Dean

Resolved

Not Resolved

Dean

Staff

Course Faculty &/or
Concentration Coordinator

Resolved

Not Resolved

Staff Administrator &
Program Director

Resolved

Not Resolved

Executive Dean

Resolved

Not Resolved

Dean
APPENDIX I

Intent to Graduate

SECTION I GENERAL INFORMATION:

Today’s Date: _______________
Anticipated Term of Graduation: Spring_____ Summer____ Fall____
Name: ______________________________________  Banner ID: _______________________
Address: _______________________________________________________________________
City: __________________ State: _______ Zip: _____________
Home Phone: ___________ Cell Phone: ___________ Email: _________________________
Current Employer: ___________________________ City: ___________ State: _______
Supervisor name/contact information: ____________________________________________
Employer after Graduation: _______________________________________________________________________
City: ___________ State: _______
Date Program of Studies (POS) was submitted to Student Advisement Office __________
Concentration (check one)
_____ NEOL Concentration DNP
_____ Clinical Concentration DNP

Committee Chair: ______________ Signature: _______________________________

Committee Member: ______________ Signature: _______________________________

Member/Reader: ______________ Signature: _______________________________

Student: ______________ Signature: _______________________________
APPENDIX J

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.

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

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

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

See complete Program of Study course list for NEOL and the Clinical Concentration.
APPENDIX K
Professional Documentation Checklist for DNP Students

1. Students are responsible for fulfilling the requirements listed below.
2. Documentation must be kept current throughout the duration of the program.
3. Failure to comply may affect distribution of grades and/or participation in clinicals. It may also result in disenrollment.
4. Students may be asked to furnish copies of documentation directly to a clinical site.
5. In the event a requirement changes, students will be notified and expected to respond.

Review the checklist below and gather the required documents.

Documentation will be managed using myRecordTracker™ for a one-time fee of $50.00. All records must be uploaded into myRecordTracker and the required data fields completed. Email notification will be sent if a document does not meet the CON’s standards. Follow the steps below to set up an account. To resolve technical issues, or if you do not have the ability to scan, call 888-291-1369 x2006.

Click the link or paste it into your browser: https://www.myrecordtracker.com/
Click the “SIGN UP” button to create an account
Enter the Code: <<UNMDNPNEOL2016>> in the Access Code field
Follow the instructions on the myRecordTracker website
Profiles must list the student’s Salud email address rather than a personal email

 Deadline to submit application for fingerprinting and Caregiver Criminal History Screening: Must apply within 30 days of admission.
 Deadline to submit additional documentation: June 2, 2014.

Please direct questions to Robyn Mintz, Program Manager. She can be reached at 505-272-1184 or rmintz@salud.unm.edu. Her office is located at the College of Nursing, Room 245.

☐ New Mexico Department of Health (NMDOH) Caregiver Criminal History Screening Clearance Letter: Contact Diana Baca in Student Services at 505-272-4223 or dlbacaa@salud.unm.edu for fingerprinting and application instructions.

☐ Additional Background Screenings: This includes the National Sex Offenders Registry and OIG Exclusions databases. Searches will be conducted using Application Station-Student Edition through Certiphi Screening, Inc. for a fee of $20.00. Follow the steps below to set up an account. Please allow three business days to obtain results, which should then be uploaded into the MRT (My Record Tracker) system.

1. Click the link or paste it into your browser:
   http://www.applicationstation.com
2. Enter the Code: UNMMSN-CBC in the Application Station Code field
3. Click the "SIGN UP NOW" button to create an account
4. Follow the instructions on the Application Station website

To resolve technical issues, contact Application Station Support at: 888-291-1369 x2006.

