



New Mexico Highlands University

Department of Nursing

RN-BSN Student Handbook

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DEPARTMENT OF NURSING GUIDELINES FOR PAPERS 20-22

Preface

It is important for a nursing student at New Mexico Highlands University to have convenient access to three important documents: (1) this RN-BSN Student Handbook, (2) the University Catalog under which you entered, and (3) the current University Student Handbook, which is published each year. This RN-BSN Student Handbook is meant to serve as a guide to students as they pursue their Bachelor of Science degree in Nursing (RN-BSN). It addresses issues that are specific to the Department of Nursing majors. Course syllabi will give more details about specific course policies. The nursing profession changes rapidly and such changes in the profession may affect the nursing program.

Therefore, the policies, procedures, and requirements as set out in the *latest* edition of this Student Handbook will be applicable to all students, regardless of what the policies might have been on the date of entry into the nursing program. Nursing students are also students of the University and are bound by the policies and program requirements found in the University Catalog that was *in effect at the time of entry* into the program. Finally, University policies as set out in the *current* Student Handbook are the ones that are applicable. The student handbook can be found on the Highlands website under current students.

1. About the Department of Nursing

1.1 Faculty Members

Dr. Jeanie Flood, Ph.D., RN, IBCLC Director and Associate Professor
Beatrice Hurtado, RN, MSN. Contingent Faculty
Siri Gurunam Kaur Khalsa, CNP, MSN, BSN. Contingent Faculty
Dr. Sandra Gardner, Ed.D, RN, Associate Professor, Chair
Dr. Susan Williams, RN, Ph.D. Contingent Faculty
Bonnie Bolton, MS, RN. Contingent Faculty
Jacqueline Bradley- Ortiz, RN, MSN, Contingent Faculty

1.2 Program History

The Department of Nursing at New Mexico Highlands University was approved by the Board of Regents in May 2006 and is included within the College of Arts and Science. The first Program Director was hired in July 2007. The program was designed exclusively for any registered nurse currently working in the nursing profession seeking to further their education by earning a bachelor's degree in nursing. The first class was admitted in the spring of 2008 and produced its first graduating class in December of 2009.

Since the program first opened its doors, the New Mexico Highlands RN-BSN program has earned accreditation with highly respected Commission on Collegiate Nursing Education (CCNE). The program has already had several graduating classes and has had half of its program graduates continue their education in pursuit of graduate degrees in nursing.

Starting in the fall of 2018, all courses are in an 8-week format. This option has opened up the request of professional nurses interested in earning their bachelor's in a timely manner, so they may pursue their graduate degree. The 8-week format allows nurses to complete the BSN program in as little as 14 months. It also increases flexibility for full or part time options.

1.3 Program Purpose

The RN to BSN program of study is specifically designed for the registered nurse student to earn a baccalaureate degree while attending classes on a part time or full time basis. The RN-BSN program is available only to students with a valid license to practice as a registered nurse and who hold an associate degree or diploma in nursing. Baccalaureate nursing education prepares professional nurses who have a strong foundation in liberal arts education. The RN-BSN nursing program allows registered nurses to build on core nursing knowledge and experience while expanding their knowledge base as leaders in the profession. As such, the program is designed to accommodate the adult learner in a time format compatible with full-time employment. Upon completion of the program, graduates will be prepared for positions in patient care, leadership, community health and be qualified to apply for advance work in nursing at the Master's level.

1.4 Mission Statement

The mission of the Department of Nursing is to prepare quality 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.

1.5 Philosophy

The faculty of the Department of Nursing at New Mexico Highlands University believes 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.

1.6 Organizing Framework

In keeping with the standards of practice for professional nurses and recommendations 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 delivery of nursing care.

1.7 Program Goals

- A. Develop a learner-centered environment that promotes inquiry, critical thinking, and personal development of our nursing students.
- B. Promote a curriculum that encourages cultural awareness and wholistic care in nursing practice.
- C. Incorporate leading edge technology into the nursing curriculum and teaching methodology.

