RN to BSN Program Proposal
New Mexico Highlands University

I. Program Description

    A. Academic Purpose and Objectives

    Just this last summer (2005), Governor Bill Richardson awarded 2 million dollars to 16 nursing education programs. The legislative initiative was sought by the New Mexico Center for Nursing Excellence. This nonprofit organization has been effective in promoting the recruitment and retention of nurses in the state of New Mexico. The Center is currently engaged in a statewide strategic planning program and has been regularly collecting data on the status of the nursing workforce.

    As has been well publicized lately, the state of New Mexico does not have enough nurses to adequately meet the population's health needs. The proposed 2+2 nursing program, once fully implemented, will graduate 15-20 BSNs per academic year, many of whom are expected to live and work in northern New Mexico. In addition, this program will allow local RN nurses to obtain their BSN degrees without having to leave their jobs or their homes.

    B. Curriculum

        1. Curriculum Goals

    The NMHU BSN program will prepare graduates to become effective and sensitive health care providers for the citizens of New Mexico. The BSN program will also prepare graduates to continue their nursing education and obtain advanced degrees in nursing. The following curriculum description is a very close adaptation of the curriculum currently in use at the University of New Mexico School of Nursing. Matching our curriculum to that of UNM will facilitate the transfer of NMHU BSN graduates into the UNM graduate programs in nursing.

        2. Objectives

    The graduates of the BSN program will:

- Continue to learn and improve their skills as they serve the health needs of their patients.
- Use sound evidence-based approaches to provide health care.
- Be culturally sensitive to the individuals and families for which they are providing patient-centered care.
- Initiate interdisciplinary approaches to enhance the quality of nursing practices.
- Successfully apply leadership skills to the implementation of quality health care.
- Appropriately adapt to technologic opportunities.
- Utilize critical thinking when dealing with all aspects of providing nursing care.

3. Curriculum Content

    To facilitate inter-institutional articulation, the NMHU BSN curriculum will be, as near as possible, a duplication of the curriculum offered at UNM.

Prerequisites (these courses may or may not have been taken by the student when obtaining his/her ADN degree; therefore these 13 credits are not counted in the total credits below.)

Course Number	Course Title	Credit Hours
English 102	Analytic Writing	3
Nurs 340	Advancement of Professional Nursing	3
Math 145	Intro to Probability & Statistics	3
Nurs 2XX	Human Phys Function & Disease I	2
Nurs 2XX	Human Phys Function & Disease II	2

BSN Completion Track

Course Number	Course Title	Credit Hours
Nurs 441	Evidence Based App of Hlth Assessment	4
Nurs 442	Nsrg Leadership/Hlth Policy Systems	3
Nurs 447L	Family & Comm Hlth Practicum	4
Nurs 431L	Community Assessment	3
Nurs 332	Intro to Nrsing Research & Evidence Based Practice	3
Nurs Upper Division Elective		3
Nurs 41XL	Clinical Intensive	4
	Total	24

Because the students entering the BSN completion program will have already received their ADN/RN, they can take the NLN Mobility Profile II Exams. If they pass the exams, they receive 34 credits towards their BSN.

NLN Mobility Profile II Exams

Nursing Process	2
Nursing Skills	4
Medical/Surgical I, II	10
Maternal Newborn	6
Pediatrics	6
Psychiatric/Mental Health	6
Total	34

NMHU Upper Division Electives   6

Total Hours from Associate's Degree

Core		31
LCC requirements		3
RN Program Courses		41
	Total	75

Total Hours from NLN Mobility II Exams

34

Total Hours from NMHU

30

Total Degree Completion Hours   **139**

C. Description of Program

The BSN program will utilize a conceptual approach to teach the students about health, illness, and the patient-centered provision of nursing care. Particular attention will be given to current local, state, national, and global health incidence and prevalence statistics. All students will be expected to meet competency requirements at each level of instruction.

The themes identified for the NMHU BSN program are identical to those of the UNM BSN program and include core knowledge, professional attributes, core clinical practice competencies, and core roles. The following threads are derived from the themes and include leadership and management; care management and professional practice; caring; health promotion and patient teaching; communication; ethics and legal issues; research utilization; cultural competence; self awareness and self management; and family-centered care. These threads are present in both levels of the BSN program (levels 3 & 4). Students entering the BSN program will have completed levels 1 and 2 because they will have received their Associate of Applied Science Degree.

To accommodate the varying schedules and work time commitments, the program will be offered in a variety of formats – ranging from traditional weekday classes to WEB-based courses. Because we anticipate that most of the students will be attending part time, and because we want class enrollments to be strong, the curriculum will be covered over a two-year period. If there are students who would like to complete the program within a year, they can take coursework from the UNM online BSN program. This option has been discussed with Dr. Susan Fox (Associate Dean for Community Affairs, UNM College of Nursing).

D. Program Content

Level 3: Mastery of level 3 will require the successful analysis and understanding of health care systems and professional nursing practice. The students should be capable of evaluating the health care environment and its interface with the community. Students

can select clinical experiences from the following clinical intensive nursing courses: maternal-newborn care, mental health, child care, high acuity patients, or gerontology.