☐ **Immunization Record Form**: Evidence of required immunizations must be submitted to the UNM Student Health & Counseling (SHAC) Immunization Clinic in the form of a signed record from a health care provider. A complete list of immunizations along with an information handout can be found at [shac.unm.edu/ImmunizationsHealthcarePrograms.pdf](http://shac.unm.edu/ImmunizationsHealthcarePrograms.pdf). An RN will authorize the records and provide a signed Immunization Record form, which must be uploaded into MRT. Each time a screening or vaccination is updated, the record must be reviewed by the SHAC and a current Immunization Record form uploaded into MRT. If necessary, SHAC can perform titers and immunizations. To schedule an appointment, call 505-277-3136. For additional information, including hours and location, visit [shac.unm.edu](http://shac.unm.edu/).

☐ **10-Panel Urine Drug Screen**: The lab at UNM Student Health & Counseling (SHAC) can perform the test for a fee of $20.00. No appointment is necessary. Results will be available within 2 business days, and should then be uploaded into MRT. Alternatively, off-campus drug testing is available through Certiphi Screening’s preferred vendors for a cost of $29.00. Call (800) 803-7859 or go to [www.applicationstation.com](http://www.applicationstation.com) to obtain a list of locations. A consent is required and can be generated by logging in to application station and entering access code UNMMSN-SCREEN.


☐ **Basic Life Support (BLS) Certification or Advanced Cardio Life Support (ACLS) Certification**: This certification must be for health care providers from a certified instructor. Web certification is not permissible. Upload a copy of a current certificate, ensuring the expiration date is visible.

☐ **Current HIPAA Training**: University policy requires students to renew HIPAA training annually. The module may not be available to new students until the start of the summer term in May. It can be found on UNM Learning Central at: [https://learningcentral.health.unm.edu/learning/user/login.jsp](https://learningcentral.health.unm.edu/learning/user/login.jsp). Print a copy of the certificate from the Learning History link and upload it into MRT. University policy requires students to renew HIPAA training annually.

☐ **Bloodborne Pathogens (OSHA) Training**: The module may not be available to new students until the start of the summer term can be found on UNM Learning Central at [https://learningcentral.health.unm.edu/learning/user/login.jsp](https://learningcentral.health.unm.edu/learning/user/login.jsp). Print a copy of the certificate from the Learning History link. A worksite certificate is permissible.

☐ **Current Nursing License**: Run a license search on the Board of Nursing website at [nmbon.sks.com](http://nmbon.sks.com/) and upload a copy of the online license.

☐ **Consent to Release Personally Identifiable Information Form**: The form is available in myRecordTracker under the Profile Document Requirements section.
Needle-Stick Policy and Insurance

Any needle-stick or other exposure to blood and body fluids during clinical experiences must be reported immediately. The student then must report to the Student Health Center on main campus or an appropriate health care facility (if it occurs after hours or for students outside the Albuquerque area). A needle-stick insurance policy is mandatory and will be billed to the student's account at a cost of $30.00 per applicable term. This Appendix provides additional information below.

The University of New Mexico Blood & Body Fluid Exposure/Needle-Stick 2013-2014

INSURANCE COVERAGE

Annual Policy Effective Dates:
- UNM Medical Doctorate Students: 07/16/12 – 07/15/13
- Other UNM Health Care Students: Please check with your specific health program for 2013-2014 effective dates.

Insurance coverage is mandatory for all UNM students who are at risk for body fluid and blood borne pathogen exposure. Coverage is underwritten by National Union Fire Insurance Company of Pittsburgh, PA. Services are coordinated by Macori, Inc.

OBTAINING MEDICAL CARE FOR EXPOSURES

When an exposure occurs:
1. Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. There is no evidence that the use of antiseptics for wound care or expressing fluid by squeezing the wound further reduces the risk of HIV transmission. However, the use of antiseptics is not contraindicated. Use of caustic agents, e.g., bleach, is not recommended.

2. Medical Evaluation: It is very important that medical evaluation take place immediately because treatment decisions must be made within 2 hours after exposure. HIV prophylaxis for high-risk exposure appears most effective if started within 2 to 4 hours. It is also extremely important to evaluate the donor’s risk status immediately.