1.8 Program Learning Outcomes

Upon completion of the RN-BSN program the graduate will be able to:

- I. Engage in culturally appropriate and patient centered professional nursing practice for individuals, families, and communities. (SLO 2,7)
- II. Incorporate principles of quality improvement and safety into nursing practice within healthcare organizations and systems. (SLO 3,5)

- III. Provide evidence-based nursing care across the lifespan. (SLO 3, 5,6)
- IV. Display leadership behaviors through the application of policies that apply to the delivery of healthcare. (SLO 1, 2,4)
- V. Utilize effective interprofessional collaboration in the delivery of healthcare for quality patient outcomes. (SLO 3,6)
- VI. Effectively utilize technology for the management of information and the delivery of patient care. (SLO 5,6)

1.9 Student Learning Outcomes

Upon completion of the RN-BSN program, the graduate will be able to:

1. Integrate theories and concepts from liberal education as the basis for decision making for the professional practice of nursing.
2. Integrate knowledge of socio-cultural, economic, legal, political and health policy factors that influence health care delivery and practice.
3. Collaborate with professionals in providing preventative health education and research-based interventions to diverse clients across the life span.
4. Incorporate leadership skills to enhance health of individuals, families and communities.
5. Assume responsibility for professional growth, education and behaviors.
6. Apply information literacy and health care technology to address the need of patients, organizations and health care delivery systems.
7. Recognize spiritually and culturally appropriate health promotion and disease and injury prevention interventions to promote individual and population health

Curriculum, Course and Program Requirements, and Procedures

2.1 Requirements for Admission Consideration to the RN-BSN Completion Program

1. Graduate of an approved Associate Degree or Diploma program in nursing from the United States.
2. All students must complete statistics prior to program start date.
3. Valid unencumbered United States RN license.
5. Applicant must apply for undergraduate admission to New Mexico Highlands University and apply to the RN-BSN Program. Acceptance to New Mexico Highlands University does not

guarantee acceptance for the RN-BSN Program. Application is available at:
<http://www.nmhu.edu/current-students/undergraduate/arts-and-sciences/nursing/>

6. Have official transcripts sent from all previously attended colleges and universities to the RN-BSN Program. Even if you only took one class or credits are displayed on another transcript, we need official transcripts sent from all institutions.
7. All application materials must be received by June 15 for the fall term and October 16 for the spring term.
8. No standardized testing is required (i.e. ACE II)

2.2 Application Procedures

2.3 How does a student apply to the Nursing Program?

1. The student must first apply as a degree seeking undergraduate to Highlands University. All transcripts must be on file with Admissions Office by June 15 or October 16.
2. Prospective students must complete the online RN-BSN Program application on the Department of Nursing Website.

A student must complete and submit the RN-BSN Nursing Program application and have official transcripts on file in the registrar's office by June 15 to be considered for admission into the program for the fall semester or October 16 for spring semester. An incomplete application will mean the application will not be considered for that term. Applicants will be notified of admission by e-mail or mail.

2.4 Provisional Admission

If an applicant to the RN-BSN program does not qualify for full admission—perhaps pending the outcome of NCLEX testing—the applicant may be considered for provisional admission. Continuance in the program would be contingent upon removal or satisfying the issue that made the admission provisional. These matters will be handled on a case-by-case basis. The student will be informed in writing of their acceptance and the provisions they need to clear to be changed to full admission.

2.5 Required Nursing Program Course Pre-Requisites

- Microbiology 4 credits
- Anatomy and Physiology I 4 credits
- Anatomy and Physiology II 4 credits
- Introduction to Psychology 3 credits
- Life Span Developmental Psychology 3 credits
- Nutrition 3 credits
- Sociology or Anthropology 3 credits
- Statistics 3 credits
- Majority of General Education core

2.6 Schedule of Courses

The program is designed for part-time and full-time students. The reduction in hours in the summer is to allow students to take additional core requirements or perhaps an elective that they might need. The total number of credits one is transferring and availability and flexibility to take courses will determine the length of time needed to complete the degree. The nursing courses will take three semesters and one summer for the full-time student. Part-time completion is flexible. It is important for students to develop a degree plan as classes may be offered only in fall or spring or summer. All courses are delivered on line and asynchronous although some courses require activities outside of the online environment. Below is a sample full time schedule for students:

First Year Fall

First 8 Weeks

NURS 310: RN to BSN Bridge Course

NURS 320: Advanced Topics in Health Assessment

Second 8 Weeks

NURS 340: Advancement of Professional Nursing

NURS 360: Cultural Competencies & HC

First Year Spring

First 8 Weeks

NURS 431: Community Health Nursing

NURS 447: Community Health Practice

Second 8 Weeks

NURS 370: Nursing Research and Evidence-based Practice

NURS 432: Health Care Law and Policy

Summer

NURS 332: Nursing Informatics

Second Fall Year

First 8 Weeks

NURS 451: Professional Nurse Leadership

NURS 452: Nursing Leadership Practicum

*A minor is not required. Additional credit hours may be required to meet the 120-credit degree requirement if proficiency or other required courses are waived. Nursing prerequisites may apply to the core total but credits are only counted once. The University required a minimum of 45 upper-division units for the degree.