Level 4: This final level requires that the students be able to synthesize and evaluate all aspects of the practice of nursing. Students will also select another clinical experience from the areas listed in level 3. A capstone clinical experience, which is selected by the student, is the final component of the program.

E. Program of Study

RN-BSN Completion: The NMHU BSN program will be available only to students with a valid RN license and a completed Associate Degree in Nursing. The students must meet the NMHU core curriculum requirements. If the students have successfully completed the NLN Mobility Profile II Exams, they will receive 34 upper division nursing credits. Total program of study is a minimum of 139 credits.

II. Need for the Program

A. Relationship to the University Mission

As stated in the Mission Statement "…an acknowledgement to our many responsibilities to residents of Northern New Mexico as the principal educational institution in the region", NMHU is almost obligated to offer RN nurses living and working in Northern New Mexico the opportunity to continue their education. Also stated in the Mission Statement is the following: "By reinforcing cultural identity and encouraging the use of these assets, the University seeks to empower students and the region's ethnic populations to achieve full involvement in the activities of society." The BSN program would serve these very students, who, in turn, would serve the region's ethnic populations.

B. Relationship to other NMHU Programs

One of the needs identified by a local nurse administrator was that the nurses have some training in management techniques. To meet this need, the BSN curriculum will contain a management course taught out of the School of Business. There will also be some students who will need to take courses in biology and/or chemistry, thus funneling additional students into those classes.

C. Relationship to Other Programs Offered at Other NM Universities

Every four-year university in NM, except NMHU, offers a BSN program. Under most circumstances this might seem to be an unnecessary duplication of programs. However, given the dire need for additional nurses, not just statewide, but across the nation, it is evident that it is entirely appropriate for NMHU to initiate its own BSN program.

D. Opportunities for Advanced Degrees

One of the reasons for establishing this program is to provide local RNs the opportunity to extend their educational endeavors. We have taken special pains to ensure that the NMHU BSN, and its required coursework, will meet the prerequisite guidelines for entering UNM's graduate nursing programs. We will establish articulation agreements with Luna Community College, to allow its students to continue in the NMHU BSN program, and University of New Mexico, to allow NMHU BSN students to enroll in the UNM MSN program.

E. Opportunities for Employment

The following data and needs assessment have been obtained from the Senate Joint Memorial 37: A Study on the Impact of Nurse Staffing and Retention Issues on Workforce Development (10/20/05; SJM 37):

There is well documented nursing shortage in the state of New Mexico as well as in all of the United States. A 2002 report issued by DHHS-HRSA indicates that the national nursing shortage will reach 20% by the year 2010. Within New Mexico the nursing workforce has increased by 12.28% since 2001. However, out of all New Mexico RNs and LPNs, 42% are over the age of 50, which means that 43% of the workforce will have to be replaced over the next 15 years. The 2002-2012 Occupational Outlook projections from the New Mexico Department of Labor (2004) predicts that the state will need an additional 4,520 RNs and 680 LPNs by 2012. Below is a direct quote from the SJM 37:

"Though recruitment must always be attended to, the larger area of concern is the capacity of the state's nursing education programs. There are sixteen education nursing programs in the state regulated by the New Mexico Board of Nursing. With funds received from the state legislature for FY 2003 and 2004, the nursing education programs were able to nearly double their student capacity from 559 to 1,115. According to the Center for Nursing Excellence, even with this expansion, there were over 2,000 qualified applicants for the 1,115 slots. The 2005 New Mexico Legislature appropriated $2 million to continue enrollment expansion."

F. Outcomes Assessment

The BSN program outcomes assessment plan can be found in Appendix A.

III. Resource Requirements

External

Below are two sections of the SJM 37 report contained the final recommendations for nursing education programs:

- Continue $2 million additional funding for nursing education programs. However, funding could be better utilized if it were added to the general budget (recurring) rather than a year-to-year appropriation. Nursing programs will be better prepared to conduct long range planning and budgeting for their programs if the funding is added to their overall program funding.

- Request the Higher Education Department, in partnership with nursing associations and professional organizations, and in collaboration with the Department of Workforce Development and the Department of Labor, to develop standardized reporting measures for program costs, i.e., what does it cost the institutions to operate their programs and graduate a student. Currently each university and community college reports their data concerning cost to educate students, overhead expense and faculty costs, graduation rates, etc. in varying formats – there is no consistency between institutions. Establishment of consistent baseline measures will lead to greater accountability for the institutions and better data for health and workforce policy planners.

- Funding for nursing education programs must be increased overall. To continue the education of a significant number of new nursing students, the $2 million appropriation, is insufficient. Programs will require a significant percentage increase to their general funding in order to sustain program growth. The percentage may be 25 to 30%, but the need will be documented and verified by generating the information as described below.

- Capital outlay funding for nursing education facilities must likewise be increased to meet the demands of increasing and maintaining student enrollment at higher levels.
- Require that the Higher Education Department monitor the articulation of coursework to be completed and enforced between nursing education programs.
- Enact a memorial to study the educational track for nurses, including ease of career path, financing options, encouragement of life-long learning and support for attaining higher levels of education.

Internal

A. Faculty

The nursing unit must be administered by a nurse who is academically and experientially qualified and who has authority and responsibility for development and administration of the nursing program. To be considered qualified to teach nursing courses at the BSN level, the faculty member should have at least an MSN.

