

# POLICY & PROCEDURES

New Mexico Highlands  
University

RN-BSN Program

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# Mission Statement

**NEW MEXICO HIGHLANDS**  
**RN-BSN PROGRAM**  
**Mission of the Nursing Department**

The mission of the nursing department is to prepare quality nurse health care providers through excellence in education, scholarship and service. This program builds on the strength of the licensed registered nurse and challenges the individuals enrolled in this program to expand their critical thinking for new professional nursing roles, methods of health care delivery and approaches to health care practice issues.

# Philosophy

**New Mexico Highlands University**  
**Department of Nursing**  
**Philosophy**

The faculty of the Department of Nursing at New Mexico Highlands University believe that baccalaureate nursing education prepares professional nurses who have a strong foundation in liberal education. Further, nurses as part of the *interdisciplinary health care team*, meet human needs by providing *safe*, culturally-sensitive, *patient-centered care* across the lifespan to promote health and quality care. Patients are recipients of nursing care and may be individuals, families, communities, or populations.

Nursing is an art and science that requires the use of critical thinking, clinical judgment and evidence-based practice. Professional nurses also promote social justice and advocacy, engage in grassroots efforts to influence public policy, and help to optimize health in diverse populations. Professional nurses have skills and proficiency with information literacy and health care technology to assist in delivery of quality care.

Baccalaureate nurses are leaders in the health care environment as they continue their pursuit of lifelong learning for professional development. Through the process of *quality improvement*, professional nurses continuously reflect on their individual practice, as well as function as instruments of change in health care systems and organizations. As an agent of change, the professional nurse may function independently as well as in collaboration with other health team members.

RN-to-BSN nursing education allows the registered nurse to build on core nursing knowledge and experience. These adults are self-directed learners who use their experiences to expand their knowledge base as leaders in the profession.

Ultimately, the baccalaureate graduate nurse is a generalist who is prepared to care for patients across the lifespan. The faculty also appreciate that baccalaureate nurses must possess attitudes, knowledge and skills that will prepare them for a long term career in an ever-changing practice environment. Woven throughout the program is the reinforcement of the importance of self-evaluation and the identification and development of one's own ongoing strategies for lifelong learning.

# Organizing Framework



**New Mexico Highlands University**  
**Department of Nursing**  
**Organizing Framework**

In keeping with the standards of practice for professional nurses and recommendations for the Institute of Medicine (IOM) for health care professions education, this program is broadly organized using six (6) essential core competencies to promote patient safety and quality care.

- **Provides patient-centered care:** As a provider of health care, the professional nurse is compassionate, caring, and culturally sensitive. The nurse advocates for and respects the patient's decisions. Nursing care is based on the patient's biological, psychosocial, spiritual, cultural needs and values.
- **Engages in interdisciplinary and intra disciplinary collaboration:** As a leader and manager of care, the professional nurse coordinates patient care and collaborates with members of nursing and interdisciplinary health teams to achieve positive patient outcomes and provide continuity. The nurse fosters communication and mutual respect among health care team members.
- **Employs evidence-based practice:** The professional nurse accesses and utilizes current evidence from research and other credible sources. The professional nurse incorporates clinical judgment and patient preferences to ensure patient safety and quality care.
- **Applies quality improvement:** The nurse is accountable for his or her professional behavior. Continuously using many sources and forms of evidence-base data to monitor outcomes of patient care, the nurse participates in designing methods to improve patient outcomes. The nurse also contributes towards improving the functioning of the health system of agency and serves as an instrument of change in the health care organizations.
- **Utilizes informatics:** The professional nurse uses information literacy, information processes, and information technology to support clinical decision making and promote evidenced-based nursing practice.
- **Promotes safety:** The professional nurse minimizes risk factors that could cause injury or harm to patients, family, or staff and functions as an advocate to promote health and quality care. The professional nurse is knowledgeable as to legislative mandates that directly influence the effective and economical deliver of nursing care.

# Program Objectives

**NEW MEXICO HIGHLANDS UNIVERSITY**  
**DEPARTMENT OF NURSING**  
**Program Objectives**

The faculty members have put forward the following program objectives.

- I. Integrate theories and concepts from liberal education as the basis for decision making for the professional practice of nursing.
- II. Promote achievement of safe and quality outcomes for diverse populations.
- III. Use interdisciplinary and intradisciplinary collaborative strategies to produce professional working relationships.
- IV. Apply information literacy and health care technology to address the need of patients, organizations and health care delivery systems.
- V. Incorporate evidenced based nursing interventions when planning and providing care for individuals, families and populations.
- VI. Recognize spiritually and culturally appropriate health promotion and disease and injury prevention interventions to promote individual and population health.
- VII. Explain the impact of socio-cultural, economic, legal, political and health policy factors that influence health care delivery and practice.
- VIII. Assume accountability for personal and professional behaviors that will foster learning throughout the life span.
- IX. Demonstrate leadership principles in managing care of individuals, populations and organizations.
- X. Implement population focused interventions with attention to health promotion and disease and injury prevention across the lifespan.

# Strategic Plan

## STRATEGIC GOALS FOR THE NURSING DEPARTMENT

### **NMHU STRATEGIC GOAL A:**

Develop a learner-centered environment that promotes the improvement of learning and personal development of students from first-year courses through degree completion.

**DEPARTMENT GOAL:** Develop a learner centered environment that promotes inquiry, critical thinking and personal development of our nursing students.

**NMHU STRATEGIC GOAL B:** Enhance the long term strategy for university engagements in community and regional partnerships.

**DEPARTMENT GOAL** Participate in community and regional partnerships to promote the availability of our RN-BSN program to nurses in Northern New Mexico.

**NMHU STRATEGIC GOAL C:** Become the premier Hispanic Serving Institution (HSI) in the country.

**DEPARTMENT GOAL:** Promote a curriculum that educates nurses in cultural sensitivity and to emphasize the practice of nursing in Hispanic and Native American cultures.

**NMHU STRATEGIC GOAL D:** Align New Mexico Highlands University technology with institutional priorities, be on the leading edge of technology developments in higher education, provide faculty, students, staff and administration, and the communities the University serves convenient access to information needed for learning, research, teaching, administration, and communication.

**DEPARTMENT GOAL:** Incorporates leading edge technology developments into the nursing curriculum and teaching methodology of the faculty in the nursing department.

**NMHU STRATEGIC GOAL E:** Achieve a competitive position with peer institutions in research and scholarship in targeted areas that promote the achievement of the university mission.

**NMHU STRATEGIC GOAL F:** Maintain the adequacy and quality of the physical campus environment.

**NMHU STRATEGIC GOAL G:** Develop effective and efficient academic and administrative processes, systems and structures that support continuous improvement

**DEPARTMENT GOAL:** As a new program at our university, develop effective and efficient academic and administrative processes, systems and structures that continuous improve our total program, the advising and recruitment process and the everyday delivery of the program.

**NMHU STRATEGIC GOAL H:** Communicate the image and reputation of the University to the general public and to students with a focus on its high quality.

**DEPARTMENT GOAL:** Represent the university in local and statewide nursing and educational meetings to promote high quality nursing education in the state and to be part of the decision making process.

**Strategic Plan for New Mexico Highlands University  
RN-BSN Program December 2007-December 2008**

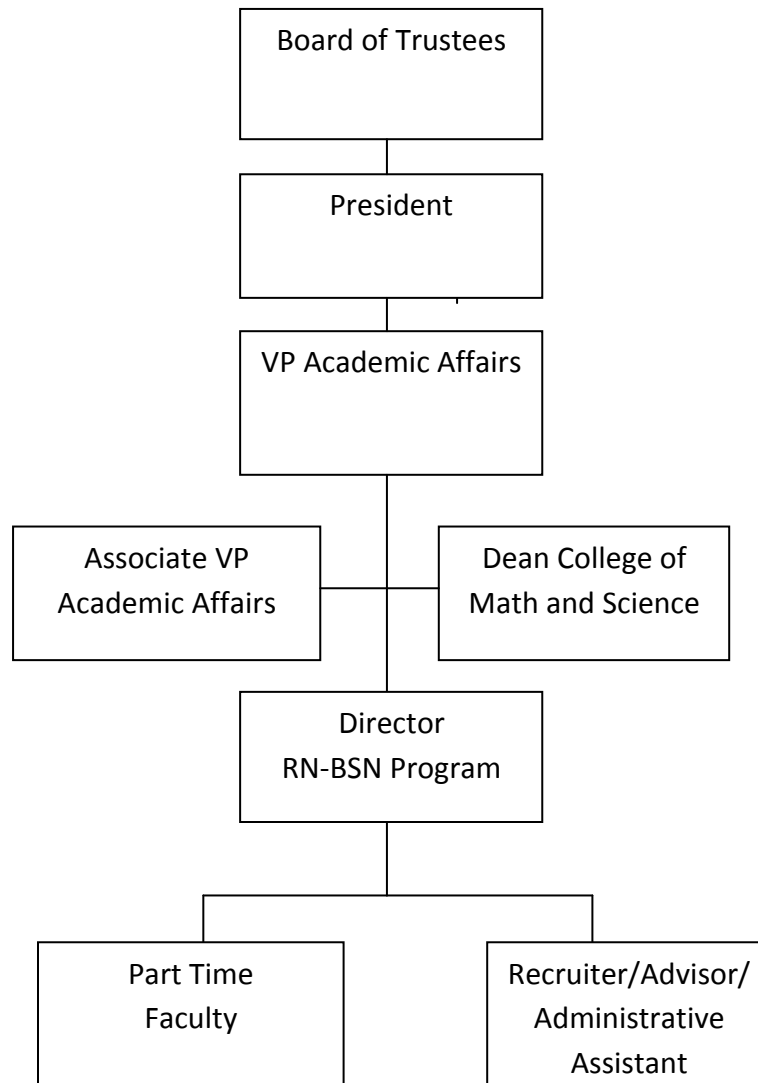
<b>GOALS</b>	<b>GOAL 1:</b>	<b>GOAL: 2</b>	<b>GOAL: 3</b>	<b>GOAL: 4</b>	<b>GOAL: 5</b>	<b>GOAL: 6</b>
<b>Stated Goal</b>	Develop a learner centered environment that promotes inquiry, critical thinking and personal development.	Participate in community and regional partnerships to promote the availability of our RN-BSN program to nurses in Northern New Mexico.	Promote a curriculum that educates nurses in cultural sensitivity and to emphasize the practice of nursing in Hispanic and Native American cultures.	Incorporates leading edge technology the nursing curriculum and teaching methodology of the faculty in the nursing department.	Develop effective and efficient academic and administrative processes, systems and structures that continuously improve our total program, the advising and recruitment process and the everyday delivery of the program.	Represent the university in local and statewide nursing and educational committees to promote high quality nursing education in the state and to be part of the decision making process.
<b>Action items to the goals</b>	<ul style="list-style-type: none"> <li>a. Work with faculty to create assignments that meet this criterion.</li> <li>b. Work with faculty to create an environment to foster these ideals.</li> </ul>	<ul style="list-style-type: none"> <li>a. Talk with all local community programs to explore partnership agreement.</li> <li>b. Create more partnership experiences with Luna Community College to</li> </ul>	<ul style="list-style-type: none"> <li>a. Thread cultural competency throughout the program.</li> <li>b. Create the cultural competency course for the curriculum with emphasis on Hispanics and Native</li> </ul>	<ul style="list-style-type: none"> <li>a. All faculty must attend Blackboard training.</li> <li>b. Explore new ideas in the delivery of courses in a web enhanced format or online.</li> </ul>	<ul style="list-style-type: none"> <li>a. Set up policies and procedures for department.</li> <li>b. Develop student handbook.</li> <li>c. Confirm drafts of philosophy, organizing framework, program</li> </ul>	<ul style="list-style-type: none"> <li>a. Represent the University on the State Cultural Competency Task Force for NMHED.</li> <li>b. Participate in the nursing articulation committee at the state level.</li> </ul>