2.7 Course Descriptions

NURS 310 RN-BSN Bridge Course (3) Fa, Sp

This course brings together knowledge, and concepts that are basic to the nursing curriculum: Critical thinking, problem solving, and the spirit of inquiry. Nursing literature will be discussed regarding the reasons for completing the BSN program for nurses. Nursing scholarly writing, APA formatting, electronic reference databases and literature review are discussed to assist the student with developing professional writing skills. The course highlights how to use the NMHU learning management system for nursing courses, and other computer skills needed for this curriculum. Student expectations in the RN-BSN program are presented.

NURS 320 Evidence Based Application in Health Assessment (3) Fa

This course focuses on expanding the basic assessment skills necessary for critical thinking in professional nursing. Emphasis is on identification of normal findings, with developmental and cultural variations. The course is designed to assist the student to differentiate between normal and abnormal findings, as well as furthering the development of the students' assessment skills. Lab practice of assessment skills will be included within this course. Prerequisite or Corequisite: NURS 340.

NURS 332 Intro to Nursing Informatics (2) Su

This course focuses on the role of the importance of information systems and technology to nursing practice, education, research, and administration. Students will understand the importance of becoming knowledge workers, and develop skills for information literacy. The emphasis of the course is to provide the student with the expertise and knowledge to function effectively in the modern health care information technology environment.

NURS 340 Advancement of Professional Nursing (3) Fa, Sp

This course focuses on nursing practice foundations for continuing development of the student's knowledge essential for functioning in a rapidly changing health care system. Content includes professional issues, quality improvement, safe practice, interdisciplinary collaboration, and influences of socio-cultural-political-economic factors on health care delivery systems.

NURS 360 Cultural Competencies and Health Care (3) Fa

This course explores the role of the nurse practicing in culturally diverse health care delivery systems. Students will learn how to increase their skills in providing culturally competent care for patients across the lifespan. Skills needed to work collaboratively with health care workers from diverse backgrounds will also be emphasized. Prerequisite or Corequisite: NURS 340.

NURS 370 Nursing Research and Evidence Based Practice (3) Sp

This course teaches skills to increase the student's sense of inquiry essential to evidence based practice in nursing. Skills will be taught in scholarly literature search, and in the process of evaluating material for the application in the clinical setting to obtain better patient care outcomes. Prerequisite or Corequisite: NURS 340

NURS 431 Community Health Nursing (3) Sp

This theory course focuses on the knowledge needed for community/public health nursing practice. Concepts presented discuss the nursing care of families, groups and communities with an emphasis on community assessment, health promotion, risk reduction, disease prevention and health maintenance. Special emphasis will focus on community health nursing in diverse cultures and rural communities. Prerequisite: NURS 340.

NURS 447 Community Health Nursing Practicum (3) Sp

This course provides clinical experience in community and public health nursing focusing on the application of community health nursing principles for the care of families, groups and communities. Clinical experiences will have an emphasis on community assessment, health promotion, risk reduction, disease prevention and health maintenance. Special emphasis will focus on community health nursing in diverse cultures and rural communities. Prerequisites: NURS 340, and Math 145. Prerequisite or Corequisite: NURS 431.

NURS 432 Health Care Policy (3) Su

This course is designed to introduce students to legal health issues and policy applications that arise from the relationships between and among patients and health care providers. Regulatory constraints on delivery of contemporary health care as well as legislative safeguards and protections will be considered. Among issues addressed are an overview of health law as it affects patients, professionals, institutions and entities that deliver and finance US health care. The Affordable Care Act, the Genetic Information Nondiscrimination Act of 2008 and the Fraud Enforcement Act are examples of legislative initiatives that will be considered in this course.