Each student is required to complete 30 upper division hours in nursing. Because so many of the students are likely to be attending college on a part time basis, we anticipate that for at least the first two years we will only be offering 6-9 hours per semester There should be at least on FTE faculty member who runs the program at .50 released time, which leaves him/her with 6 teaching hours. The balance (3–6 hours) per semester would have to be taught either by per course or part time faculty. Ideally, once the program is firmly established, there should be two FTE faculty members assigned to the nursing program.

Current salary rates for MSN level faculty members is $70,000./ 12-month contract.

B. Library

According to the NLN BSN standards a comprehensive library is one that demonstrates:

1. depth, scope, and richness of parts as well as specialized sources of information
2. interlibrary lending, fax machines, and other technology for locating and storing documents
3. documentation of resources for access to holdings as well as ownership of holdings
4. analysis of aggregate print and electronically published resources
5. collections of naturally reinforcing materials that are current and comprehensive enough to meet the nursing unit purposes
6. electronic representation of documents and online catalogues
7. assistance for the use of library services, for accessing and manipulating information and electronic reference sources, and for facilitating skill development.

C. Equipment/Specialized Teaching Resources

1. No new equipment will be required.
2. There are three courses that have clinical components. All three, at least in part, will include onsite assignments at hospitals, clinics, and

other health-based agencies. Therefore no special classroom resources will be required.
3. The Nurs 441 Evidence-Based Application in Health Assessment Skills will require a specialized classroom. This class will be held in the LCC nursing building. There is no need to duplicate the facilities already in place at LCC.

D. Budget

First Year, Start-Up Budget Projections

General Area	Specific Item	Dollar Amount	New Costs
New Tenure Track Faculty	1 FTE (12 months)	$70,000.	$70,000.
New Adjunct Faculty	0.5 FTE	$35,000.	$35,000.
Library	Periodicals	$ 5,500	$ 5,500
*Accreditation	NNLNAC		

* Can apply after program has been in place two years. NNLNAC fees and schedules can be found in Appendix D

IV. Other
A. Projected Enrollments
We plan on admitting 12 to 20 students per year. There are three primary feeder institutions in the Las Vegas area. The first, Luna community college, graduates about 30 RNs each year. These students would be able to transfer all of the credits received at LCC to the NMHU BSN program. Alta Vista Regional Hospital is also a potential source of RN to BSN students. The hospital currently has about 75 nurses on staff. Of these, only three have their BSN degree. Finally, the New Mexico Behavioral Health Institute (State Hospital) has about 104 nurses on staff, of whom approximately 50 have only their associate's degree. Therefore, these three institutions provide a more than ample source of nursing students. In fact, because of space and staffing limitations, we might not be able to admit every qualified applicant.
B. Date of Implementation
We plan to begin the internal review and approval process at the beginning of the spring 2006 semester. Because there is no preexisting department, the review process will be initiated by the Faculty Academic Affairs Committee. We are trying to implement the program by the beginning of the fall 2006 semester.
C. Letters of Support
(see Appendix D)
D. Accreditation
(see Appendix E)

V. Approval Procedure

Attached to the front of this proposal.

Appendices

Appendix A: Outcome Assessment Plan
Appendix B: New Course Request Forms & Syllabi
Appendix C: Accreditation Fees/Schedule
Appendix D: Letter/Articulation Agreement with Luna Community College
Appendix E: Needs Assessment Survey Results
Appendix F: Application for Funding, HED

APPENDIX A
Outcomes Assessment Plan

APPENDIX B
New Course Requests/Syllabi

Appendix B Course Offerings, New Course Requests, & Syllabi
Nursing Course Offerings

- Nurs 332 – Introduction to Nursing Research   3 cr
- Nurs 340 – Advancement of Professional Nursing   3 cr
- Nurs 441 – Evidence Based Application in Health Assessment Skills   4 cr
- Nurs 442 – Nursing Leadership in Health Policy   3 cr
- Nurs 447 – Family and Community Health Practicum   4 cr
- Nurs 431 – Community Assessment   3 cr
- Nurs 411 – Clinical intensive with seminar   4 cr
- Nursing Elective   3 cr
- Unrestricted Upper Division Elective   3 cr
                                                                                                     31 cr

NLN Mobility Profile Exams

- Nursing Process   2 cr
- Nursing Skills   4 cr
- Medical Surgical I & II   10 cr
- Maternal Newborn   6 cr
- Pediatrics   6 cr
- Psychiatric-Mental Health   6 cr
                                                    34 cr

Syllabus
Nursing 332 (3 cr)
Introduction to Nursing Research and Informatics

Catalog Description: *Nursing 322: Introduction to Nursing Informatics* is designed to introduce applications of informatics systems to nursing practice, education, research, and administration. Integrating various theories, students will understand the importance of becoming knowledge workers, and develop skills for information literacy. Students are introduced to computer hardware, software, databases, and communications applications. Developments in computer technologies are discussed in the context of telehealth, e-health, distance education, and research. Associated human-computer interaction and legal and ethical issues are addressed. Students learn how nurses can use nursing information systems to work more efficiently, allocate resources more effectively, and improve client care.

