

## SOLE SOURCE JUSTIFICATION REQUEST FORM

**Instructions:** Briefly describe the items or service requested and list in detail the reason for requesting the Sole Source designation. Include substantiating data such as; companies contacted and the reason for elimination, technical data, etc. Since this is a request to depart from the mandated procedure for competition, request without support cannot be considered. The CNM Buyer may require additional information and remains the final authority in the determination of a Sole Source acquisition.

**Date:** 8/17/16

**Prepared by:** Gabriel Parras

**Vendor/Contractor Name:** Elsevier

**Address:** 11011 Richmond Ave, Suite 450

**City:**

**State:** Houston, TX 77042

**Zip:**

**Cost:** \$120,000

**Term of Contract:** Annual

**Description of Item/Service to be procured:** (listing of the services, construction or items of tangible personal property procured under the contract)

Elsevier provides HESI Case studies, test prep materials, and several exams that must be passed by students in the Nursing program. HESI exams and case studies are heavily integrated in the nursing curriculum as evidenced by the attached syllabi. Students must also take the HESI A-2 entrance exam before they are admitted to the program. The CNM Catalog entry for Nursing outlines this entrance requirement and is also attached.

**Below is the summary of information regarding the justification for your request for the Sole Source Procurement.**

**1. Explain why this is the only available source that can meet the needs of your department.**

Elsevier acquired Health Education Systems Inc. (HESI) in 2009. They are the sole provider of their proprietary content, including the HESI case studies and testing packages used by CNM's Nursing program.

**2. Explain why this vendor is the only available source from which to obtain this product or service.**

The company has affirmed (memo from vendor is attached) that there is no other source for this item. Our search for possible vendors proved futile; OR

Other reason, please explain in full. Attach additional sheets if necessary.

**3. Explain why the price is considered fair and reasonable.**

Elsevier provides discounts based on the number of products that are bundled together. The total student cost per term is \$103.50 which is comparable to other similar types of products for other programs.

4. Describe the efforts made to obtain the best possible price from this sole source vendor for the taxpayers. What (if any) is the total cost savings from the original quote? (Attach additional sheets if necessary).

Elsevier provides the same pricing for other Nursing programs at other public institutions. CNM receives discounts from list pricing due to bundling of specific products so pricing may be somewhat different throughout other publicly funded institutions depending on the exact products procured.

**APPROVALS:**


Based on the above stated facts, the Purchasing Department has made the determination the justification for the Sole Source procurement is in accordance with §13-1-126 and will be posted for a 30-day period prior to award.

**Gabriel Parras**

Print Requester Name

**Laboratory Manager, HWPS**

Title and date:

 8/17/16  
Requester Signature

**Tamra Mason**

Print Dean/Chairman/Director Name

**Dean, HWPS**

Title and date:

 8/17/16  
Dean/Chairman/Director Signature

Pursuant to §13-1-126, the 30-day posting period of the Notice of Intent to Award this Sole Source request was met and no objections to award to the above referenced contractor were received. This Sole Source determination will be valid for the term indicated on page one (1) of this form.

8/17/16

Purchasing Buyer

Date

Purchasing Director

Date

**Required Attachments:**

- Letter from Contractor, if applicable.
- Campaign Contribution Form (Buyer)
- Other supporting documentation.

KU621581  
V25263  
D3002



**Testing Package T2724676**

ORDER NO: \_\_\_\_\_

11011 Richmond Rd - Suite 450  
Houston, TX 77042

Testing Package Date 7/1/2016

**Testing Package Quote Valid Until 9/29/2016**

Customer Service 800-950-2728  
Fax order to Houston 713-346-6975

Elsevier Sales Rep: **Brennan Stuber**  
Elsevier Phone: **720-984-3280**

Account Name: Central New Mexico College  
Primary Contact: Diane Evans-Prior  
Phone: 505-224-4157  
Ship to Street: 525 Buena Vista SE  
Ship to City: Albuquerque  
Ship to State/Zip: NM 87106

Access Code Recipient: Diane Evans-Prior  
Access Code Email: devansprior@cnm.edu  
Access Code Phone: 505-224-4157  
Alt Access Code Recipient: -  
Alt Access Code Email: -  
Alt Access Code Phone: -

*IT contact is used to test the secure browser*

**Special Instructions:**

IT Contact: -  
IT Email: -  
IT Phone: -  
Summary Report Recipient: Diane Evans-Prior  
Report Email: devansprior@cnm.edu  
Evolve Course Recipient: Diane Evans-Prior