NURS 451 Seminar on Professional Nursing Leadership (3) Fa

This course focuses on leadership and management principles and functions essential to the practice of professional nursing. Political, social, cultural, legal and ethical issues are explored from a leader's viewpoint. Nursing leaders from diverse health care settings will be studied to determine their influence on the nursing profession. Prerequisites: All 300 level NURS courses, and NURS 431 and 447.

NURS 452 Nursing Leadership Practicum (3) Fa

This clinical course facilitates the application of the leadership and management principles from course NURS 451 through leadership projects and activities with health care settings in the community. Prerequisites: All 300 level NURS courses, Math 145, and NURS 431, 447. Prerequisite or Corequisite: NURS 451.

2.8 Grading Policy - Departmental and University

The approved grading scale for the Department of Nursing is consistent with the university grading policy listed in the course catalog.

A+ = 97-100

A = 94- 97

A- = 90- 93

B + = 87- 89

B = 83- 86

B- = 80- 82

C+ = 77- 79

C = 75- 76

D = 67- 74

F = <67

Other course grades such as W (withdrawal) and I (incomplete) may be appropriately awarded in agreement with existing University policies.

This grading scale will be used on all nursing course assignments, tests, and the final nursing course grade.

Additional grades may also be awarded under the conditions *specified* in the University Catalog requirements.

<i>W</i>	Withdrawal from the Class.
<i>AU</i>	Audit. No credit is given for the course.
<i>S</i>	Satisfactory. Used for proficiency courses, some developmental courses, and some practicum courses.
<i>R</i>	Repeat. Used exclusively for developmental and proficiency courses.
<i>PR</i>	Progress. Used only for thesis, field project, senior readings, and some practicum courses.
<i>NP</i>	No Progress. Used for thesis, field project, senior readings, some practicum courses.
<i>I</i>	Incomplete. Given at the discretion of the course instructor.
<i>CR</i>	Credit. Used in acceptance of transfer courses.

2.9 Graduation Requirements

A student must apply for graduation during the final semester on a form available in the Office of the Registrar. For the BSN degree to be awarded, a student must complete all program and University requirements.

2.10 Progression, Retention, Repeating Courses and Withdrawal from Program

1. A grade of "C" or above is required for all nursing courses.
2. All courses must be satisfactorily completed.
3. A student admitted on provisional status must meet the conditions as specified in order to progress in the curriculum.
4. If a student fails a course with a D or F, they cannot progress in the program until they repeat that course or receive permission from the Director to proceed.

2.11 University Probation and Dismissal Policies refer to the University Undergraduate Catalog

Dismissal from the program means that the student is not permitted to attend classes or partake of any benefits of student status at the University. Dismissal may be for a period of time after which a student may apply for re-admission. Students may appeal their dismissal to the Office of Academic Affairs.

2.12 Nursing Program Dismissal

A. A student will be dismissed or suspended from the RN-BSN program upon:

1. Loss or suspension of his/her RN license.
2. A felony conviction.
3. Dismissal from the University.

B. A student may be dismissed from the RN-BSN program upon:

1. Failure to maintain appropriate (2.0) GPA in nursing courses (a probationary period may initially be invoked).
2. Behaviors detrimental to the nursing program.
3. Academic dishonesty (a probationary period may initially be invoked).

Note that the University may have additional criteria under which a student may be dismissed or placed on probation. In addition to minimum overall GPA requirements, other reasons for probation/dismissal fall under the general heading of any form of relevant academic or non-academic misrepresentation as specified in the University Catalog and the current Student Handbook.

2.13 Re - Admission

1. Students who have been out of the program less than two semesters must notify the Director in writing of his/her intent to return. This letter or email must be received by November 1 for readmission for the spring semester and by June 1 for return in the Summer or Fall term. All students must be in good academic standing to be considered for re-admission.
2. Students who have been out of the program longer than two semesters must reapply to the University and the RN-BSN Program. All students must be in good academic standing to be considered for re-admission. Readmission is also based of if there is space available in the class the student would rejoin.
3. Because a returning student is subject to the rules and regulations of the catalog in effect at the time of re-admission, the student's academic record will be re-evaluated prior to readmission.
4. All applicants for re-admission to the RN-BSN program must first and foremost have current "admitted" status to the University. The applicant must then pursue in achieving re-admission to the RN-BSN program.
5. **Rollover Admission:** Students who are offered admission for a specific term and would like to roll over that offer of admission may request that it be rolled over to the next immediate entry term. For example, a student offered admission for the fall 2018 term, may request that the offer of admission be rolled over to the spring 2019 term. Students who would like to roll over admission must notify the Program Director in writing as soon as possible. In the written notification to the director, the student will also need to inform the director of any changes in information from their original application (e.g. change of employer, change of address, etc.)