		increase student enrollment at NMHU RN-BSN program.	American cultures.		outcomes and mission of department.	
<b>Progress toward goals as of December 2008</b>	<ul style="list-style-type: none"> <li>a. Have begun discussion with adjunct faculty about expectations of the department</li> <li>b. Good discussions with adjunct faculty about the learning culture we want to create.</li> <li>c. Course evaluations reflect students were happy with the environment that has been fostered.</li> </ul>	<ul style="list-style-type: none"> <li>a. Have focused on the Luna Community College program and are developing agreements in the Spring of 2009.</li> <li>b. Luna and Highlands have established a joint Nursing Advisory Committee to participate with our planning and programs.</li> </ul>	<ul style="list-style-type: none"> <li>a. We have begun to look at the courses for the thread of cultural competency. Waiting outcome of state task force in cultural competence.</li> <li>b. Cultural competence course offered in Fall of 2008. Tied into work on state Cultural Competence Committee of which Director chaired the Nursing CC Task Force. Also worked with</li> </ul>	<ul style="list-style-type: none"> <li>a. First part time faculty member received training and loaded some material in for a web enhanced course in Nursing Research. Will continue to develop more skills in technology.</li> <li>b. Grant written to NMHED to use ITV at home for outreach with technology. Funded granted only for small pilot which will occur in Summer of 2009.</li> </ul>	<ul style="list-style-type: none"> <li>a. Policies were started to be developed for the department and evaluation of what policy and details were needed was done.</li> <li>b. Student Handbook completed.</li> <li>c. All framework and curriculum documents approved and the program of study approved by University Academic Affairs committee.</li> </ul>	<ul style="list-style-type: none"> <li>a. Became co-chair of the Nursing Task Force for Cultural Competency.</li> <li>b. Worked with the nursing articulation task for to develop and RN-BSN matrix for our state. Presented to the State Articulation Committee and was approved.</li> </ul>

			international student group on campus to discuss different cultures.			
<b>Plans for December 2008-December 2009</b>	<ul style="list-style-type: none"> <li>a. Continue to work with faculty to develop new assignments for critical thinking and explore new ideas.</li> <li>b. Faculty and Director will be sent to workshops to expand thinking of new teaching methodologies</li> </ul>	<ul style="list-style-type: none"> <li>a. Focus discussions with Santa Fe Community College and the new Associate Degree Nursing Program in Taos.</li> <li>b. Explore direct mail approach to notify nurses of our program.</li> </ul>	<ul style="list-style-type: none"> <li>a. Explore new faculty member teaching this course for fall 2009.</li> <li>b. Continue interaction with State Cultural Competence Task force</li> <li>c. Work with our International Student group, Native American Club and Hispanic Cultural Studies Dept. on campus for more involvement with the course.</li> </ul>	<ul style="list-style-type: none"> <li>a. Continue to have new faculty attend training to be knowledgeable about teaching with new technology.</li> <li>b. Conduct pilot Summer 2009 for ITV on home computer to foster more interactivity with online courses.</li> <li>c. Explore more formats for online and blended courses.</li> </ul>	<ul style="list-style-type: none"> <li>a. Continue on final confirmation of nursing department documents.</li> <li>b. Work toward our first graduating class and create necessary tools for their telephone exit survey.</li> <li>c. Work on student recording keeping systems and contact database.</li> </ul>	<ul style="list-style-type: none"> <li>a. Co-chair the nursing articulation committee-3 yr appointment.</li> <li>b. Co-Chair the State Nursing Cultural Competency Task Force Group.</li> <li>c. Attend the BSN Renewal Task Force Committee of the State Board of Nursing.</li> </ul>



# Organizational Chart



# Position Descriptions

NEW MEXICO HIGHLANDS UNIVERSITY  
Job description  
Director RN-BSN Program

**Title:** Director of RN to BSN Program

**School/College:** College of Math & Sciences

**Position:** Director RN-BSN Program

**Department:** Nursing

**School:** College of Math and Science

**Term of Appointment:** 12 months

**SUMMARY OF THE POSITION:** The Director of the RN to BSN Program is responsible for the establishment and continued development of the RN to BSN program. The Director will also oversee curricular development, strategic planning, student recruitment and advising, course scheduling, and clinical placements. The Director will be allotted .5 FTE for administrative duties and will carry a .5 FTE teaching load.

**DUTIES AND RESPONSIBILITIES:** Include but not limited to:

- Establish and continually modify the RN to BSN curriculum and program.
- Provides appropriate leadership for maintaining an adequate and qualified faculty for the Department.
- Evaluate and hold faculty accountable for teaching excellence.
- Provide for faculty participation in making recommendations concerning faculty recruitment, appointment, and salaries in accordance with University policies.
- Encourage and assist faculty in securing and maintaining appropriate resources needed for teaching excellence.
- Provide leadership for recruiting and maintain an acceptable and qualified student body in the College.
- Ensure that policies related to students are developed appropriately, implemented fairly and reviewed periodically.
- Maintain open communication with the student body, support student involvement in Department activities and remain aware of student needs, both academic and professional.
- Support faculty activities in the development, implementation, and evaluation of the program.
- Provide for annual review of the organizational structure of the Department, the Department mission, and long range plan, accomplishments and the effectiveness of the Department.
- Assist faculty in their involvement with community agencies in planning clinical facilities for student experience
- Provide a collegial atmosphere with the University and the community.
- Prepare, recommend, and administer an annual budget in accordance with University policies and act as the primary advocate for obtaining resources necessary for the optimum operation of the Department.

- Participate in the annual review and evaluation of support personnel, i.e., salary increases, promotions etc. in accordance with University policies.
- Manage the physical facilities assigned to the Department.
- Represent the Department and the University through participation in the activities of professional and civic organizations.
- Provide appropriate resources and support for groups that have as their goal the support of the mission of the Department.

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:**

- Experience in the development and revision of academic programs
- Candidate should have knowledge of curriculum standards and development.
- Knowledge of CCNE accreditation standards is important.
- Experience teaching in baccalaureate nursing programs, especially with RN-BSN students desired.

**QUALIFICATIONS:** Director of RN-BSN will have an earned Master's Degree in Nursing with a Doctorate preferred. Experience with development of academic programs and demonstrated experience in leadership positions. Experience with teaching RN-BSN students preferred.

NEW MEXICO HIGHLANDS UNIVERSITY

LAS VEGAS, NEW MEXICO 88701

Position: Clinical Associate for Evidence Based Health Assessment Course (NURS320)

Department: Nursing

Rate: \$1700 per course hour

Job type: Per Course

Summary: Faculty is responsible for developing, teaching and the coordination of theory and labs for the Evidence Based Health Assessment Course. The individual will need to be able to work with faculty, students and outside clinical agencies to arrange for student experiences.

Duties and Responsibilities: As part of our new nursing program, the faculty member will be required to develop and create the course and all content from the textbook selected. The person will be responsible for utilizing the textbook aids and images provided by the publisher. Course syllabus may be modified by the adjunct. Class and lab exercises and laboratory skill practice sessions will need to be developed by the faculty member.

The person must have knowledge and experience with Blackboard to load course material in this web enhanced course. Person will coordinate and arrange with Luna Community College Allied Health Dept for the use of their nursing laboratory for student experiences and supervise those lab experiences.

Additional duties will include office hours to work with students, grading all online and laboratory assignments, and development of all tests used in the course. Person will facilitate all lab experiences and work with students demonstrating health assessment skills.

The faculty member will also assist with the development of course material in relation to the requirements for nursing accreditation. This exercise will include match philosophy, and organizing framework material to course content.

Qualifications: Person must hold a current RN license from New Mexico and have a Masters' degree in Nursing. Have demonstrated experience in the area of health assessment in clinical agencies in the health care field.

NEW MEXICO HIGHLANDS UNIVERSITY

LAS VEGAS, NEW MEXICO 88701

Position: Visiting Professor of Nursing

Department: Nursing

Job type: part-time

Summary: Faculty is responsible for developing, teaching and the coordination selected nursing courses. The individual will need to be able to work with faculty, students and outside clinical agencies to arrange for student experiences. Person is responsible for assigned duties to further develop the nursing department.

Duties and Responsibilities: As part of our new nursing program, the faculty member will be required to develop and create new courses and all content from the textbook selected. The person will be responsible for utilizing the textbook aids and images provided by the publisher. Course syllabus may be modified by the adjunct.

The person must have or develop knowledge and experience with Blackboard to load course material in nursing department web enhanced courses. Online course development skills are requested.

Person will assist the Director with the creation and writing of the departments' self study report for accreditation. The faculty member will also assist with the development of reports and other documents needed for nursing accreditation.

Qualifications: Person must hold a current RN license from New Mexico and have a Masters' degree in Nursing, PhD preferred. Have demonstrated experience in the area of teaching, curriculum development and teaching adult students

NEW MEXICO HIGHLANDS UNIVERSITY RN-BSN

Program

Job description

Administrative Assistant

**Title:** Administrative Assistant  
**School/College:** College of Math & Sciences  
**Position:** Administrative Assistant  
**Department:** Nursing  
**School:** College of Math and Science  
**Term of Appointment:** 12 months/ 20 hours a week

**SUMMARY OF THE POSITION:** The individual in this position will be responsible for the administrative, secretarial and fiscal tasks and responsibilities for the Nursing department and its Director. This individual will maintain positive open communication when working with school faculty, university departments, other colleges and universities, state and other health care agencies, students and the general public. **DUTIES AND RESPONSIBILITIES:** Include but not limited to:

- Compose letters, memos and correspondence for the Director and faculty as needed.
- Assist in organizing multiple projects/tasks which require follow-up, and updates in a busy team environment.
- Hire and supervise work study or departmental students.
- Coordinate work with other school secretaries and program directors.
- Assist Recruiter/Advisor with maintaining student admission files.
- Work on grant applications, and progress reports for funding sources
- Coordinate with the compliance office for all grant purchases and requests.
- Serve as office receptionist, screen phone calls, greet visitors and route to appropriate personnel; arrange meetings; make appointments for Director, faculty or staff; make travel and lodging arrangements; receive and sort office mail; and assist with special events.
- Assist faculty and the Director with WebCT as requested and develop tests using Respondus for online.
- Work with the Director and faculty with tasks related to ongoing accreditation of the department.
- Willingness to accept duties as assigned.