3. Medical Evaluation Facilities: The student should report IMMEDIATELY to UNM Student Health & Counseling (SHAC). SHAC hours: 9 a.m. to 5:30 p.m., Monday through Friday. Hours are subject to change; check website (shac.unm.edu/) for updates.

Outside of these hours, the student should go IMMEDIATELY to the nearest emergency room associated with the clinic or office where the incident occurred for the initial evaluation. Follow-up can be done at SHAC. (Do not go to UNM Employee Occupational Health unless you are a student employee and the exposure occurred as a result of your employment.)
The student should notify his/her supervisor immediately. The supervisor and student should fill out a *UNM Notice of Incident* form ([policy.unm.edu/common/documents/6150-exhibit-d.pdf](https://policy.unm.edu/common/documents/6150-exhibit-d.pdf)). This form should go with the student to his/her evaluation for treatment. Note: If the incident occurs at the VA Hospital, the VA Employee Health Clinic will do the initial evaluation.

4. **Insurance:** The insurance identification card should be shown when medical evaluation is needed. If the medical facility needs further verification of coverage, they can contact Macori, Inc., A Chartis Company, at 800-285-8133. Their office hours are Monday through Friday from 8 a.m. to 5 p.m. (Mountain Time).

5. **Laboratory Testing/Treatment:**
   a) To determine whether treatment of the student is necessary, blood must be drawn from the patient/donor to evaluate hepatitis B and C, and HIV status. Call the Infection Control Nurse or Nursing Supervisor to order these tests on the patient/donor. The Infection Control Nurse (7 a.m. to 4 p.m.) or Nurse Supervisor (after hours) should review the medical record, question the patient/donor about risk factors, and obtain the patient’s/donor’s consent to do the tests necessary to evaluate their health status.
   b) If the exposure occurs in an outpatient setting (and these tests cannot be done), send the patient/donor to Student Health & Counseling (SHAC) with the exposed student for evaluation.

6. For more information on testing and treatment decisions or protocols:
   - Dr. Susan Kellie at UNM: 505-272-6957 or pager 505-951-1067 (Monday through Friday, 8 a.m. to 5 p.m.)
   - PALS line, Infectious Disease physician on call: 505-272-2000 or 1-888-UNM-PALS (888-866-7257)
   - Student Health & Counseling (SHAC): 505-277-3136 (Monday through Friday, 9 a.m. to 5:30 p.m. Hours are subject to change; check website [shac.unm.edu/](http://shac.unm.edu/) for updates.)
   - Student Health & Counseling (SHAC) needle-stick webpage: [shac.unm.edu/bbp.htm](http://shac.unm.edu/bbp.htm)

**Benefits & Coverage:**
- Coverage is for academic-related exposures only
- No referrals needed
- Covered in any geographic location in any medical facility
- No deductibles
- Maximum benefit payable: $21,000 per exposure
- 100% reimbursement for:
  – Physician visits
  – Lab tests done on the student and the patient/donor involved in the exposure
  – Emergency room visits, if necessary
  – Medications necessary to treat exposure

**Coordination of Benefits:**
This provision allows the plan to coordinate payment of benefits with other medical policies under which the insured is covered so that the total benefits paid under all available policies will not exceed 100%. It is the intent that this plan be primary to any other medical insurance under
which the insured is covered. The Non-Duplication of Benefits does not apply if you do not have any other medical insurance.

Cost for 2012-2013:
- $30 per semester/per student for Fall or Spring/Summer. Coverage will start the 1st day of the semester and end the day before the 1st day of the next semester.

Information & Questions:
Inquiries about the plan and payment of claims:
Call Macori, Inc., A Chartis Company, at 800-285-8133. Office hours are Monday – Friday, 8:00 a.m. –5:00 p.m. (Mountain Time). Website: studentinsurance.com/ (check eligibility/claims status).
UNM Student Health & Counseling (SHAC) Services: Log on to shac.unm.edu/, or call SHAC at 505-277-3136. An insurance representative is available to meet with you individually to answer questions.
Testing and Treatment: For Occupational Health Services or Emergency Department Consultation, call 505-272-2000; or the Pediatric Advanced Life Support (PALS) line, 888-866-7257.