Request for roll over must be received prior to October 15th to be rolled over to a spring term from a fall offer of admission and June 15th for a spring offer of admission to be rolled over to fall. Student is also responsible for contacting the University admissions office to have their entry term updated.

Admission offers will not be rolled over more than semester. Students who wish to return later than one semester must reapply to the University and RN-BSN program.

3. Student Professional Conduct

3.1 Code of Professional Conduct

Please refer to the Code of Conduct as found in the current *University Student Handbook*.

3.2 Academic Integrity/Dishonesty Policy

All forms of academic dishonesty defeat the mission of the University to develop the skills and knowledge of students; it disadvantages the work and grades of students who perform with integrity; it is considered unethical by society at large; and, it thwarts the purpose of academic inquiry and scholarship, including the pursuit, preservation, and communication of knowledge.

All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to, cheating, plagiarism, fabrication of information or trying to pass off someone else's intellectual work as their own. The *University Student Handbook* Academic Integrity Policy will be followed in the event that academic misconduct occurs. Students should refer to the appropriate section in the current edition of the *University Student Handbook* which can be accessed online or obtained from the Office of Student Affairs.

3.3 Student Input and Complaints

There are two processes set out in writing for reviewing and resolving student complaints depending on the type of problem. Also, due to the nature of the RN-BSN program, issues may arise outside of the academic setting.

3.3.1 Chain of Command and Informal Issues

The process for "Resolution of Student Concerns" is found in detail under the heading of Policies for Reporting and Resolving Complaints of Discrimination and Harassment in the current *University Student Handbook*.

This process is for resolution of student misunderstandings, disagreement, or conflict with another student or students or with a faculty or staff member. The issue can be either academic or non-academic in nature.

3.3.2 Formal Grievance Procedure

To provide the timely review of student complaints of a violation of University policy or procedure, including claims of discrimination or harassment on the basis of sex, race, color, religion, national origin, age, ancestry, physical or mental disability, serious medical condition, spousal affiliation, sexual orientation, gender identity, veterans status, or any other basis prohibited by applicable law.

The procedure is found in the University's "Grievance Procedure" as found in the current *University Student Handbook*. This policy and procedure is found under Resolution of Student Concerns, heading Student Grievance Procedure. The University's Office of Student Affairs oversees this formal grievance process. Complaints handled under this process include, but are not limited to, claims of discrimination, harassment, or disability that are covered and/or prohibited by applicable law.

3.3.3 Other Issues and How They Arise and How They Are Handled

Since our nursing students are engaged as registered nurses in providing health care within the community, a nursing faculty member or the Nursing Director may initially receive complaints from constituencies outside the University. Issues raised by constituencies may also arise from feedback on evaluations and surveys that are to be sent in conjunction with each graduating class. The outside constituencies are apprised of the complaint resolution process as it will progress through the chain of command or perhaps be brought before an appropriate advisory forum. Again, discussions are held with constituencies at the time clinical relationships are sought and established. The faculty members and Nursing Director are also expected to keep lines of communication open with the nursing students and other constituencies so that any problems and issues may be addressed and ideally resolved in an expeditious manner.

3.4 Class Participation, Disruption, and Makeup Work

1. All students are expected to participate in all class activities and assigned activities. Students should communicate with course faculty using Brightspace, NMHU e-mail, or telephone contact. Failure to participate in all class and/or clinical activities may compromise course grade.
2. Student is responsible for all course material, handouts, and assignments presented in the online learning management system.
3. Communication is essential in on line learning. Faculty will respond to student's e-mails within a 48-hour period excluding weekends. Students will also respond to faculty's emails within a 48-hour period excluding weekends. Many faculty check email on weekends but you will need to check the course syllabus to determine the availability of individual faculty.