**PHYSICAL DEMANDS:**

- Work with frequent interruptions
- Prolonged use of computer
- Light lifting
- Sitting for long periods of time;
- Occasional travel for recruitment trips.

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:**

- Must have excellent filing and organizational skills in maintaining a complex filing system.
- Must have professional interpersonal skills and be able to relate to student, faculty and other professionals;

NEW MEXICO HIGHLANDS UNIVERSITY  
RN-BSN Program  
Job description  
Recruiter/Advisor

**Title:** Recruiter/Advisor  
**School/College:** College of Math & Sciences  
**Position:** Recruiter/Advisor  
**Department:** Nursing  
**School:** College of Math and Science  
**Term of Appointment:** 12 months/ 10 hours a week

**SUMMARY OF THE POSITION:** The individual in this position will be responsible for the recruitment, advisement and mentoring of all students applying to and accepted into the Nursing department. This individual will maintain positive open communication when working with school faculty, university departments, other colleges and universities, state and other health care agencies, students and the general public. **DUTIES AND RESPONSIBILITIES:** Include but not limited to:

- Participates in the planning and provides academic advisement for prospective, current, and former RN-BSN students.
- Assists in the resolution of individual academic problems, and advises on academic program changes.
- Advises and assists students in the development of academic plans and class schedules.
- Responsible for understanding, interpreting, formulating, and evaluating the needs and inquiries of specific student populations related to curriculum and course prerequisites, referring to catalogues, written course descriptions, and other appropriate sources.
- Initiates, develops and maintains appropriate files, records, and databases.
- Prepares form letters, individual letters and information packets in support of groups/or individual recruitment efforts. Attends and participates in other information dissemination sessions, recruitment days, fairs or meetings for the purpose of recruit nurses for the RN-BSN program.
- Assists students in the selection of appropriate courses according to specify degree plan.
- Assists faculty and Director by providing student records and other requested data, recommendations and conclusions regarding student advisement and recruitment.
- Provides supplemental administrative activities such as scheduling meetings and interviews, securing requested information, verifying and maintaining computerized data files, and preparing summary reports.
- Responsible for submitting monthly status report to director.
- Ability to work independently and within a team and comply with institutional policies.

**PHYSICAL DEMANDS:**

- Work with frequent interruptions
- Prolonged use of computer
- Light lifting
- Sitting for long periods of time;



- Occasional travel for recruitment trips.

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:**

- Must be ready to travel and work some nights and weekends.
- Demonstration of strong written, verbal and communication skills.
- Must demonstrate a working knowledge of and operation of Microsoft Word, Spreadsheet data bases, database management and other related word processing.
- Knowledge of current educational resources and information of financial aids, college admission and career planning.
- Must possess strong people skills, demonstrate strong motivational skills and be a self starter.
- Excellent organization skills and ability to manage details in coordinating and implementing recruitment sessions, fairs and academic advisement sessions and other student activities.
- Must have excellent filing and organizational skills in maintaining a complex filing system.
- Must have professional interpersonal skills and be able to relate to student, faculty and other professionals;
- Able to use independent judgment and work with minimal direction and supervision.

**QUALIFICATIONS:** Required: Bachelors degree. Valid New Mexico Driver's license. Minimum of 3 years of successful experience with diverse populations. Some knowledge of the health care field helpful.

# Administrative POL and Procedures

**NEW MEXICO HIGHLANDS UNIVERSITY**  
**RN-BSN PROGRAM**

**Format: Policies and Procedures**

I. Purpose

To provide a consistent format for inclusion of policy and procedure documents in the NMHU RN-BSN Policy and Procedure Handbook.

U. Policy

Policies and procedures of the NMHU RN-BSN Policy and Procedure Handbook will be written in the approved format. All policies and procedures must be reviewed at least every five (5) years and, if necessary. This policy excludes directives from the Director of University Administration and plans or strategies which recommend methods for accomplishing NMHU RN-BSN objectives.

III. Procedure

Policies and procedures must be written in the following format including A - I when submitted to the Director for approval.

**NEW MEXICO HIGHLANDS UNIVERSITY**  
**RN-BSN PROGRAM**

"Title" (the subject addressed)

A. Purpose

Definition: the intention of this policy, to include the way(s) in which the policy will benefit the program and its faculty (and/or students).

B. Policy

Definition: the official position taken by the NMHU RN-BSN program regarding fulfillment of the mission. Criteria, such as those for site evaluation, are part of the policy.

C. Procedure

Definition: the steps by which the policy is implemented.

D. Date Approved

At the bottom of the page should appear the following

The date (month, year) the Director and Faculty approved the policy and procedure including:

- a. date of initial approval
- b. date(s) revised

E. Semester and Year Effective

The semester and year this policy and procedure will be implemented.

F. Semester and Year of Next Mandatory Review

The semester and year the policy and procedure must be reviewed

NEW MEXICO HIGHLANDS  
RN-BSN PROGRAM

Policies and Procedures Handbook: Procedure for Updating

I. Purpose

To provide a mechanism for the consistent revision and updating of the *NMHU RN-BSN Policy and Procedures Handbook*.

II. Policy

The *NMHU RN-BSN Policy and Procedures Handbook*, is the official document that delineates policies and procedures for operation of the RN-BSN PROGRAM and is supplemented to the *New Mexico Highlands University Faculty Handbook*.

III. Assumptions

- A. The *NMHU RN-BSN Policy and Procedures handbook* is current and reflects the policies and procedures of the department.
- B. The mechanism established for updating the RN-BSN Policy and Procedures Handbook ensures that current policies are available to all faculty.

IV. Procedure

- A. The Director will review to keep a record about the need to review and update designated policies in the *NMHU RN-BSN Policy and Procedure Handbook*.
- B. New policies and procedures and revisions will be taken by the Director to the faculty for approval.
- C. The *NMHU RN-BSN Policy and Procedure Handbook* will available in the Directors' office and in the faculty office. .

DATE APPROVED: FALL 2008

EFFECTIVE DATE: FALL 2008

DATE OF NEXT MANDATORY REVIEW: Spring 2013

# Formal Complaint

# NEW MEXICO HIGHLANDS UNIVERSITY

## RN-BSN PROGRAM

### Formal Complaint: Policy and Procedures

#### I. Purpose

The purpose of this policy and procedure is to provide a mechanism for guidance and tracking of formal complaints.

#### II. Assumptions

1. Formal complaints include:
  - a. student grievances which are defined and have a process for resolution described in the *University Student Handbook* under "Resolution to Student Concerns";
  - b. any concern put in writing and signed by a student or other person related to the College, e.g., parent, applicant, and directed to a faculty member, Director or Dean, College of Math and Science.
2. Students are encouraged to seek guidance from their faculty member if problems occur that are directly related to nursing courses, resolution should be sought through conference with course faculty. If the problem is not resolved at that level, the student may seek resolution through a conference with the Director.
3. If the problem is not resolved at that level, the student may seek resolution through a conference with the Dean of the College of Math and Science and then the Vice President for Student Affairs.
4. Formal complaints will be reviewed by the individual, to whom it is directed, and actions will be taken, and the individual submitting the formal complaint will be notified of the decision as soon as possible after receiving the complaint.
5. Formal complaints need to be filed in the Nursing Director's office to facilitate tracking and resolution of complaints.

#### III. Procedure

1. Student grievances are handled according to the University policy included in the *University Student Handbook*.
2. Other formal complaints from outside the institution

- a. Within two days of receiving a formal complaint, the individual who received the complaint notifies the Director that a formal complaint has been received and the date it was received.
  - b. The Director will note in the Complaint file that a complaint has been received including the date the complaint was received and the individual who received the complaint.
  - c. The individual who receives a formal complaint should review the complaint, collect additional information, if needed, and take the necessary action(s). Action(s) may include involving individuals at the next level of communication.
  - d. The individual who received the formal complaint notifies the person who initiated the complaint once a decision has been made.
  - e. If the individual who initiated the written complaint is not satisfied with the decision, it may be forwarded to the next level.
3. The individual receiving any formal complaint, including a student grievance, must keep a log with the following information:
  - a. the original complaint;
  - b. the date the complaint was received;
  - c. the action(s) taken;
  - d. the date initiator of the complaint was notified of the decision.
4. As soon as possible after the decision is made, the log including the original complaint should be filed in the Director's office.

Date Approved: Spring, 2009

Effective Date: Spring, 2009

Date of next mandatory review: Spring, 2014



# BSN Program Policies

NMHU Nursing Department paper guidelines please refer to the RN-BSN Program Student Handbook pages 23-25.

**NEW MEXICO HIGHLANDS**  
**RN-BSN PROGRAM**  
Grading Scale for the Department of Nursing

**I. Purpose**

The purpose of this policy and procedure is to provide guidance on how the student will be graded within the Department of Nursing.

**II. Assumptions**

1. Student need to be aware of grading scales so they can understand how the faculty will be computing grades.
2. Each department at Highlands University determines the grading scale but an A,B, C, D system is used with no minus or plus being added.

**III. Procedure**

1. Students are informed in the beginning class of the grading scale used in the Department of Nursing, Students sign that they have received the grading scale and know this is the scale to be used by faculty to compute their grades.
2. The grading scale is also presented in the *Department of Nursing Student Handbook* which is given to the students in the beginning class.
3. The grading scale sheet that is handed out to all students is attached.