Filing Claims:
1. If the student is seen at Student Health & Counseling (SHAC), claims will be filed by SHAC.
2. The student is required to file all claims for services incurred outside SHAC. The student must submit a claim form (available at SHAC or from the address below) and a UNM Notice of Incident form (available in the student’s department or at SHAC, or online policy.unm.edu/common/documents/6150-exhibit-d.pdf). The student will fill in the necessary information, have the attending physician complete his/her portion of the forms, attach all medical & hospital bills, and mail to the address below:

Claims Office
Maksin Management Corp.
P.O. Box 2567, Spring, TX 77383-2567
Phone: 1-800-285-8133
Bills must be received within 90 days of service to be considered for payment.

Enrollment:
1. Each department will determine which students are at risk and submit a list of students requiring coverage to UNM Student Health & Counseling. This list will be forwarded to Macori, Inc., A Chartis Company, for coverage under this plan.
2. The student’s UNM account will be charged the premium for this plan as a “needle-stick fee.”
3. The student will be given the plan coverage details and an exposure explanation (yellow) card. These will be sent to the student’s department administrator for distribution.
Appendix M

DNP APPLICATION FOR CANDIDACY

This application is to be submitted to the College of Nursing during the term in which you have passed the proposal defense. Your application will be approved only if your graduate grade point average is at least 3.0 in courses taken since admission as well as in all courses listed on this application. The Application for Candidacy should be submitted for review/approval to the department for program signatures no later than the term before he/she wishes to graduate.

Please print legibly or type.

1) Personal Information

UNM ID Number: ____________________________ Date: ________

Name (as it appears on UNM record):
___________________________________________________________________________
First                           Middle                          Last

Other Names used at UNM:
___________________________________________________________________________

Local Address:
___________________________________________________________________________
Street       City        State        Zip

Telephone___________________________

Permanent Address:
___________________________________________________________________________
Street       City        State        Zip        Telephone

Email Address:___________________________
2) **Degree(s) currently held** (list degree, major, institution & date conferred for each): **Print legibly/ No Abbreviations**

<table>
<thead>
<tr>
<th>Degree Conferred</th>
<th>Major</th>
<th>Institution</th>
<th>Date</th>
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3) **UNM Degree Sought:**  
   **Select appropriate Degree option:** (list *exactly* as shown in the *University Catalog*)

- **Graduate Unit/Department:** _______________________________________________________________________
- **Doctoral Degree Only:**  
  - [ ] DNP  
  - [ ] Post Doctorate Certificate Only

<table>
<thead>
<tr>
<th>Degree Abbreviation (Primary Program)</th>
<th>Major</th>
<th>Banner Major Code</th>
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<th>Degree Abbreviation (Secondary Program – Dual/Certificate)</th>
<th>Major</th>
<th>Banner Major Code</th>
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4) **Concentration (if any):**
_____________________________________________________________________

5) **Term and year in which you expect to complete all requirements for this degree.**

   - Fall/Spring/Summer   
   - Year ______________________

6) **Catalog Year:** You must meet all the degree requirements of any *Graduate University Catalog* in effect since the first term enrolled in your doctoral program at UNM as long as continuous enrollment is maintained.

   Which publication have you selected: ___________________________________?
Program Of Doctoral Study
(Within each section list all courses in CHRONOLOGICAL ORDER.)

7) DOCTORAL PROGRAM CREDITS
MAJOR CREDITS: Courses used to fulfill MAJOR requirements completed (or to be completed) at UNM after admission to your doctoral program.

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<tr>
<th>C</th>
<th>Dept. &amp; Course #</th>
<th>Course Title</th>
<th>Term Hrs</th>
<th>Grade</th>
<th>Term/Year (e.g.: Fall/2007)</th>
<th>UNM Instructor</th>
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8) SUPPORTING CREDITS: Courses used to fulfill Core Competencies for Major Concentration.