3.5 Guidelines for Scholarly Papers

Sections in this Handbook on "Academic Integrity/Dishonesty", "Class Participation, Disruption, and Makeup Work", and "Course Policy Regarding Late Papers" are also relevant to the issue of scholarly papers and should be consulted.

In general,

1. Scholarly papers to be turned in and evaluated by a faculty member must represent the students' own overall work.
2. Any works, ideas, or words by others in support of the student's effort must be properly referenced.
3. For proper attribution, APA format must be used. See Appendix A for document entitled "Department of Nursing Guidelines for Papers"
4. If a length requirement is placed on your scholarly paper, the student must adhere to that length.
5. Unless otherwise specified, submitted scholarly papers must be double spaced in 12-point font, with 1-inch margins.
6. Assignments are due on the due date specified in courses.
7. Any questions or issues related to the format, content and construction of the paper are to be directed to the faculty member who is teaching the course and should be clarified prior to the submission of the paper.

3.6 Course policy regarding late papers

Assignments and papers must be submitted on or before their due dates. Lateness results in a grade of zero for that assignment.

If a student has a personal or family emergency that prevents submission of an assignment on the due date, the student should make a written request (through e-mail) for an alternate submission date from course faculty before the assignment is due. This request *must* be made and approved by faculty *prior* to the original due date noted in the course schedule for submission.

3.7 Client Confidentiality (HIPAA)

Client/patient information must be kept in strictest confidence. Students may never use a patient's real name in oral or written assignments and/or course communication in any New Mexico Highlands University (NMHU) course. Instead, students are to use initials only and these initials should not be consistent with the patient's real identity. In addition, all identifiable patient information used for the completion of assignments must be shredded or disposed of in a safe and confidential manner. Failure to comply with these confidentiality obligations may result in disciplinary action towards the student and/or termination of educational affiliation between the student and NMHU. The health care provider or agency may also have input into a student's failure to follow prudent confidentiality protocols.

4. University Rules, Regulations, Services, and Policies

4.1 Counseling and Career (Student Support) Services

The Office of Career and Placement Services offers career and job related services that meet the needs of current students, alumni, employers, and other University personnel.

NMHU offers free counseling for children, adolescents, adults, couples, and families to help with problems related to abuse addictions, self-esteem, relationships anger, and other areas of life.

For more information on Counseling Services and other Student Support Services, students should refer to the appropriate section of the *University Student Handbook*.

4.2 Financial Aid

New Mexico Highlands University is committed to helping all students attain affordable education. The philosophy of the Financial Aid Office is to award funding to as many qualified students as possible. The Financial Aid Office can provide more information about grants, loans, and scholarships. For more information on scholarships, loans and grants, students should refer to the appropriate section of the *University Student Handbook* and should contact the Financial Aid Office of New Mexico Highlands University.

4.3 Disability (ADA) Policy and Support

The University's Disability and Testing Services is responsible for Americans with Disabilities Act (ADA) compliance on campus including building accessibility, transportation, and programmatic access. In addition, Disability Services provides basic student services such as academic and career advising, referral to community resources, and transitional guidance. Students with disabilities are not required to register or identify themselves in anyway unless they wish to receive services

In accordance with federal law, it is University policy to comply with the ADA. If a student believes that he/she have a physical, learning, or psychological disability that requires an academic accommodation, they contact the Coordinator of Disability Services on the Las Vegas campus.

5. Sources of Information

In addition to this Nursing Handbook, two other documents serve as guides to the University's policies, regulations, and procedures. These are the University Catalog and the *University Student Handbook*.

APPENDIX A

PAGE HEADER 1

Title of the Student's Paper

Student's Full Name

New Mexico Highlands University

RN-BSN Program

NURS 000: Official Title of Course

Academic Semester, Year

The header and page number is *not* typed in the body of the paper. Instead, use the **Header** command under **INSERT**. The Header should be in all caps and is the title of the paper. The page header is flush left and the page number is flush right. See guidelines for typing and formatting for information on how to space this.

The format of the title page is different for our dept than how the APA Manual instructions are written. Use the format presented here. Center your title page information on the page vertically or center using page layout and margins key. See guidelines for typing and formatting for information on how to space this.

Insert a forced page break here using the **Page Break** command under **Insert**. Use the page break command anytime you want to ensure that text on the next page will always be on the top line regardless of editing done at a later time.