Objectives

On completion of this course you should:

Become familiar with the foundations of nursing informatics, including theory, definitions and historical developments in nursing informatics.

Become familiar with the basic computer concepts and terminology, and appreciate the importance of nurses becoming proficient users of information and information technology.

Discuss the use of technology for e-health applications and telehealth.

Understand the importance of data integrity, use of standardized terminology, and its application to the electronic patient record.

Understand the types of hospital information systems.

Discuss the importance of nurses becoming knowledge workers and the types of skills a knowledge worker must have to successfully store and retrieve information.

Understand the human factors involved in security and ethical issues, and human-computer interaction.

Outline

Unit 1: The Foundations
Unit 2: Computer and Software Basics

Unit 3: Using Technology to Deliver Healthcare
Unit 4: Data Handling, and the Electronic Patient Record
Unit 5: Healthcare Information Systems
Unit 6: Information Literacy
Unit 7: Human Factors

Evaluation

To receive credit for NURS 322, you must complete all of the required assignments and achieve a composite grade of at least "C-" (60 percent). The weighting of the composite grade is as follows:

Internet Search and Critique of a Web site	25%
Assignment of Student's Choosing Learning Contract	15%
Assignment of Student's Choosing	40%
Conference participation	20%
Total	**100%**

Course Materials
Textbooks

Hebda, T., Czar, P., & Mascara, C. (2205). *Handbook of informatics for nurses & health care professionals* (3rd. ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Thede, L. Q. (2003). *Informatics and nursing. Opportunities & challenges* (2nd. ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

TITLE: Advancement of Professional Nursing

Catalog Description:
 This course provides the opportunity for graduate nursing students to study the connections between philosophy, concepts, theories, research, and advanced nursing practice. Examination of major philosophies illustrates the influences on nursing and health care. The development of concepts related to health care is examined with beginning experience in concept analysis. Models and theories which direct and guide practice are applied. The importance of research and its link to nursing science is addressed.

TEXTBOOK:
American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. Chinn, P.L., & Kramer, M.K. (1999). *Theory and nursing: Integrated knowledge development* (5th ed.). St. Louis: Mosby.

RECOMMENDED:
Omery, A., Kasper, C., & Page, G. (1995). *In search of nursing science*. Thousand Oaks, CA: Sage.
Meleis, A. (1997). *Theoretical nursing: Development & progress* (3rd ed.). Philadelphia: Lippincott.

COURSE OBJECTIVES:
This course will provide students with the skills to:
1. Explain the philosophical basis for nursing's existence, values, and knowledge.
2. Evaluate how major theoretical frameworks inform nursing practice.
3. Assess the research and theoretical basis for the development of concepts essential to nursing practice.
4. Explain how knowledge is generated and validated through research.
5. Express one's personal framework for nursing practice.
6. Begin the process of socialization to an advanced level of nursing practice.
7. Demonstrate effective utilization of instructional resources, including the use of scholarly literature and computerized searches.

Evaluation Procedures:
Evaluation of Learning/Percentage of Grade:
Debate or Presentation 25%
Interviews and Synopsis 25%
Concept Analysis 35%
Classroom Activities 15%
Guidelines for Assignments:

Debate (Objective 2) 25%

The purpose of this assignment is to critically assess the usefulness of a theoretical basis for advanced nurse practice. Students will prepare for and participate in one debate. Each student will develop support or opposition to the following statement, with supporting evidence from the literature and clinical experience. **Each student is asked to provide the instructor with an outline of key points and a reference list.**

Debate Statement: Theory is not only an important academic endeavor but is also essential as a foundation for advanced nursing practice.

Individual or Group Presentation (Objective 2)

Each individual or group will do an extensive literature review and present to the class the following points: the source of the theory, a description of the theory, and how different disciplines have used this theory, including the discipline of nursing. A content outline and bibliography with primary sources is prepared and distributed in class. A creative presentation is expected. Examples of theories developed in other disciplines include the following: systems theory, role theory, change theory, stress theory, educational theory (e.g., social learning theory), chaos theory, feminist theory, leadership theory, communication theory, and family theory.

Structured External Assignment Interviews and Synopsis (Objectives 5,6) 25%

The purpose of this assignment is to gain perspective on how professionals conceptualize their practice, the delivery of their service, and/or their clients. Questions will be developed in class to be used in three interviews conducted by each student. Faculty and students will determine who will be interviewed: master=s prepared nurses, physicians, physical therapists, psychologists, scientists, etc. After the interviews are completed, the class will analyze findings, and discuss their meaning. Each student is asked to write (1) a brief synopsis from interviews conducted, (2) a narrative describing the student=s own framework for practice.

Concept Analysis (Objectives 1, 2, 3) 35%

The purpose of this assignment is to examine how a selected concept is depicted and utilized across disciplines. The origin of the concept and its evolution will be described along with various definitions ascribed to the concept. Research related to the concept will be summarized. An operational definition of the concept as it is or would be applied to nursing practice will be developed. Examples of appropriate concepts include the following: territoriality, comfort, fatigue, hope, spirituality, advocacy, socialization, critical thinking, collaboration, autonomy, powerlessness, suffering, and presence. This paper should show evidence of a review of pertinent literature using primary sources. APA format is required. Papers will be evaluated according to the Term Project Evaluation Form.