Begin: Fall 2016    Graduating: Fall 2017    **12/15/2017**    Cohort **96**

**T2724676 ADN\_NMNEC\_96\_Grad\_Dec 2017**

Format	Program Type	Billing	Invoice Timing	Paid By	Total Student Cost	Terms
iNet	ADN	Program	3	Institution	\$414.00	30 Days

**CCP Central New Mexico College RN Custom Testing Package P16**

**Exams**

Exam Name	Term	Test1	Test2
CSPCRIT RN Specialty Critical Thinking	1	09/01/2016	
CSPGER (+V2*) RN Specialty Gerontology (V1 & V2*)	2	02/01/2017	02/01/2017
CSPHA (+V2*) RN Specialty Health Assessment (V1 & V2*)	2	02/01/2017	02/01/2017
CSPMAT (+V2*) RN Specialty Maternity Nursing (V1 & V2*)	2	02/01/2017	02/01/2017
CSPFUN (+V2*) RN Specialty Fundamentals of Nursing (V1 & V2*)	3	06/01/2017	06/01/2017
CSPMGT (+V2*) RN Specialty Management (V1 & V2*)	3	06/01/2017	06/01/2017
CSPPHARM (+V) RN Specialty Pharmacology (V1 & V2*)	3	06/01/2017	06/01/2017
CSPPEDJ (+V2*) RN Specialty Pediatric Nursing (V1 & V2*)	4	09/01/2017	09/01/2017
CSPPSY (+V2*) RN Specialty Psychiatric/Mental Health Nursing (V1 & V2*)	4	09/01/2017	09/01/2017
CSPMS (+V2*) RN Specialty Medical-Surgical Nursing (V1 & V2*)	4	09/01/2017	09/01/2017
CEXIT (+V2*) RN Exit (V1 & V2*)	4	09/01/2017	09/01/2017

**Evolve Products**

Product Name	Term	Test1	Test2
CPTCS RN Practice Test and Case Studies ISBN 9781455727377	1	08/10/2016	



Testing Package T2724676

11011 Richmond Rd - Suite 450  
Houston, TX 77042

ORDER NO: \_\_\_\_\_

Testing Package Date 7/1/2016

Testing Package Quote Valid Until 9/29/2016

Customer Service 800-950-2728  
Fax order to Houston 713-346-6975

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Begin: Fall 2016 Graduating: Fall 2017 12/15/2017 Cohort 96

T2724676 ADN\_NMNEC\_96\_Grad\_Dec 2017

Format	Program Type	Billing	Invoice Timing	Paid By	Total Student Cost	Terms
iNet	ADN	Program	3	Institution	\$414.00	30 Days

INSTALLMENT PAYMENT PLAN BILLING DATES - Any increase in Cohort after billing starts will be prorated

Invoicing Period	1st Invoice	2nd Billing	3rd Billing
Invoice Date	8/10/2016	2/15/2017	6/15/2017
Per Student Per Invoice	\$138.00	\$138.00	\$138.00
Last Day to Change Cohort	8/9/2016	2/14/2017	6/14/2017
Credit Request Deadline	11/8/2016	5/16/2017	9/13/2017
Order Total	\$13,248.00	\$13,248.00	\$13,248.00

Approval Signature: \_\_\_\_\_

Per Student Testing \$414.00  
Order Total \$39,744.00

The above outlines the financial commitment to your testing program. Signing the testing package indicates that you understand the billing related to the testing and review products. No Deliveries will be made until this signed Package is Faxed to Houston. A2 or Review books are to be paid in the 1st billing. All billing dates are nullified if deliveries are requested earlier. For more details please refer to Testing Package Credit Request Information on the HESI Faculty Access page. Sales Tax is not included in this quote.

# Central New Mexico Community College

## Nursing Program Nursing **1010**

### Course Syllabus, Summer 2016

#### **Course number and title:**

NRSG 1010: Introduction to Nursing Concepts

#### **Credits:**

3 credit hours total  
NRSG 1010: 3 credits theory

**Faculty office hours:** will be posted on-line for the individual instructors'

#### **Course description:**

This course introduces the nursing student to the concepts of nursing practice and conceptual learning.