DATE APPROVED: Fall 2008

EFFECTIVE DATE: Spring 2009

DATE OF NEXT MANOATORY REVIEW: Spring, 2014

**NEW MEXICO HIGHLANDS**  
**RN-BSN PROGRAM**  
Grading Scale for the Department of Nursing

Below is the grading scale to be used in grading all papers, projects, weekly assignments, etc and the final grade in all nursing courses:

A	92-100
B	91-83
C	82-75
D	74-67
F	↓ 67

NEW MEXICO HIGHLANDS UNIVERSITY  
HEALTH REQUIREMENTS CHECK OFF FOR RN STUDENTS

Student Name; \_\_\_\_\_ Date: \_\_\_\_\_

Health Requirements complete \_\_\_\_\_yes \_\_\_\_\_

Requirements:	Date met/not met:
1. MMR (measles/mumps/rubella) meet <i>one</i> of the following Immunization record listing <ul style="list-style-type: none"><li>• 2 MMR doses after 12 months of age and provider signature</li><li>• A blood titer for showing immunity to Measles Mumps, and Rubella</li><li>• If birth date prior to 1957, either proof of positive titers, or <i>one</i> MMR vaccine.</li><li>• Must have documentation by healthcare provider</li></ul>	
2. <b>Hepatitis B</b> requirement is proof of the series of three (3) dose series <i>or</i> adequate titer.	
3. <b>Polio</b> requirement is childhood series of 4 <i>or</i> adult booster	
4. <b>Tuberculosis Test</b> requirement is an annual PPD. If history of positive PPD, then one-time documentation of Chest x-ray and completion of treatment if applicable.	
5. <b>Tetanus-Diphtheria (Td)</b> requires booster within last 10 years.	
6. <b>Varicella (Chickenpox)</b> requires 2 vaccinations, <i>or</i> a blood titer indicating immunity, <i>or</i> healthcare provider's documentation of disease.	
7. <b>BLS (Basic Life Support or equivalent)</b> requires current certification for healthcare providers. (submit copy of certification card)	
8. <b>HIPAA</b> (Health Insurance Portability and Accountability Act) requirement is an <i>annual</i> update. (Submit documentation of training).	
9. <b>OSHA</b> (Occupational Health & Safety Administration) <i>annual</i> requirement is Blood Borne Pathogen training. External OSHA accepted training may be submitted or completed. (Submit documentation of training.	
10. <b>RN Licensure</b> must be current. Expires:	

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Recruitment

**NEW MEXICO HIGHLANDS UNIVERSITY  
RN-BSN PROGRAM**

**RECRUITMENT**

**I. Purpose**

All DON staff and faculty are engaged in facilitating students to return to school to complete their baccalaureate degree in nursing.

**II. Policy**

- A. The Director and the Recruiter/Advisor will have the major responsibility for the recruitment of prospective students. Faculty will also be invited to attend fairs, recruitment days, or open houses to talk with prospective students.
- B. The Recruiter/Advisor is the lead person for recruitment fairs and career nights.
- C. The Recruiter/Advisor is responsible for the follow-through on initial student contacts with the nursing department.
- D. The Recruiter/Advisor is available to assist students in the registration process.
- E. The Director will speak to community college graduating classes in the region to explain about the RN-BSN program at the university.
- F. The Director is responsible to work with the Nursing Advisory Group to encourage recruitment of staff in regional health facilities to return to school for their BSN.

**III. Assumptions**

Students are expected to request information and ask questions about their future enrollment in a baccalaureate program. The Recruiter/Advisor is available to assist the students.

**IV. Procedure**

- A. Recruiter will contact area schools and health facilities to schedule on site recruitment days at these facilities for the purpose of recruiting RN staff into the BSN program.
- B. Recruiter submits each month to the Director an activity and visit plan for the month. This plan should reflect site visits, advising and recruitment activities.
- C. Recruiter will contact all inquiry calls made into the department and from fairs

and other recruitment activities.

- D. Recruiter and Director are available to meet with prospective students regarding their admission into the program.
- E. The Recruiter and Director will work to keep all promotional material and the website current and professional looking.
- F. Recruiter and the Director will work with the University Relations Office on campus for the creation of all promotional material, pins, and other recognition material or promotional items.
- G. Once the prospective student has been accepted, the Recruiter will assist new students in learning how to register, log into Blackboard, and use the Banner system for grade and course management.



# Admissions

**NEW MEXICO HIGHLANDS UNIVERSITY  
RN-BSN PROGRAM**

**ADMISSIONS**

**I. Purpose**

Recruiter/Advisor and the Director provide guidance regarding academic requirements for prospective students to apply and are involved in the selections process of those students to be admitted into the RN-BSN program.

**II. Policy**

- G. The Director and the Recruiter/Advisor will have the major responsibility for the advisement and selection of prospective students.
- H. The Recruiter/Advisor works with the Registrar's office to make sure the student's application packet is complete for evaluation by the Nursing Department.
- I. The Recruiter/Advisor is responsible for the follow-through with students who have applied for the program and additional information is needed for the Registrar's office or the Nursing Department.
- J. The Recruiter/Advisor is available to assist students in the application process with the University and also with the Department of Nursing.
- K. All prospective students will be required to have an in person or telephone interview before their acceptance.
- L. All prospective students will be required to send to the Department of Nursing unofficial transcripts of previous college attendance to aid in the evaluation of previous courses for their plan of study at Highlands.

**III. Assumptions**

Students are expected to participate in planning their course of study and to seek advice and counsel where needed. Advisement is conducted by the Recruiter/Advisor and Director to facilitate the student's progression through the NMHU RN-BSN program.

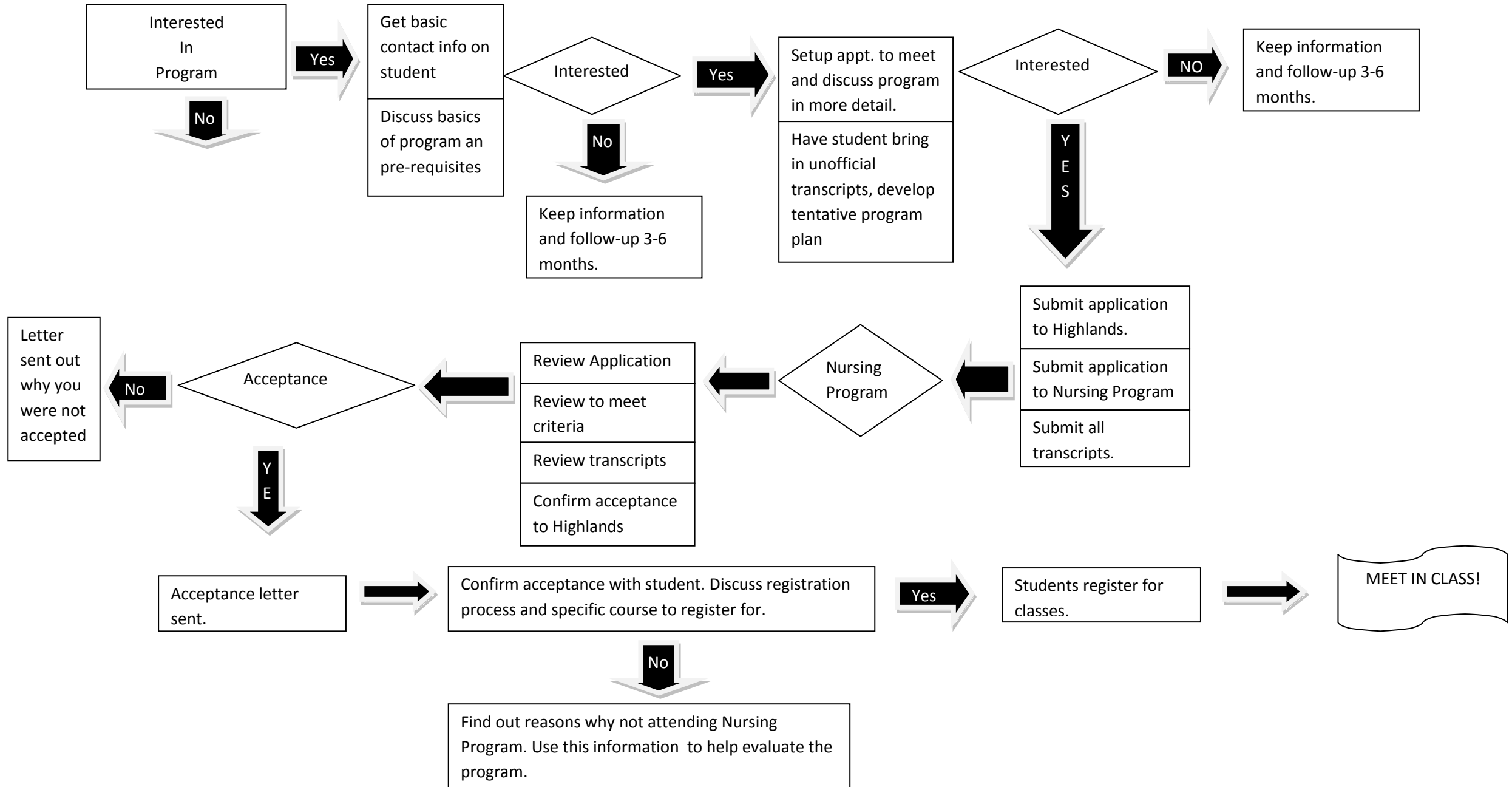
**IV. Procedure**

- F. Recruiter will contact students who have requested information or have stated

an interest in applying for the nursing program to remind them of the application due date of October 31 of each fall.

- G. Recruiter/Advisor will log in all applications.
- H. Recruiter/Advisor will compile all unofficial transcripts of each applicant and make sure all required documents are present for evaluation.
- I. Recruiter/Advisor will contact the Registrar's Office to confirm that the prospective student has made application to Highlands and ask for the transcript evaluation from the Registrar's office regarding the General Education Requirements of the University.
- J. Recruiter and Director will do a review all material and unofficial transcripts to determine if the candidates meet all admission requirements and develop a tentative plan of study for the prospective student.
- K. If the student meets the admission requirements, the applicant is accepted into the program and notified by the Director through a written acceptance letter.
- L. The Recruiter will follow up with each student within two-three weeks of the acceptance being sent to confirm if the student accepts and to work with them about the courses they need to register for. The Advisor also assists them with the registration process. Discussion will also be held as to the additional course requirements they will need for General Education requirements.
- C. Recruiter and the Director are both available to meet with the new student if they need further advise or counsel as to the additional courses they need to take to complete their Baccalaureate degree.
- D. Contact information of the Recruiter/Advisor and the Director is given to all prospective students and are encouraged to contact either person with questions.