Classroom Activities/Weekly Preparation (Objectives 2, 3, 4, 7) 15%

In addition to reading from the primary course textbook, students are expected to prepare for several class sessions by reading articles that apply or evaluate a theoretical approach to practice. Some articles will be placed on reserve, and students will review a variety of journals to select others. This reading will provide a basis for classroom discussions. Effective participation in class discussions is expected.

Syllabus
Nursing 441
Evidence Based Application in Health Assessment Skills (4cr)

Catalog Description:

This course builds on the RN's knowledge and skills in health assessment. Students further develop skills of history taking, inspection, palpation, percussion, and auscultation and documentation of the health assessment. Normal findings and cultural and age variations of adults are emphasized.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Demonstrate systematic approaches to obtaining a health assessment.
2. Perform focused physical assessments using a systematic approach.
3. Differentiate normal findings for the client's age, developmental stage, and cultural background and those unusual or abnormal findings, which need further evaluation.
4. Communicate health assessments effectively in both oral and written form.

Evaluation:

Comprehensive Final	75% or higher
Learning Activities	PASS/FAIL
Online Discussions	PASS/FAIL
Physical Examination	75% or higher
Learning Quizzes	Average of 75% or higher

Course Requirements:

1. Punctual attendance and participation at all scheduled class and laboratory sessions.
2. Completion of assigned reading and study guides online before class.
3. Satisfactory completion of assigned learning activities on time and in correct format.
4. Score an average of 75% or higher on the online quizzes.
5. Score 75% or higher on the comprehensive online final exam.
6. Successful performance 75% or higher on modified head-to-toe assessment.

Comprehensive Final Exam and Head-to-Toe Assessment

Students take an online comprehensive final exam. Seventy-five percent (75%) on the exam is required to pass the course. The Head-to-Toe Assessment, which is the culmination of all the practicum experiences in the course is scheduled in the Simulation Laboratory the last week of the course. Students must make a 75% or higher (PASS/FAIL) on this self-developed performance of baccalaureate level assessment skills.

Physical Examination

Students practice and perform a modified head to toe physical examination. The performance examination form is distributed near the end of the course. The exam is completed within a specified time limit **(40 minutes)** by memory. At the end of the exam, however, the student may refer to a 3-inch by 5-inch cue card for verification of the performance. If the student notes omissions at this time, he/she may go back and perform them providing it is in the allotted time frame. **Note**: Students who fail (receive <75%) do not receive credit for advanced placement into the Baccalaureate Nursing Program. Students who fail the performance exam, but meet all the other criteria in the course, receive continuing education credit for the course.

Pass

- Achieves 75% or higher on the physical exam
- Adheres to the physical exam time limits
- Demonstrates organization and planning by arranging for check-off model (client)
- Arrives on time
- Brings necessary equipment and supplies
- Prepares for the exam in a timely manner
- Introduces self to client and explains procedures
- Properly drapes and protects the client from unnecessary exposure
- Uses equipment and supplies correctly and safely
- Performs the physical exam in an organized, systematic, safe, and timely manner
- Consistently pronounces terms correctly and uses correct terminology

Fail

- Achieves less than 75% on the physical exam
- Fails to adhere to the exam time limits
- Demonstrates lack of planning and preparing for the exam
- Arrives late without notifying the instructor
- Fails to bring necessary equipment and supplies
- Fails to perform the physical exam in an organized manner
- Omits or performs exam incorrectly or unsafely
- Does not explain procedures to client
- Fails to use equipment and supplies safely and correctly
- Fails to drape or protect the client from unnecessary exposure
- Consistently pronounces terms incorrectly
- Consistently uses incorrect or unprofessional terminology

Content for the Modified Head-to-Toe Performance Examination

General Survey

Upper Extremities
Peripheral Vascular
Musculoskeletal

Physical Appearance
Body Structure
Mobility
Behavior
Head and Face
Hair
Scalp / Skull
Face / Sinuses

Eyes and Vision
Nose
Ears and Hearing
Mouth and Throat
Neck and Shoulders
Neck and Neck Vessels
Lymph Nodes
Posterior and Lateral Chest
Lungs
Spine
Anterior Chest
Lungs
Heart

Neurological
Abdomen

Lower Extremities
Peripheral Vascular
Musculoskeletal
Neurological

Note:
The integumentary system (skin, hair, and nails) is incorporated into the assessment of the other systems

Cranial Nerves are included in the appropriated body system

Internal eye exam, thyroid, breast and regional lymph nodes are evaluated in clinical practice lab.

Required Texts

Jarvis, C. (2003). *Physical examination and health assessment* (4th ed.). Philadelphia: Saunders.

Recommended Text

Jarvis, C. (2003). Pocket companion to physical examination and health assessment *(4th ed.). Philadelphia: Saunders.*

Syllabus
Nursing 442
Nursing Leadership in Health Policy (3 cr)

COURSE DESCRIPTION:
This course includes in-depth study of local, state, and national policies affecting the health of populations. Regulatory and legislative issues related to advanced practice nursing are also emphasized. The nurses role in the legislative/political process will be examined.