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<th>C</th>
<th>Dept. &amp; Course #</th>
<th>Course Title</th>
<th>Term Hrs</th>
<th>Grade</th>
<th>Term/Year (e.g.: Fall/2007)</th>
<th>UNM Instructor</th>
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86
9) **TRANSFER COURSES or NON-DEGREE CREDITS:** Courses completed at an institution other than UNM or at UNM in non-degree status, and used to fulfill requirements for this degree.

<table>
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<tr>
<th>C</th>
<th>Dept. &amp; Course #</th>
<th>Course Title</th>
<th>Term Hrs</th>
<th>Grade</th>
<th>Term/Year (e.g.: Fall/2007)</th>
<th>UNM Instructor</th>
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- ☐☐ Credits used to fulfill requirements for **any other degree** may not be applied toward this degree.
- ☐☐ You are responsible for knowing all UNM graduate regulations and requirements, as well as those specific to your graduate program.

10) **APPROVALS**

Signature of Student

Signature of Major Advisor

Major Advisor (printed or typed name)

Signature of Graduate Unit Chair

Review Date:
Appendix N
University Libraries

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 General Library hours call: 505-277-2311.

Health Sciences Center Library & Informatics Center
505-272-2311, http://hsc.unm.edu/library/
Nursing Services Librarian – Ingrid Hendrix, 505-272-0638, lhendrix@salud.unm.edu
• Health Sciences archives, 505-272-0656
• Native American Health Database, https://hscssl.unm.edu/nhd/
  Native and Distance Services Librarian, (505) 272-0664, pbradley@salud.unm.edu
• Online catalog: 28H http://hestia.health.unm.edu/screens/mainmenu.html
• Reference and computer searches, 272-2311, reflib@salud.unm.edu
• Nursing Collection Development, 272-0638, lhendrix@salud.unm.edu

Zimmerman Library
505-277-9100, http://library.unm.edu/about/libraries/zim.php
In addition to books and journals on humanities, social science, and education, Zimmerman houses:
  • Interlibrary Loan Office http://illiad.unm.edu/illiad/logon.html
  • Reference Tools http://libguides.unm.edu/reftools

Center for Academic Program Support (CAPS)

Center for Southwest Research and Special Collections
West Wing, Zimmerman Library, 505-277-9100, http://elibrary.unm.edu/cswr/

Herzstein Latin American Reading Room
• Zimmerman Library
• Hard copy newspapers from Latin America and Iberia
• Core journals in Latin American/Iberian studies
• Internet access, conference room, exhibition gallery

Affiliated Programs
West Wing, Zimmerman Library
• Center for Regional Studies, 505–2857
• Chaco Museum Archives, 505-346-2884
• Spanish Colonial Research Center, 505-346-2890

Parish Memorial Library
Adjacent to Graduate School of Management, 505-277-5912, http://elibrary.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-ROM drives, Internet access

**Fine Arts & Design Library**
Fine Arts Center, 505-277-2357, [http://library.unm.edu/about/libraries/fadl.php](http://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 & Engineering Library**
505-277-4858, [http://library.unm.edu/about/libraries/csel.php](http://library.unm.edu/about/libraries/csel.php)
- Books, journals for science and engineering
- Technical reports, patents
- Maps & geographic resources
- Reference and database services

**Law Library**
Bratton Hall, 505-277-6236, [http://lawlibrary.unm.edu/](http://lawlibrary.unm.edu/)
- State and federal statutes and cases special sections for Native American law, Latin American law, land, water, and international statues and treaties
APPENDIX O

STUDENT RESOURCES ON MAIN CAMPUS

See the UNM Pathfinder for additional listings

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/.

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).

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: sac.unm.edu/_ContactUs.html.

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/.

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/.

Women’s Resource Center (505-277-3716)
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/.