PAGE HEADER 2

APA Guidelines

The RN-BSN Program has adopted the Publication Manual of the American Psychological Association (APA) (2009) as a guideline for all papers. Many of the upper division nursing courses will require at least one paper and faculty expectations are that each paper adheres to APA guidelines. Points are usually deducted for not following correct APA format. Below are some aspects to remember when creating papers.

Items to Include in Paper

Papers submitted by students must include a title page formatted according to APA followed by the body of the paper. The reference page is usually the last page unless a grade sheet needs to be attached. All of the above need to be included in one document using Microsoft Word. Pay particular attention to how faculty want you to name the file. Sometimes faculty may require you to name your document a specific way. If not, it is advisable to name your document with your last name and a short explanation of the type of assignment (i.e., jdoe_nursing_informatics).

The title of your paper is always on the first line of your paper. This should be the same as the title of your paper on the title page.

The first paragraph of your paper is an introduction to the rest of your paper and usually does not need to have a level of heading.

This is an example of a level 1 subheading. It is centered, **boldface** and the first letter of major words is in uppercase letters. The text that follows is on the next line and indented. If you are using 2 or 3 levels of heading, you will always use this level 1 subheading. See APA 3.03 page 62.

PAGE HEADER 3

Title Page

The title page is a part of your paper and must be the first page of your paper. Make sure you include on your title page all the information that is included in this title page example. Note that the text of your title page should be centered vertically and horizontally. No running header is utilized.

Levels of headings According to APA (2001) there are 5 different levels of heading that can be used when writing papers. The number of headings used varies with the type of paper you are writing (i. e., short paper, thesis, manuscript, etc.), and APA is very specific on the combination of headings when you use 2, 3, 4 or 5 levels of heading. A thorough explanation of heading levels is found on pages 62-63 in the APA (2009) manual.

Most papers in the RN-BSN Program need only 2 or 3 levels of heading. Details for formatting a paper with 2 and 3 levels of heading can be found in the *APA Manual* (2009) as referenced above.

This is an example of a level 2 subheading. It is flush left; **boldface** and the first letter of major words are in uppercase letters. The text that follows is on the next line and indented.

Level 3 headings are indented, **boldface** and lowercase is used. The paragraph also begins on the same line as the heading.

PAGE HEADER 4

Reference Page

The reference page is a part of your paper and needs to be formatted according to APA. There is an example of a reference page on page 59 in your APA manual. More details about reference page formatting may be found under reference examples 7.01-A7.07.

Notice that each reference is formatted with a hanging indent after the first line and is double spaced. The specific format that you use for references varies and depends on a variety of factors. Each time you reference a publication you will need to find the appropriate reference style in chapter 7 of your APA manual.

Summary

The RN-BSN faculty hopes that this overview helps you to understand basic APA formatting rules. Please print this information and refer to it, as needed, when writing papers for NMHU RN-BSN courses. However, this is only a basic overview. You will need to purchase and refer often to your APA Style Manual and websites posted in your Desire2Learn content page area of the course.

This is another example of a level 2 heading. *(The reference page is not placed in the body of the paper, but at the end of the paper on a separate page.)*

This is another example of a level 1 subheading. The Summary or Conclusion is the last paragraph of the paper and gives a summary of the major points of the paper.

Always remember to put a forced page break at the end of your paper so that your reference page will begin on the first line of the next page.

References

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Philippe, F., Vallerand, R., Richer, I., Vallières, É., & Bergeron, J. (2009). Passion for Driving and Aggressive Driving Behavior: A Look at Their Relationship. *Journal of Applied Social Psychology, 39*(12), 3020-3043. doi:10.1111/j.1559-1816.2009.00559.x.

Whitmeyer, J. (2004). Power through assertiveness. [Electronic version]. *Nursing Psychology Report, 30* (4), 500-525.

High, D. (2004). *Everyday life*. New York: Wiley & Sons.

Always center the word References at the top of the page on the first line.

Notice the hanging indent feature of references after the first line. Also, note that the references are double spaced. DOI noted in the reference-new format of referencing in the 6th manual. For more information on this see the APA Manual 6.31-6.32

FINAL NOTE:

As you read through the example paper, please notice that all text is Times New Roman and the font should be 12 point.

The paper is also doubled spaced.