TEXTBOOK:
American Nurses Association (1997). *Scope and standards of advanced practice registered nursing*. Washington, DC: Author.
Mason, D., Leavitt, J., and Chaffee, M. (2002). *Policy and politics in nursing and health care* (4th ed.). Philadelphia: Saunders.
Sheehy, C.M., & McCarthy, C. (1998). *Advanced practice nursing: Emphasizing common roles*. Philadelphia: F.A. Davis.

COURSE OBJECTIVES:
This course provides students with the skills to:
1. Differentiate legislative and regulatory processes affecting health care.
2. Discuss major health policies and their impact on individuals, families, and communities in the United States.
3. Appraise the major economic, legal, ethical, and political influences resulting from existing major health care policies.
4. Discuss legislative and regulatory issues related to the advanced practice nursing role.
5. Demonstrate awareness of contemporary health policy issues at the community and state level, with consideration of the economic impact of implementation.
6. Articulate the role of nurses in the legislative/political process, including consumer and advocacy aspects of nursing practice.

B. Evaluation Procedures:

Evaluation of Learning/Percentage of Grade:
Seminar Leader 40%
Policy Analysis 40%
Participation 10%
Structured External Assignment: Internet 10%

Guidelines for Assignments:
Seminar Leader (Objectives 4, 6) 40%
The purposes of this assignment are to provide a forum for the active discussion of issues related to the role of advanced practice nursing and to foster leadership abilities of the graduate nursing student. Seminar topics may include, but are not limited to the following:
Ethical issues in nurse practitioner role
National certification
Roles of AANP and ANCC
Role of state nursing organization in influencing health legislation

Role of state nursing organization in supporting advanced practice nursing
Liability/malpractice insurance
Standards of care
Board of Nursing's regulatory role for advanced practice nursing
The assignment consists of the following:
1. One week prior to the seminar, the leader will assign one or two basic readings
for the class. All students need to read this material in order to participate
effectively.
2. The seminar leader should discuss the approach to be used with the instructor.
Plans may include role play, guest speakers, audiovisual presentation followed
by discussion, class debate, etc. The approach needs to match the issue.
3. The seminar leader will provide the class with the following:
specific objectives at appropriate levels of learning current, specific reference list
an outline of key points any additional material that is relevant.
4. The seminar leader is responsible for Asetting the stage,@ for providing relevant
information and insights, and for fostering active group participation. The purpose of the
assignment is for students to develop knowledge about the analysis of a health policy
issue within the context of the policy making process. This assignment can focus on a
public health policy issue emanating from the federal, state or local arena.
The student will:
1. Determine a specific area of health policy to be studied, with assistance of the
instructor.
2. Research the policy/program using a variety of methods.
3. Prepare a paper that applies components of the policymaking process/using a
stage - sequential model.

Class Participation (All Objectives) 10%
Students are expected to prepare for and participate in each class activity.
Participation includes an active, effective, and relevant role in discussion, sharing
references, and applying readings to class activities.

Structured External Assignment: Internet (All Objectives) 10%
The purpose of this assignment is to assist nurses in valuing the Internet as an important
resource. Students will be provided with several choices upon which to focus this
assignment.

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Syllabus
Nursing 447L
Family and Community Health Practicum

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Course Description

This course provides clinical experience in community & public health nursing focusing on the application of public health and nursing principles in the care of individuals/families and populations in a variety of community-based settings.

Instructional Model/ Course Schedule

Students participate in community health nursing clinical experiences and conferences/seminars nine (9) hours per week (126 hours for 14 clinical weeks). Faculty provide students with information about specific learning opportunities and expectations during the first week of clinical.

Course Objectives

By the end of the semester the student will:

1. Apply strategies for assessment, planning, intervention and evaluation that are appropriate to individual/family and population clients in community settings.
2. Provide comprehensive assessment data to support community health nursing diagnoses, including epidemiological, family, and community data.
3. Apply established research findings as a basis for making judgments in community health nursing practice.
4. Describe major legal, social, cultural, political and economic issues relevant to the delivery of community-based nursing care.

5. Coordinate appropriate community resources in the care of the individual/family or population client.
6. Accept individual responsibility and accountability in community health nursing practice.
7. Demonstrate the professional role characterized by critical thinking, self-directed learning, and effective communication and leadership skills.
8. Demonstrate an understanding of the uniqueness of self and client in community health nursing practice.

Required Texts & other material

Stanhope, M. and Lancaster, J. (2004). Community and Public Health Nursing (6th ed.). St. Louis, MO: Mosby. This is a new edition of the book
Chin, J. (Ed., 2000). Control of communicable diseases manual (17th ed.). Washington, D.C.: The American Public Health Association.
Supplementary resources:
Stanhope, M. & Knollmueller, R.N. (2001). Handbook of public and community health nursing practice. St. Louis: Mosby.
U.S. Department of Health and Human Services (2000). Healthy People 2010 (2nd ed.). Washington,
DC: U.S. Government Printing Office. Available from Course Chair and at
http://www.healthypeople.gov/document/

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Syllabus
Nursing 431
Community Assessment

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Course Description:

In this course, students integrate approaches to health care needs of aggregates into community health nursing practice settings. Students gain experience in group teaching and in community assessment to strengthen application of community health nursing roles and principles.