## **Prospective Students Flow Chart**



New Mexico Highlands University  
***RN-BSN Program***

***Student Checklist for Required Documents***

- ☐ New Mexico Highlands University Admissions Form has been turned in
- ☐ Application for the RN-BSN Program
- ☐ Transcripts turned into Registrar's Office  
(from every Secondary Education Institution that you have attended)
- ☐ Copy of Unofficial transcripts to the Nursing Department  
(From every Secondary Education Institution that you have attended)
- ☐ I have met with the Nursing Department for an interview
- ☐ Developed Program Plan
- ☐ Degree Seeking Form (Nursing)
- ☐ Licensure has been verified by the Nursing Department

More information and the description on our RN-BSN Program, please visit our website at [www.nmhu.edu/nursing](http://www.nmhu.edu/nursing). You can also find the RN-BSN Program application at [www.nmhu.edu/nursing](http://www.nmhu.edu/nursing)

Nursing Advisement Sheet

Name: \_\_\_\_\_ ID #. \_\_\_\_\_

Prerequisites Nursing

General Education

<input type="checkbox"/> Introduction to Statistics	<input type="checkbox"/> College Algebra
<input type="checkbox"/> Medical Microbiology and Lab (4) <input type="checkbox"/> Human Anatomy and Physiology(4) <input type="checkbox"/> Human Anatomy II and Physiology(4)	<input type="checkbox"/> 8 hours of natural sciences
<input type="checkbox"/> Introduction to Psychology <input type="checkbox"/> Life Span Human Development <input type="checkbox"/> Introduction to Sociology or Anthropology	Social Sciences (9 hours) <input type="checkbox"/> Psychology <input type="checkbox"/> _____ <input type="checkbox"/> _____
<input type="checkbox"/> Human Nutrition	<input type="checkbox"/> Hist/Phil 3-6 hours _____ <input type="checkbox"/> Fine Arts 3-6 hours _____
<input type="checkbox"/> Technical Writing	<input type="checkbox"/> Freshman Composition I <input type="checkbox"/> Freshman Composition II <input type="checkbox"/> Beginning Speech
<input type="checkbox"/> Computer Competency attained or CS 101	

RN-BSN NURSING COURSES

	NURS 320	Evidence Based Application in Health Assessment	3cr
	NURS 340	Advancement of Professional Nursing	3cr
	NURS332	Nursing Informatics	3cr
	NURS360	Cultural Competencies and Health Care	3cr
	NURS370	Nursing Research and Evidence Based Practice	3cr
	NURS431	Community and Rural Health Nursing	6cr
	NURS380	Gerontological Nursing Practice	3cr
	NURS451	Seminar on Professional Nursing Leadership	2cr
	NURS 434	Nursing Leadership Practicum	4cr
		Nursing Elective or Special Topics	2-3cr

Total Program

	35credits	General Education Core Curriculum
	33credits	Lower Division Courses/Electives
	30credits	RN License Nursing Upper Division Credit
	32-33 credits	Nursing Upper Division

	Comments				
	Still Needs: 1.  2.  3.  4.  5.  6.				
Spring Yr1	Summer Yr1	Fall Yr1	Spring Yr2	Summer Yr2	Fall Yr2
Nurs320 Htlh Assessment	Nurs332 Nursing Informatics	Nurs360 Cultural Competencies	Nurs431 CH Theory	Nurs380 Gerontology	Nurs451 Nurs. Mgt Seminar
Nurs 340 Professional Nursing		Nurs370 Nursing Research	Nurs CH Practicum		Nurs434 Nurs. Mgt Practicum



NEW MEXICO HIGHLANDS UNIVERSITY  
RN-BSN PROGRAM  
NURSING MAJOR

Name:		ID #			
Mailing Address:					
City:		State:	Zip:		
Permanent Address: <i>(if different from mailing)</i>					
City:		State:	Zip:		
Home Phone:		Work phone		Cell phone:	
Email Address:					
PRE REQUISITE COURSES REQUIRED FOR MAJOR					
TITLE		WHERE TAKEN	SEMESTER HRS	WHEN TAKEN	GRADE
Statistics					
Introduction to Sociology or Anthropology					
Technical Writing					
COURSES REQUIRED FOR MAJOR					
COURSE NUMBER	TITLE		SEMESTER HRS	WHEN TAKEN	GRADE
320	Evidence Based Health Assessment		3		
340	Advancement of Professional Nursing		3		
332	Nursing Informatics		3		
360	Cultural Competencies		3		
370	Nursing Research & Evidence Based Practice		3		
380	Gerontological Nursing		3		
431	Community Health Nursing		3		
447	Community Health Practicum		3		
451	Seminar on Professional Nursing Leadership		2		
452	Nursing Leadership Practicum		4		
	Nursing Elective or Special Topic		2		
	TOTAL NUMBER OF HOURS IN MAJOR		32		
399	Upper Division Credit for RN License		30		

SIGNATURES		DATE
Student:		
Advisor:		
Director:		

# Degree Completion

**NEW MEXICO HIGHLANDS UNIVERSITY  
RN-BSN PROGRAM**

**DEGREE COMPLETION**

**I. Purpose**

All students entering the RN-BSN program must meet nursing and general education requirements of the University to complete their baccalaureate degree.

**II. Policy**

- M. Nursing students typically graduate from an Associate Degree Program lacking hours in communications, math, social/behavioral science and humanities and fine arts.
- N. The Director and Recruiter/Advisor are responsible for assisting the student to develop a plan of study at the university to complete all requirements for their degree.
- O. Students must file a major form to confirm their major to the Registrar and be assigned an advisor from their major.

**III. Assumptions**

Students are expected to participate in the development of their plan of study at the University and surrounding schools.

**IV. Procedure**

1. Students are expected to complete the requirements of the Nursing program and also the General Education Degree requirements for their baccalaureate degree at Highlands. The expected courses required are transfer courses of:
  - a. Microbiology
  - b. Anatomy and Physiology I
  - c. Anatomy and Physiology II
  - d. Introduction to Psychology
  - e. Life Span Human Growth and Development
  - f. Nutrition
  - g. All nursing courses required for Associate Degree
2. The following additional courses are required for admission to the RN-BSN program at Highlands.
  - a. Computer course or competency
  - b. Introduction to Sociology or Anthropology
  - c. Technical Writing
  - d. Statistics (*may be taken the first semester in the program*)
3. The general education core requirements mandated by the New Mexico Higher Education Department are listed below:
  - a. 9 hours communications
  - b. 3 hours math
  - c. 8 hours lab science
  - d. 6-9 hours social/behavioral sciences
  - e. 6-9 hours humanities and fine arts
4. The Recruiter/Advisor will update each semester the major form to keep a record of

the student's progress on their plan of study and to their major requirements. (Major Form attached)

NEW MEXICO HIGHLANDS UNIVERSITY  
RN-BSN PROGRAM  
NURSING MAJOR

Name:		ID #			
Mailing Address:					
City:		State:	Zip:		
Permanent Address: <i>(if different from mailing)</i>					
City:		State:	Zip:		
Home Phone:		Work phone		Cell phone:	
Email Address:					
PRE REQUISITE COURSES REQUIRED FOR MAJOR					
TITLE		WHERE TAKEN	SEMESTER HRS	WHEN TAKEN	GRADE
Statistics					
Introduction to Sociology or Anthropology					
Technical Writing					
COURSES REQUIRED FOR MAJOR					
COURSE NUMBER	TITLE		SEMESTER HRS	WHEN TAKEN	GRADE
320	Evidence Based Health Assessment		3		
340	Advancement of Professional Nursing		3		
332	Nursing Informatics		3		
360	Cultural Competencies		3		
370	Nursing Research & Evidence Based Practice		3		
380	Gerontological Nursing		3		
431	Community Health Nursing		3		
447	Community Health Practicum		3		
451	Seminar on Professional Nursing Leadership		2		
452	Nursing Leadership Practicum		4		
	Nursing Elective or Special Topic		2		
	TOTAL NUMBER OF HOURS IN MAJOR		32		
399	Upper Division Credit for RN License		30		

SIGNATURES		DATE
Student:		
Advisor:		
Director:		

# Curricular Evaluation

NEW MEXICO HIGHLANDS UNIVERISTY  
RN-BSN PROGRAM

Curricular Evaluation System: Policy & Procedures

I. Purpose

To provide a mechanism for the evaluation of the RN-BSN curriculum of the Department of Nursing.

II. Policies

1. Evaluation of the BSN curricula shall be the responsibility of the Director.
2. The Curricular Evaluation System shall consist of the following evaluation methods:
  - a. Review philosophy, organizing framework, program objectives.
  - b. Review the program of study for the RN-BSN program
  - c. Review of all courses in the curriculum
  - d. Student survey of all courses
  - e. Evaluation of clinical sites
  - f. Graduating seniors One Month survey
3. Curricular changes based on results from any part of the evaluation system shall be presented to faculty for discussion and action.

III. Assumptions

1. All Curricular decisions are guided by the concepts set forth in the NMHU Dept of Nursing philosophy and conceptual framework
2. Curricular decisions are based on a variety of data that are derived from students, faculty, alumni, employers and other members or the community of interest as appropriate.
3. Students, faculty, alumni, and employers are committed to assuring that the curricula are structured, implemented and evaluated to address current and future trends.
4. It is the responsibility of the Director and Faculty to continuously improve the quality of the undergraduate program through systematic evaluation and feedback of the undergraduate curricula.

V. Procedures

Specific curricular policies and procedures for implementing the Curricular Evaluation System are listed under evaluation method in the attached table entitled, "Curricular Evaluation System for BSN Program".

Objectives	Evaluation Methods	Time Frame	Responsible for Data Gathering and Data Evaluation	Responsible for Decision Making
<p>Objective 1:</p> <p>The philosophy, organizing framework, program objectives, and NMHU and DON strategic plans are consistent.</p>	<p>Compare philosophy, organizing framework and program objectives, and NMHU and DON strategic plans for congruence</p>	<p>At least every three years</p>	<p>Director</p>	<p>Director</p> <p>Faculty</p>
<p>Objective 2:</p> <p>The curriculum is logically organized, internally consistent, responsive to the needs of the communities of interest, and based on the philosophy, conceptual framework, and program objectives. The curriculum progressively prepares the student to attain the program objectives.</p>	<p>The curriculum plan will be reviewed.</p> <ul style="list-style-type: none"> <li>▪ RN to BSN program of studies</li> <li>▪ Individual nursing courses</li> </ul>	<p>At Least every three years</p>	<p>Director</p> <p>Faculty</p>	<p>Director</p> <p>Faculty</p> <p>NMHU Academic Affairs Curriculum Committee</p>
<p>Objective 3:</p> <p>Performance of students in the practice settings reflects knowledge, skills, and values consistent with program objectives.</p>	<ul style="list-style-type: none"> <li>▪ Clinical Evaluation by preceptors</li> <li>▪ Clinical Evaluation of the students by their preceptor</li> </ul>	<p>Second year each semester and the end of the term</p>	<p>Director</p> <p>Faculty</p> <p>Preceptors</p>	<p>Director</p> <p>Faculty</p>
<p>Objective 4:</p> <p>Performance of graduates in the practice setting reflects knowledge, skills, and values consistent with program objectives.</p>	<p>Assessment of Program Evaluation: Policy and Procedures</p> <ul style="list-style-type: none"> <li>▪ Graduating Student Survey</li> <li>▪ Graduating seniors on month evaluation</li> </ul> <p>Surveys out to:</p>	<p>Every December for graduating class</p> <p>Surveys to alumni one and three years</p>	<p>Director</p> <p>Outside survey staff</p>	<p>Director</p> <p>Faculty</p>