#### **Objectives:**

##### **Level One Objectives**

- Upon successful completion of NRSG 1010, the student will be able to...
1. Recognize their own values, beliefs and attitudes related to health and wellness.
  2. Recognize and identify patient safety issues and risks.
  3. Introduce an evidence-based approach to their professional nursing practice across the lifespan.
  4. Identify policies and procedures application to nursing practice in the healthcare delivery system.
  5. Communicate to identify roles and values of the healthcare team.
  6. Access information and apply to patient scenarios.

##### **Course Objectives**

- Upon successful completion of NRSG 1010, the student will be able to...
1. Integrate knowledge from nursing pre- and co-requisites into a conceptual learning model.
  2. Apply conceptual learning to select nursing concepts.
  3. Define personal values, beliefs, and attitudes about health and wellness.
  4. Describe importance of identifying patient safety issues.

5. Describe roles and values of nursing and members of the healthcare team.
6. Describe standards and regulations that apply to nursing practice.

(April 11, 2016)

### **Course Competencies**

Upon successful completion of the course, the student will be able to...

1. Recognize one's own values, beliefs and attitudes.
2. Recognize the need for health care access of diverse populations.
3. Identify sources for evidence-based practice.
4. Identify the difference between traditional or routine and evidence-based approaches to care.
5. Identify evidence-based protocols and/or pathways used in nursing care.
6. Define scope of practice in various education/practice environments.
7. Identify information sources for healthcare policy.
8. Describe ethics in relation to healthcare.
9. Demonstrate effective collaboration with peers and faculty.
10. Demonstrate effective communication with peers and faculty.

### **Students are required to:**

1. Purchase all resources, including uniforms, textbooks, supplies, and online resources.
2. Attend class per attendance policy in Nursing Student Handbook.
3. Be prepared and participate in class discussions and activities.
4. Take all tests and/or quizzes on the announced dates.
5. Complete and submit all written assignments by the scheduled due dates.
6. Review the CNM Nursing Handbook and be familiar with all policies of the Nursing Department.
7. Adhere to professional behaviors as outlined in the Nursing Student Handbook.
8. Meet all course outcomes and competencies.
9. Check course email and announcements daily.
10. Respond to instructor emails within 2 business days.

### **Grading/evaluation policies:**

**Grading scale:** Effective January 2014, the grading scale for ALL NMNEC nursing courses will be as follows:

A = 90-100

B= 80-89.99

C= 77-79.99  
D= 67-76.99  
F is less than 67

1. Grading Scale:

1. Grades are calculated as percentages and they will be calculated using NO rounding. (*Note, students enrolled in university-only NMNEC courses will be subject to that facility's grading policies.*) This means that a student who has a numeric grade of 76.999% will receive a 'D' since 77% is passing. The grade percentage on examinations and quizzes will be calculated as follows:

*Total points earned on each exam over  
Total possible points for the exam*

2. The test, quiz, and assignment earned points will be totaled at the end of the semester and divided by the possible points. For example, if there were 537 points earned by the student, and there were 699 possible points (questions thrown out of the exams will be subtracted from the original possible points resulting in the total possible points), then the student's grade would be 76.824% and which is equivalent to a letter grade of 'D.'

3. An examination review session for students in a group will be arranged by the level coordinator or instructor(s) within ten (10) calendar days of the test. If possible, the instructor(s) who contributed to the test content will be present at the test review. The correct answer for each question will have a rationale provided.

4. It is the student's responsibility to seek remediation if he or she did not pass a test. Students needing remediation should make an appointment with the HWPS Achievement Coach.

December 2013, September 2015

In order to progress to the next level students must achieve a 77% in all nursing courses.

2. Grade: Grades are awarded for all classes. Students must maintain a grade of 'C' (77%) for progression in the program. Students must complete all courses associated with a level in order to progress to the next level.
3. Assignments: All assignments must be completed and submitted on time, otherwise a grade of zero (0) will automatically be given. It is the student's responsibility to have a nursing instructor or Health, Wellness and Public Safety administrative assistant date and time any assignment turned in early or late when it is not given directly to the course instructor.