Course Objectives:

With successful completion of this course, the student will be able to:
1. Integrate teaching and learning principles into community health nursing practice.
2. Characterize the multi-dimensional roles of community health nurses in a variety of practice settings.
3. Synthesize a variety of data to address components of comprehensive community assessment that focus on community-as-client.
4. Evidence critical thinking skills in class discussion, written work, and oral presentations.

Topical Outline:

1. Objective: Integrate teaching and learning principles into community health nursing practice.
      A. Teaching project to meet identified needs of aggregate audience
      B. Measurable behavioral objectives that match content and evaluation strategies
      C. Use of appropriate content and language level for aggregate
      D. Use appropriate visual techniques
      E. Use appropriate evaluation strategies
      F. Cultural considerations
      G. Consideration of contextual factors (time constraints, dynamics of setting).
      H. Research and selection of appropriate information sources
      I. Reflective self-evaluation
2. Objective: Characterize the multi-dimensional roles of community health nurses in a variety of practice settings.
      A. Awareness of policies in practicum agency setting
      B. Community health nursing roles
      C. Indicate autonomy and accountability of professional practicum experience.
      D. Skill in assessing, planning, implementing, and evaluating nursing care for members of diverse aggregates
      E. Evaluate practicum experience in terms of self-learning objectives.
      F. Gain experience in interdisciplinary approaches in community settings.
      G. Integration of community health concepts for aggregate populations

H. Appraisal of the influence of systems' trends on nurse's practice

I. Compare observed community health nursing roles with those identified in the literature.

3. Objective: Synthesize a variety of data to address components of comprehensive community assessment that focus on community-as-client.

A. Assess variety of appropriate sources to obtain pertinent and relevant community data.

(1) General description, population characteristics, environmental characteristics, health status indicators, definitional indicators of "community"

(2) Systems of influence such as geographic, political, economic, cultural

(3) Aggregate populations

B. Assessment strategies such as observation, interviewing, and/or survey

C. Analyze data using concepts of community health, public health, epidemiology, community development.

D. Analyze data to determine health deficits and assets.

(1) Community-at-large

(2) Aggregates

E. Plan nursing interventions based on assessment findings, identified needs/assets, community health concepts.

F. Evaluation strategies to address planned interventions

(1) Formative

(2) Summative

4. Objective: Evidence critical thinking skill in class discussion, written work, and oral presentations.

A. Community health terminology in communications

B. Synthesis of community health concepts, practicum, and teaching experiences into discussions, projects, and papers

Evaluation Methods:

Community Assessment (Structured External Assignment) (Objectives 3, 4) 40%

Working in small groups (3-4 students/group), students choose a community and complete a community assessment. This assignment includes research to assess assets and needs of the community, community health diagnoses, and projected planning, interventions, and evaluation. These presentations take place on Week 7 of the course.

Peer Review 5%

Community assessment group members will provide input on each individual's contribution to the project. This form is completed on Week 7 of the course.

Teaching Project (Objectives 1, 2, 4) 20%

The student identifies a group at the clinical practicum site in need of health education. Teaching should be planned and implemented using teaching/learning principles. The student will complete a self-evaluation of the teaching project. An evaluation should also be completed by a participant at the session. Please review your teaching project with the instructor prior to presenting it. See grading sheet for more details.

Clinical Experience/Clinical Logs (Objectives 1, 4, 5) 30%

The purpose of this assignment is to document the clinical observations, experiences, and information from a selected and approved community setting. These assignments also include evidence of clinical attendance, faculty site visit, site evaluation, and mentor evaluation. Students will type a clinical log for each clinical experience (see clinical log form). This document will be due to the instructor on the assigned clinical day. It can be faxed or an e-mail message. It cannot be typed within the body of an e-mail message. The clinical log will provide an overview of the clinical setting. It will incorporate information from NUR 420 Community Health Dimensions and will address a series of items that synthesize information from the 420 literature review. It will compare the actual community health setting to the literature findings.

Student Participation (Objectives 4) 5%

The instructor evaluates the student's participation in classroom activities, communication with instructor, interactions with personnel at clinical site, and prompt delivery of course materials.

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Syllabus
Nursing 411
Clinical Intensive with Seminar

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Course Description:

NURS 437 is a paced clinical course that provides opportunities to integrate theory and develop further skills related to family health promotion. Practice will occur in a variety of settings including community agencies and client homes. Each student's placement will be unique and grounded in the practice of the agency and clinical instructor or preceptor as it evolves. Opportunities to apply family assessment skills and nursing intervention strategies in recognition of concepts outlined in the McGill Model will be facilitated.

Objectives:

On completion of NURS 411 students will be able to demonstrate:

1. Integration of concepts related to population health, primary health care and health promotion while working with diverse families.
2. Integration of concepts outlined in the McGill Model, and Freidman's Family Assessment Model while carrying out the nursing process with family as client focus.
3. Posing of research questions that remain unanswered both in your personal learning and in the profession of family health nursing.
4. Professional nursing behavior by practicing safely, using evidence based practice, clinical judgment, critical thinking, and innovation.
5. Legal and ethical standards in nursing practice settings by incorporating clients' values, beliefs, and rights within the mandate and the role of the profession, namely the AARN Nursing Practice Standards, the AARN Professional Boundaries and the CNA Code of Ethics.