	<ul style="list-style-type: none"> <li>▪ Employers</li> <li>▪ Alumni</li> </ul>	Survey to employer 6-8 months after graduation		
<p>Objective 5:</p> <p>Each course contributes to the attainment of BSN Program objectives</p>	Course Surveys	After each semester	Director Faculty OIR	Director Faculty
<p>Objective 6:</p> <p>Clinical facilities are effective in providing experiences for meeting RN-BSN course and program objectives</p>	<ul style="list-style-type: none"> <li>▪ Student course evaluation</li> <li>▪ Faculty Evaluation of Clinical Sites Form.</li> </ul>	After each clinical course-Spring and Fall semester for year two students	Director Faculty	Director Faculty
<p>Objective 7:</p> <p>Library holding are adequate to facilitate the achievement of the RN-BSN course and program objectives</p>	<ul style="list-style-type: none"> <li>▪ Student course evaluations</li> <li>▪ Graduating Seniors evaluation</li> <li>▪ Graduated Senior One Month Survey</li> </ul>	<p>After each course</p> <p>At the end of senior year</p> <p>One month after graduation</p>	Director Faculty Registrar OIR Outside survey staff	Director Faculty
<p>Objective 8:</p> <p>Components of CES will be reviewed</p>	All elements of the Curricular Evaluation System are reviewed	At least every three years	Director Faculty	Director Faculty Nursing Advisory Group

# NEW MEXICO HIGHLAND UNIVERSITY

## COURSE EVALUATION

The grading system was clearly explained.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
I put considerable effort into this course.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
The equipment in the class functioned properly.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
The instructor effectively leads class sessions.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
Class sessions increased my understanding of the subject.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
The instructor effectively organized the course.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
The instructor was fair and impartial in assigning grades	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
The instructor was respectful of student views, ideas, and differences.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
The text and/or course materials were appropriate.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
Overall, I would rate this course as valuable.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
The assignments increased my understanding of the subject.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
The instructor was knowledgeable about the subject.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
The instructor was willing and available to help students outside the class.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree
The instructor was enthusiastic about the course.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Degree

The request Course Change form can be found on the online documents at, NMHU, Faculty and Staff section then click on online documents.

# Program Evaluation

**NEW MEXICO HIGHLANDS UNIVERSITY  
RN-BSN PROGRAM**

**Program Evaluation: Policy and Procedures**

**I. Purpose**

To determine graduating students, alumni, faculty, and employers' satisfaction with the program in preparing graduates for the practice settings.

**II. Policy**

Graduating students, alumni and faculty will have the opportunity to evaluate THE programs' quality.

**III. Assumptions**

Graduating students have experienced the total program and are appropriate individuals to supply evaluative data regarding program quality.

Alumni have had clinical experiences combined with completion of the program that are useful in providing evaluative data regarding the quality of the program in preparing them for continued practice as a new RNS graduate.

Faculty design and deliver the curriculum and, therefore, they are appropriate to provide evaluative data regarding the program quality.

**IV. Procedures**

**A. NMHU Graduating Senior Survey**

1. Upon submission of the application for graduation, the Registrar's Office gives the graduate a paper survey to complete and return. If not submitted by graduation time, the Office of Institutional Research (OIR) department gives the survey to the graduates at the graduation rehearsal.
2. Course faculty will encourage student participation in the university-wide Graduating Senior Survey during the final semester of study.
3. The OIR analyzes the data and posts the summary of the survey on the website at the Institutional Research, under University Publications.
4. The Director and faculty will discuss the results, but departmental results are not identified.

**B. Graduated Students One month After Graduation**

1. One month after graduation, the Director will send notice to graduates that they will be contacted for a phone call interview regarding evaluation of the BSN program.

2. Phone interview will be done by a third party on campus and cannot be a member of the nursing department. Marketing Department faculty or OIR will be contacted to conduct the phone interviews.
3. The Director, will review the data and discusses it with the faculty and the Nursing Advisory group annually.

C. Clinical Agency (Employers) feedback survey.

1. In the Fall semester, the Director will send the survey to clinical agencies with a self addressed stamped envelope. (Online survey capability is being investigated)
2. Clinical agencies that provide clinical experiences and employ alumni are invited to participate in evaluation.
3. The Director, with assistance from OIR, will review the data and discusses it with the faculty and the Nursing Advisory group annually.

D. Alumni feedback via the online survey.

1. In the Spring semester year one, the Director will send notice that alumni will be contacted for a phone call interview regarding evaluation of the BSN program. Phone interview will be done by a third party on campus and cannot be a member of the nursing department. Marketing Department faculty or OIR will be contacted to conduct the phone interviews.
2. In the Spring semester year three, the Director will send instructions to alumni regarding evaluation of the RN-BSN program.
3. The Director with assistance from OIR reviews the data and discusses it with the faculty and the Nursing Advisory group annually.

E. Faculty feedback via the online survey.

1. In the Fall semester, the Director will send instructions to faculty regarding online evaluation of the RN-BSN program.
2. The Director reviews the data and discusses it with the UEC annually.
3. The Director, with assistance from OIR, will review the data and discusses it with the faculty and the Nursing Advisory group annually.

## TIME FRAMES FOR DATA COLLECTION FROM RECIPIENTS

<b>Students</b>	<b>Alumni</b>	<b>Employers</b>	<b>Faculty</b>
<p>MHU Graduating Senior Survey taken upon application for graduation.</p> <p>All graduates one month after graduation exit phone call and survey.</p>	<p>One year after graduation in the spring.</p> <p>Three years after graduation In the spring.</p>	<p>Six-eight months after graduation in the fall.</p>	<p>Annual evaluation in the fall.</p>

The Student Satisfaction Survey can be found on the online documents, NMHU, Faculty and Staff section then click on online documents.



**New Mexico Highlands University**  
**RN-BSN Program**

**CLINICAL AGENCY SATISFACTION WITH BSN PROGRAM**

**Instruction:**

The faculty and administration of NMHU RN-BSN Program are committed to continuing improvement of the program. Your feedback is a valuable component of the quality improvement efforts. Please complete and submit this survey.

1. How well do CCN graduates fulfill position requirements?

☐ Excellent   ☐ Good   ☐ Fair   ☐ Poor

2. How well does the Capstone College of Nursing prepare graduates?

☐ Excellent   ☐ Good   ☐ Fair   ☐ Poor

3. Based on your observations of CCN graduates, how well do they perform the following behaviors?

a.	Synthesize knowledge from the disciplines of nursing, the sciences, and the humanities as the basis for decision-making for the professional practice of nursing.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
b.	Utilizes critical thinking in promoting, attaining, restoring adaptive mechanisms throughout the life span of persons in a variety of settings.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
c.	Employs appropriate communicate techniques.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
d.	Contributes to the improvement of the health care environment by utilizing inquiry methodology and incorporating relevant research findings into nursing practice.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
e.	Collaborates with colleagues, consumers, and other health care providers in efforts to identify and meet the challenging needs in the health care environment.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
f.	Assumes responsibility for personal and professional growth.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor

h.	Practices primary, secondary, and tertiary prevention within a framework of legal, ethical and professional standards.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
i.	Demonstrates leadership principles in managing the care of person(s).  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
j.	Demonstrates caring behaviors when working with person(s).  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor

4. Would you employ future graduates of the NMHU RN-BSN Program in the same or similar position?

☐ Yes   ☐ No

5. What suggestions do you have to improve the program?

**New Mexico Highlands University**  
**RN-BSN Program**

**ALUMNI SATISFACTION WITH BSN PROGRAM**

Instruction:

The faculty and administration of NMHU RN-BSN Program are committed to continuing improvement of the program. Your feedback is a valuable component of the quality improvement efforts. The 10-15 minutes you spend providing information for the college is greatly appreciated. Please complete and submit this survey.

**How well did Capstone College of Nursing prepare you to perform the following behaviors?**

1.	Synthesize knowledge from the disciplines of nursing, the sciences, and the humanities as the basis for decision-making for the professional practice of nursing.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
2.	Utilize critical thinking in promoting, attaining, or restoring adaptive mechanisms throughout the lifespan of persons in a variety of settings.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
3.	Employ appropriate communication techniques.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
4.	Contribute to the improvement of the health care environment by utilizing inquire methodology and incorporating relevant research findings into nursing practice.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
5.	Collaborate with colleagues, consumers, and other health care providers in efforts to identify and meet the changing needs in the health care environment.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
6.	Assume responsibility and accountability for professional nursing practice decisions.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
7.	Demonstrate responsibility for personal and professional growth.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
8.	Practice primary, secondary, and tertiary prevention within a framework of legal, ethical and professional standards.  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
9.	Demonstrate leadership principles in managing the care of person(s).  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
10.	Demonstrate caring behaviors when working with person(s).

	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
--	------------------------------------	-------------------------------	-------------------------------	-------------------------------

Employment Information:

11. Are you employed as a nurse?

☐ Yes ☐ No

a. If yes, do you work full-time or part-time?

☐ Full-time ☐ Part-time

12. In what professional roles do you work?

☐ Staff RN ☐ Manager ☐ Director ☐ Educator ☐ Other

13. In what setting do you work?

☐ Hospital ☐ Community ☐ Clinic ☐ Long-term Care ☐ Other

14. In what clinical area do you work?

☐ Medical/Surgical ☐ Surgical Suite ☐ Post Anesthesia Care Unit ☐ Occupational Health  
☐ Intensive Care ☐ Maternal Child ☐ Home Health ☐ Pediatrics  
☐ Emergency ☐ Public Health ☐ Psychiatric/Mental Health

15. In your position, do you provide care to patients from rural areas?

☐ Yes ☐ No

a. If yes, what is the population of the area in which you are employed?

☐ Rural (<2500) ☐ Small town (2501-10,000) ☐ Town (10,000-25,000)  
☐ City (<25,001-50,000) ☐ Urban (50,001-100,000) ☐ Metropolitan (>100,000)

16. Overall, how well did NMHU prepare you for professional practice?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

17. What are your plans for graduate education?

☐ No Plans ☐ Plan to enroll ☐ Currently enrolled ☐ Completed Masters Program

18. 18.

How well did NMHU prepare you for graduate school?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

# New Mexico Highlands University

## RN-BSN Program

### FACULTY SATISFACTION WITH BSN PROGRAM

**Instruction:**

The Nursing Department of NMHU RN-BSN Program is committed to continuing improvement of the program. Your feedback is a valuable component of the quality improvement efforts. The 10-15 minutes you spend providing information for the college is greatly appreciated. Please complete and submit this survey.