Evaluation

NURS 411 is graded on a pass/fail basis. All clinical practice assignment requirements must be successfully completed to pass NURS 411.

Learning Portfolio	Formative Self-evaluation	Summative Self-evaluation	Total
Pass/Fail	Pass/Fail	Pass/Fail	Pass/Fail

Course Materials

Textbooks

There are no required texts for NURS 411.

Other materials

A variety of electronic journal articles and Web sites are used throughout the course. You will not receive hard copies of these in your course package.

APPENDIX C
Accreditation Fees/Schedule

APPENDIX D
Letter/Articulation Agreement with Luna Community College

APPENDIX E
Needs Assessment Survey Results

RN – BSN Needs Assessment Survey Results

Results from Luna Nursing Program
N = 34

1. What is your current educational level?
    - Student in AA/RN program   32
    - MBA   1
    - BA   1

2. What is your current employment status?
    - Part time   8
    - Full time   16
    - Student   10

3. Would your employer consider paying tuition costs if you decided to continue your education?
    - Yes   6
    - Maybe   5
    - No   4
    - Don't know   19

4. If you have an ADN, would you be interested in earning a BSN?
    - Yes   28
    - No   5
    - Currently enrolled   1

5. If you decided to enroll in a BSN program, which educational format would you prefer?
    - Traditional   15
    - Online   4
    - ITV   0
    - A mixture of formats   14
    - N/A   1

6. If you decided to enroll in a BSN program, what type of schedule would allow you to participate?
    - Weekend classes   2
    - Night classes   2
    - Traditional week day classes   18
    - Online   11
    - N/A   1

7. Are you from the northern New Mexico?
   - Yes   31
   - No   3

8. If not, where are you from?
   - Dallas, Texas   1
   - Denver, Colorado   1
   - Arkansas   1

9. How long do you plan to reside in northern New Mexico?
   - 6 months   3
   - 1 year   2
   - 2 years   2
   - 5 years   4
   - 10 years   2
   - Life   11
   - Don't know   10

10. If NMHU offered a BSN program, how likely is it that you would attend?
   - Not likely   4
   - Somewhat unlikely   1
   - Don't know   4
   - Somewhat likely   8
   - Very likely   17

11. What are the factors most likely to prevent you from enrolling in a BSN program?
   - Finances   21
   - Schedule/time   18
   - Family commitments   5
   - Nothing to be gained   2
   - Child care   3
   - Travel distance   8
   - Lack of ambition   1
   - Nothing   2

12. What direct benefits would obtaining a BSN degree have for you?
   - Increased pay/promotion   13
   - Self fulfillment   1
   - Further education/more knowledge   10
   - More employment opportunities   10
   - Required for master's degree   3
   - Increased status   1

13. UNM currently offers a complete online BSN program. What are your reasons for not enrolling in that program?

- Don't like online format   6
- Distance   4
- Cost   3
- Lack of self discipline   1
- Nothing to be gained   1
- Didn't know about the program   1

Results from New Mexico Behavioral Health Institute
N = 20

1. What is your current educational level?
    - Student in AA/RN program   15
    - BA (psychology)   1
    - BSN   3
    - MSN (ABT)   1

2. What is your current employment status?
    - Part time   4
    - Full time   16

3. Would your employer consider paying tuition costs if you decided to continue your education?
    - Yes   6
    - Yes (time, not tuition)   1
    - No   2
    - Don't know   1
    - N/A   3

4. If you have an ADN, would you be interested in earning a BSN?
    - Yes   13
    - Yes (if offered at NMHU)   1
    - No   2
    - Don't know   1
    - N/A   3

5. If you decided to enroll in a BSN program, which educational format would you prefer?
    - Traditional   4
    - Online   5
    - ITV   0
    - A mixture of formats   9
    - N/A   2

6. If you decided to enroll in a BSN program, what type of schedule would allow you to participate?
    - Weekend classes   8
    - Night classes   10
    - Traditional week day classes   3
    - Online   8
    - N/A   2

7. Are you from the northern New Mexico?
   - Yes   20
   - No   0

8. If not, where are you from?
           N/A

9. How long do you plan to reside in northern New Mexico?
   - Life   16
   - Don't know   4

10. If NMHU offered a BSN program, how likely is it that you would attend?
   - Not likely   2
   - Somewhat unlikely   1
   - Don't know   1
   - Somewhat likely   7
   - Very likely   7
   - N/A   3

11. What are the factors most likely to prevent you from enrolling in a BSN program?
   - Finances   10
   - Schedule/time   14
   - Family commitments   1
   - Nothing to be gained   1
   - Child care   2
   - Travel distance   5
   - Lack of ambition   2
   - Nothing   2
   - N/A   3

12. What direct benefits would obtaining a BSN degree have for you?
   - Increased pay/promotion   10
   - Self fulfillment   1
   - Further education/more knowledge   8
   - More employment opportunities   5
   - Increased status   1
   - Leadership training   1

13. UNM currently offers a complete online BSN program. What are your reasons for not enrolling in that program?

• Don't like online format	3
• Distance	2
• Cost	5
• Lack of self discipline/motivation	1
• Didn't know about the program	6
• Already enrolled	1
• N/A	2

APPENDIX F
Application for Funding