**Please respond to items 1-10 in evaluation of NMHU BSN graduates.**

1.	<p>To what extent do graduates synthesize knowledge from the disciplines of nursing, the sciences, and die humanities as the basis for decision-making for the professional practice of nursing?</p> <p><input type="checkbox"/> Excellent   <input type="checkbox"/> Good   <input type="checkbox"/> Fair   <input type="checkbox"/> Poor</p>
2.	<p>To what extent do graduates utilize critical thinking in promoting, attaining, or restoring adaptive mechanisms throughout the life span of persons in a variety of settings?</p> <p><input type="checkbox"/> Excellent   <input type="checkbox"/> Good   <input type="checkbox"/> Fair   <input type="checkbox"/> Poor</p>
3.	<p>To what extent do graduates employ appropriate communication techniques?</p> <p><input type="checkbox"/> Excellent   <input type="checkbox"/> Good   <input type="checkbox"/> Fair   <input type="checkbox"/> Poor</p>
4.	<p>To what extent do graduates contribute to the improvement of the health care environment by utilizing inquiry methodology and incorporating relevant research findings into nursing practice?</p> <p><input type="checkbox"/> Excellent   <input type="checkbox"/> Good   <input type="checkbox"/> Fair   <input type="checkbox"/> Poor</p>
5.	<p>To what extent do graduates collaborate with colleagues, consumers, and other health care providers in efforts to identify and meet the changing needs in the health care environment?</p> <p><input type="checkbox"/> Excellent   <input type="checkbox"/> Good   <input type="checkbox"/> Fair   <input type="checkbox"/> Poor</p>
6.	<p>To what extent do graduates assume responsibility for personal and professional growth?</p> <p><input type="checkbox"/> Excellent   <input type="checkbox"/> Good   <input type="checkbox"/> Fair   <input type="checkbox"/> Poor</p>
7.	<p>To what extent do graduates demonstrate responsibility and accountability for professional nursing practice decisions?</p> <p><input type="checkbox"/> Excellent   <input type="checkbox"/> Good   <input type="checkbox"/> Fair   <input type="checkbox"/> Poor</p>
8.	<p>To what extent do graduates practice primary, secondary, and tertiary prevention within a framework of legal, ethical and professional standards?</p> <p><input type="checkbox"/> Excellent   <input type="checkbox"/> Good   <input type="checkbox"/> Fair   <input type="checkbox"/> Poor</p>
9.	<p>To what extent do graduates demonstrate leadership principles in managing the care of person(s)?</p>

	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
10.	To what extent do graduates demonstrate caring behaviors when working with person(s)?  <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor

Please respond to the items 11-30 in evaluation of the NMHU RN-BSN Program.

11. The programs of study result in learning appropriate to the BSN program objectives.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

12. Opportunities are provided for appropriate interaction between faculty and students and among students.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

13. Clinical supervision in the course in which I teach is adequate to meet course objectives.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

14. The program objectives are consistent with the NMHU vision and mission.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

15. Students are provided with dear, complete and timely information about the curriculum, courses and degree requirements.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

16. Students are provided with information about prerequisite technology competencies and skills and the Availability of technology support services.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

17. Students are provided with information about financial aid resources, costs and payment policies.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

18. Enrolled students have reasonable and adequate access to student services and resources appropriate to to support their learning.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

19. Advertising, recruiting and admissions materials clearly and accurately represent the program and the services available.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

20. Faculty support services are provided related to the teaching role.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

21. Faculty support services are provided related to scholarship.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

22. The RN-BSN Program provides support and training for faculty using technology in teaching.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

23. Faculty has adequate equipment, software and methods for interaction with students, institutions and other faculty.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

24. Appropriate learning resources are available to students.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

25. The RN-BSN Program evaluates the adequacy of access to and cost of learning resources and makes recommendations to the appropriate committee(s) and to administrator.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

26. NMHU and the RN-BSN Program for faculty evaluation include appropriate recognition of teaching and activities.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

27. The NMHU and RN-BSN Program demonstrate a commitment to ongoing support, both financial and technical, and to the continuation of the program for a period sufficient for students to complete the BSN degree.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

28. Program announcements and electronic catalog entries provide appropriate information.

☐ Strongly Agree   ☐ Agree   ☐ No Opinon   ☐ Disagree   ☐ Strongly Disagree

29. Please provide additional feedback related to the previous items.

30. What suggestions do you have for improving the BSN program?

# Clinical Evaluation



**NEW MEXICO HIGHLANDS UNIVERSITY**  
**RN-BSN PROGRAM**

**Selection and Evaluation of Clinical Sites: Policy and Procedures**

I. Purpose

The purpose of this policy is to provide ongoing data for use by faculty in selecting and maintaining sites for clinical experiences for students.

II. Policy

The establishment of criteria for the selection and evaluation of clinical sites is the responsibility of Director and faculty. The criteria are intended as focal points that should be considered by faculty in providing clinical learning experiences that enable students to achieve the course objectives. Achievement of course objectives is deemed crucial in the students' development of those behaviors essential for the practice of professional nursing.

While faculty realize that no one clinical site will meet all the established criteria, it is believed that it is the responsibility of the Director and faculty to make the best professional judgments of what will provide the best blend of learning experiences from the variety of available clinical sites.

The established criteria for the selection and evaluation of clinical experiences are identified as follows:

1. Compatibility of the philosophies of the clinical site and the Department of Nursing.
2. Availability of learning experiences to meet course objectives.
3. Appropriateness of the experience to the individual student's learning needs.
4. Correlation of client unit characteristics to the concepts, theories, and processes of the specific nursing course.
5. Availability of the opportunity for students to transfer theory into practice.
6. Availability of opportunities for students to practice behaviors implicit and explicit in the course objectives.
7. Availability of opportunities for the student to collaborate with other health care providers.
8. Quantity and quality of role models to support student's development of professional behaviors.
9. Commitment of staff to fostering education of nursing students.

### III. Assumptions

1. The development of clinical nursing judgments depends in large part upon clinical experiences in which students are free to practice decision making.
2. Selection of clinical sites that are congruent with attainment of course objectives is the responsibility of the Director and course faculty.
3. Evaluation of clinical sites for on-going use is the responsibility of faculty but the student opinions of clinical sites serve as an important data source for faculty when making decisions about retention of specific sites.

### IV. Procedure

1. The Faculty Evaluation of Clinical Sites tool parallels these criteria and provides the mechanism for recording ongoing evaluation data about clinical sites.
2. The Director holds the responsibility for assuring that the form is completed annually. Decisions regarding selection and continued use of clinical sites are discussed with faculty.
3. Student evaluations of their preceptor experience will also be looked at for additional input about the preceptor and the agencies used for clinical practicum.

**NEW MEXICO HIGHLANDS UNIVERSITY**

**RN-BSN PROGRAM  
Faculty Evaluation of Clinical Sites**

**Clinical Agency or Site Address:** \_\_\_\_\_

Contact Person: \_\_\_\_\_ Tel. No. \_\_\_\_\_

Email Address: \_\_\_\_\_

Contractual Agreement: \_\_\_\_ yes \_\_\_\_ no      Type of Accreditation Held: \_\_\_\_\_

Course using or Proposing to Use Site: \_\_\_\_\_

Specific Units/Clinics Used or Proposed to Be Used: \_\_\_\_\_

Rate each of the following criteria as satisfactory or unsatisfactory. For any area that is rated unsatisfactory, indicate the number and reason for the rating, at the bottom of the form.

**SAT.    UNSAT    NA**

1. Compatibility of philosophy with NMHU DON Philosophy.			
2. Learning experiences to meet course objectives.			
3. Appropriateness of the experience to student's learning needs.			
4. Correlation of client characteristics with objectives.			
5. Opportunity for students to transfer theory into practice.			
6. Opportunity for students to practice professional behaviors.			
7. Quantity and quality of role models.			
8. Opportunities to collaborate with other health care providers.			
9. Commitment of staff to fostering student's development.			
10. Adequacy of facility			
11. Daily census/ client access			
12. Travel distance			
13. Parking			
14. Staffing pattern adequate			
15. Orientation by preceptors			

**Issues:**

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

DATE APPROVED: Spring, 2009

EFFECTIVE DATE: Spring, 2009

DATE OF NEXT MANDATORY REVIEW: Spring 2014

## Students' Evaluation of Preceptor

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Please answer the following questions about the preceptor you had during your clinical practicum.

1. How frequently did you meet with your preceptor?
2. How did she/he facilitate open communication and trust between the two of you?
3. How did your preceptor show her/his support of your efforts?
4. How clear were her/his demonstrations and explanations?
5. What provision did she/he make for your feedback?
6. How useful were the experiences provided by your preceptor in relation to the objectives of this practicum?
7. How was your time onsite optimized for meeting your objectives?
8. How did she/he encourage you to express your ideas, initiate and encourage your individuality?
9. Describe ways in which your preceptor excelled.
10. Identify suggestions for your preceptor to maximize the learning of future students.

# Preceptors Evaluation of the Experience

Please respond to the following evaluative statements referring to the preceptorship. Indicate your response to each statement by circling the appropriate number according to the following scale:

SA: 1= Strongly agree with the statement  
 A: 2= Agree more that disagree with the statement  
 N: 3= Somewhat agree and disagree  
 D: 4= Disagree with the statement  
 SB: 5= Strongly disagree with the statement

	Agree		Disagree		
	SA	A	N	D	SD
1. My role as preceptor was clearly identified.	1	2	3	4	5
2. The packet provided me with needed information needed.	1	2	3	4	5
3. The faculty coordinator was available for consultation.	1	2	3	4	5
4. The faculty coordinator was open to input from me as the preceptor.	1	2	3	4	5
5. I facilitated an experience which met my student's learning needs.	1	2	3	4	5
6. The student did not require an unreasonable amount of guidance and supervision.	1	2	3	4	5
7. The experience was an opportunity for me to demonstrate some leadership/teaching skills.	1	2	3	4	5
8. The experience was personally fulfilling for me.	1	2	3	4	5
9. The experience was professionally stimulating for me.	1	2	3	4	5
10. The experience provided me with increased recognition.	1	2	3	4	5
11. I would precept another student	Yes_____ No_____				
12. Suggestions or recommendations for the experience:					

# Preceptor Guidelines

**NEW MEXICO HIGHLANDS UNIVERSITY**  
**RN-BSN PROGRAM**  
**Preceptor Selection and Procedures**

**I. Purpose**

To provide criteria to use in the selection of preceptors for students in practicum experiences.

**II. Policy**

- A. All preceptors will be selected with **assistance** from the Director of Nursing or equivalent nursing officer in the contacted organizations.
- B. All preceptors will be registered nurses with bachelors in nursing preparation. If not bachelors prepared, the supervisor must also sign and work with the student. If the supervisor is not bachelors prepared, the faculty member will provide additional oversight with the student.
- C. Current facilities agreement will be checked to see if on file or a facilities agreement will be developed between each parties.

**III. Assumptions**

Preceptors will be contacted and agree to working in a preceptor relationship with the student and be willing to be part of the evaluation process.

**IV. Procedure**

- A. Selection Process:
  - 1. During the first week of the course, students will give suggestions where they would like to do there their practicum experience. Also recommendations of specific preceptors will be elicited from the students.
  - 2. Files will be checked to see if current agreements are in affect or agreements need to be initiated.
  - 3. If needed to be initiated, contact will be made with the appropriate agency personnel and a University Clinical Agreement sent to the agency for their approval.
  - 4. If the agency has a contract they require, ask for their contract and have appropriate personnel on campus review the contract and get all required signatures.

5. Re-contact the agency's Director of Nursing to help in the selection of the preceptor to work with the student.
  - a. Criteria below will be shared with the Director of Nursing as to the qualifications required for being a preceptor.
    1. Educational background: RN (AND, BSN, MSN or supervisor)
    2. Positive attitude in regards to working with students
    3. Understands the focus and objectives of the course
    4. Emphasizes problem solving and role modeling
    5. Communicates possible resources and activities to students
    6. Provides feedback to students
    7. Fosters self-direction and self-discovery
    8. Assists in describing the relationship between theory and practice
    9. Participates in student evaluation activities.
    10. Has current New Mexico RN Licensure
    11. Has had at least one (1) year of full-time RN experience, at the agency where the preceptorship will take place.
    12. In addition must have had 8 months to a one (1) year of experience in the specialty area where he/she will be precepting.
    13. Is recommended by his/her Director of Nursing or supervisor for the preceptorship.

#### B. Preceptor/Student Agreement

1. Director of Nursing and Course faculty will confirm preceptor choice for the student.
2. The student will contact the preceptor to confirm a schedule and to get the preceptor/student agreement signed and returned to their faculty member. A copy is signed by the faculty member and a signed copy is sent to the preceptor and the original is kept in the Preceptor Course file in the Nursing Department office.
3. Student will share the *Preceptor Guideline Packet* with their preceptor to explain what paperwork and tools need to be completed by the student and the preceptor.





New Mexico Highlands University  
RN-BSN Community Health

# Preceptorship Guide

# Preceptor and Student Information

(Please complete the appropriate section. Student returns form to faculty)

## Student

**Course: Community Health Nursing (NURS 447)**

Student: \_\_\_\_\_

Current Address: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_

## Preceptor

Name and Credentials: \_\_\_\_\_

Official Title: \_\_\_\_\_ Email Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home/Cell Phone: \_\_\_\_\_

## Preceptor: Please Complete this Section

Name of Immediate Supervisor and Credentials: \_\_\_\_\_

Official Title: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Mailing Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

# Preceptor Agreement

The preceptor helps the student to assess agency services and facilitates the clinical experience that allows students to accomplish community health practicum objectives.

**I accept the following as my responsibilities for the duration of the preceptorship. I will:**

1. Meet with the student to discuss available learning activities, schedules and any prerequisite activities prior to the community health clinical experience.
2. Provide an orientation to the clinical area for the student to facilitate acclimation to the clinical setting.
3. Assume responsibility for facilitating accomplishment of the community health clinical experience and clinical objectives.
4. Serve as a resource person, supervisor, and consultant for the student.
5. Supervise the RN student as appropriate in the clinical settings.
6. Provide evaluative feedback orally to the student throughout the experience and complete an evaluation tool about the student at the end of the clinical experience.
7. Notify the faculty advisor **immediately** of any problems noted regarding the student's performance in the clinical setting.
8. Submit to the faculty advisor at the end of the term the completed Preceptors Evaluation of the Preceptor Experience.

---

Facilitator's Signature

---

Date

**I as the Student, accept the following as my responsibilities for the duration of the community health preceptorship. The Student agrees to:**

1. Assume the responsibility for transportation arrangements to and from the clinical experience and assume the costs incurred during the clinical experience as indicated.
2. Negotiate and finalize with the preceptor and the faculty advisor the nature and scope of the clinical learning objectives stated in measurable behavioral terms.
3. Submit to the faculty advisor and facilitator typed copies of objectives established for the clinical health clinical experience.
4. Notify the faculty advisor **immediately** of any problems noted regarding their progress in the clinical setting.
5. Report any incident reports, schedule changes, or absences to the faculty advisor.
6. Participate with the preceptor in the evaluation of the progress toward meeting the objectives and learning activities of the clinical practicum experience.
9. At the end of the clinical practicum experience submit to the faculty advisor the completed evaluation tool of the preceptor.
7. Abide by the rules and regulations of the agency that pertain to patient care activities, personal behavior and HIPPA regulations.

---

Student's Signature

---

Date

**I as the Faculty Advisor agree to fulfill my responsibilities for the preceptorship. I will:**

1. Communicate with the student to assist in the arrangement of the clinical practicum.
2. Negotiate contracts with agencies for the student to have the opportunity for the community health clinical experience.
3. Communicate with the student as necessary to assure that the student's written objectives and learning activities are appropriate and can be feasibly attained in the selected clinical setting.
4. Consult with the student and preceptor during the practicum as needed to assure that objectives are being met satisfactorily.
5. Evaluate written assignments of the student in regard to successful completion of course requirements related to the community health clinical experience.
6. Provide supervision through telephone, e-mail and on-site visits, and conferences with students and preceptors as needed.
7. Provide consultation and collaboration as necessary in helping the student to transfer theory into nursing practice.

---

Faculty Signature

---

Date

# Preceptor's Evaluation of Student

Please have the preceptor complete the following evaluation at the end of your clinical practicum. This should be returned to your faculty member.

Student's Name: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Please rank the student's functioning according to the following scale. Please circle your response.

- 0= Did not achieve
- 1= Achieved slightly
- 2= Achieved moderately
- 3= Achieved considerably
- 4= Achieved maximally
- N=Did not observe

## Behaviors/Examples (e.g.)

	Rank					
1. Took responsibility for own professional growth	0	1	2	3	4	N
2. Worked effectively with preceptor and receptive to input	0	1	2	3	4	N
3. Used problem-solving and decision-making skills	0	1	2	3	4	N
4. Built upon prior sessions and sought out opportunities for progression	0	1	2	3	4	N
5. Discussed course material in increasing depth and applied it with increasing skills	0	1	2	3	4	N
6. Collaborated with staff as appropriate	0	1	2	3	4	N
7. Made reasonable requests for preceptor guidance	0	1	2	3	4	N
8. Fulfilled basic professional work behaviors such as confidentiality, punctuality, etc.	0	1	2	3	4	N
9. Functioned as a role model for ongoing education to other nurses	0	1	2	3	4	N
10. e.g., Expressed learning as a value, was available for discussion about continuing learning	0	1	2	3	4	N

Additional comments pertinent to this student:

# Students' Evaluation of Preceptor

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Please answer the following questions about the preceptor you had during your clinical practicum.

11. How frequently did you meet with your preceptor?
12. How did she/he facilitate open communication and trust between the two of you?
13. How did your preceptor show her/his support of your efforts?
14. How clear were her/his demonstrations and explanations?
15. What provision did she/he make for your feedback?
16. How useful were the experiences provided by your preceptor in relation to the objectives of this practicum?
17. How was your time onsite optimized for meeting your objectives?
18. How did she/he encourage you to express your ideas, initiate and encourage your individuality?
19. Describe ways in which your preceptor excelled.
20. Identify suggestions for your preceptor to maximize the learning of future students.

# Preceptors Evaluation of the Experience

Please respond to the following evaluative statements referring to the preceptorship. Indicate your response to each statement by circling the appropriate number according to the following scale:

SA: 1= Strongly agree with the statement  
 A: 2= Agree more that disagree with the statement  
 N: 3= Somewhat agree and disagree  
 D: 4= Disagree with the statement  
 SB: 5= Strongly disagree with the statement

	Agree			Disagree	
	SA	A	N	D	SD
1. My role as preceptor was clearly identified.	1	2	3	4	5
2. This packet provided me with needed information needed.	1	2	3	4	5
3. The faculty coordinator was available for consultation.	1	2	3	4	5
4. The faculty coordinator was open to input from me as the preceptor.	1	2	3	4	5
5. I facilitated an experience which met with my student's learning needs.	1	2	3	4	5
6. The student did not require an unreasonable amount of guidance and supervision.	1	2	3	4	5
7. The experience was an opportunity for me to demonstrate some leadership/teaching skills.	1	2	3	4	5
8. The experience was personally fulfilling for me.	1	2	3	4	5
9. The experience was professional stimulating for me.	1	2	3	4	5
10. The experience provided me with increased recognition.	1	2	3	4	5
11. I would precept another student?	Yes_____				
No_____					
12. Suggestions or recommendations for the experience:					

# Faculty



Faculty Policies and Procedures please refer to the Faculty Handbook, Section VI. New Mexico Highlands University PA-1 forms, the Non-Tenure Track Term Contract, the Per Course Employment Agreement, and the Instructor Information Sheet can be found on the online documents NMHU, Faculty and Staff section then click on online documents.

Self Performance Evaluation can found on the online documents, NMHU, Faculty and Staff section then click on online documents.

# Faculty Evaluation

New Mexico Highlands University (S E L E) Performance Evaluation can be found on the online documents, NMHU, Faculty and Staff section then click on online documents.

NEW MEXICO HIGHLANDS  
UNIVERSITY RM-8SIM PROGRAM

EVALUATION OF PART-TIME FACULTY PERFORMANCE

Date: \_\_\_\_\_

Faculty Member: \_\_\_\_\_ Title: \_\_\_\_\_

Course Number and Name: \_\_\_\_\_

Each part-time faculty member will be evaluated in light of the expectations set forth in the letter of agreement between the Director and the part-time employee.

Instructions: Please Check "yes" or "no" for each evaluation criterion and include a comment or suggestion for each.

1. Maintains a positive attitude when dealing with peers. ☐ YES ☐ NO

\_\_\_\_\_

\_\_\_\_\_

2. Assumes assigned responsibilities in a dependable manner. ☐ YES ☐ NO

\_\_\_\_\_

\_\_\_\_\_

3. Maintains open lines of communications with the Director, other ☐ YES ☐ NO  
faculty and those persons who are instrumental in accomplishing assigned activities.

\_\_\_\_\_

\_\_\_\_\_

4. Is prompt and reliable in attending scheduled meetings. ☐ YES ☐ NO

\_\_\_\_\_

\_\_\_\_\_

5. Contributes to decision-making that fosters student learning. ☐ YES ☐ NO

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6. Carries out assignments as described in job description. ☐ YES ☐ NO

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---

8. Serves as a student advocate. ☐ YES ☐ NO

---

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9. Maintains a positive attitude when dealing with students. ☐ YES ☐ NO

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OTHER COMMENTS (include specific areas not addressed above)

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Signature of Evaluator

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Signature of Faculty

Date of Conference

DATE APPROVED: Fall 2008

EFFECTIVE DATE: Spring 2009

DATE OF NEXT MANDATORY REVIEW: Fall 2012

# University Policies

New Mexico Highlands University Purchasing Manual can be found on the online documents under the Business Office, NMHU, Faculty and Staff section then click on online documents.

# Travel



New Mexico Highlands Travel Policy can be found on the online documents under the Business Office, NMHU, Faculty and Staff section then click on online documents.