4. Exams/Quizzes:

- a. It is the expectation that students take examinations on time. Every effort should be taken by the student to balance his/her schedule in a manner that places examination time as a priority.
- b. Daily or unannounced quizzes administered in class that are missed by the student will not be made up.
- c. In regards to circumstances conflicting with scheduled examinations: Job interviews, physician appointments, childcare issues, vacations, etc. do not constitute a valid excuse for missing exams or requesting a rescheduling.  
Qualified exceptions include (but are not limited to): court dates, medical emergencies, or deaths in the immediate family. Students are expected to provide the primary instructor supporting documentation.
- d. Adaptive Quizzing: (via Evolve) quizzes pertinent to concepts and exemplars from this course.

Students missing exams are expected to follow these procedures:

- a. The student who misses an exam or anticipates an impending qualifying exception must communicate with the instructor of record as soon as possible, preferably before the exam. It is the student's responsibility to initiate this communication in writing (email is acceptable, texting is not).
- b. A student who misses an examination without notifying the instructor of record in advance of the test day and who does not make arrangements with the instructor to take the examination the day she/he returns to class or clinical will receive a grade of zero (0) for that examination.
- c. Make-up examinations may be in any format (e.g., oral, essay, multiple choice, etc.) at the discretion of the instructor.
- d. Examinations taken at any time/date other than when the test is originally scheduled will incur a 10% exam score reduction with the 10% based on the total number of points possible on that exam. The penalty may be reversed when the student is able to provide official documentation of their qualifying exception.

**Additional Grading Criteria:** successful completion of the course requires meeting all of the following:

1. Completion of the CCT prep exam.
2. Completion of the HESI:  
Critical Thinking Test with a minimum score of 850. Students achieving a HESI score of 825 or less will be required to remediate and retest. Remediation through the Evolve website is the student's responsibility. If the student's score on the second test falls below the original score, the student will earn an average

of the two conversion scores. If the student's second score goes up, the second test conversion score will be recorded in the gradebook. This test is an early intervention that can make a positive impact on the NCLEX exam.

**Communication System: [hyperlink to student handbook](#)**

1. Refer to Student Handbook  
<https://www.cnm.edu/programs-of-study/health-wellness-public-safety/hwps-student-handbook>

Revised: April 11, 2016

**Required Attendance**

**Classroom Attendance:**

1. Data shows that successful nursing students attend all classes. A student who must be absent from class should call the nursing program office at 224-4121 and/or the instructor of the absence before the class begins.
2. Attendance is taken at all class sessions.
3. Students are responsible for obtaining handouts and announcements given during absences.
4. Per CNM policy, students who miss 15% of the total class hours per course per term may be dropped from the course for non-attendance at the program's discretion (instructor team and Nursing Programs Director).
5. Most in class assignments cannot be made up. In the event a student misses an exam or a written assignment during an absence from class, he should refer to the Grading and Evaluation section of the handbook.

December 2013

**Incllement Weather:**

**Please follow link for the procedure for incllement weather**

<https://www.cnm.edu/depts/marketing/weather>

**Required Textbooks:**

Ackley, B et al. (2016) Nursing Diagnosis Handbook (11th ed). St Louis: Elsevier

Delgin, J. (2014) Davis's drug guide for nurse's 14th edition.

Giddens, Jean. Concepts for Nursing Practice. 2<sup>nd</sup> edition. Elsevier/Mosby, 2016.

Lewis, S.L., Heitkemper, M. M., Dirksen, S. R., O'Brien, P. G., & Butcher, L. (2014). *Medical-surgical nursing: Assessment and management of clinical problems* (9th ed.). St. Louis, MO: Elsevier.

Phillips & Gorski (2014) Manual of IV Therapeutics, 6th Ed.

Potter, P. A., Perry, A. G., Stockert, P.A., & Hall, A. M. (2016). *Fundamentals of nursing* (9th ed.). St. Louis, MO: Elsevier.

Van Leeuwen, et al (2015). Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests With Nursing Implications 5th Edition

Wilson, S. F. & Giddens, J.F. (2013). *Health assessment for nursing practice* (5th ed.). St. Louis, MO: Elsevier.

NOTE: All units will cover: Pathophysiology, collaborative management, nursing process and PC's pertaining to topic

## NRSG 1520 Health Care Participant – 3 Credits

### **COURSE DESCRIPTION:**

This course introduces the nursing student to the attributes of the health care participant as an individual, a family, or a community.

### **EMPHASIS:**

The student identifies personal values, beliefs, and attitudes regarding the health and wellness of the health care recipient. The role of nursing as related to the health of vulnerable populations and elimination of health disparities is included in course content. Protective and predictive factors influencing the health of families, groups, communities, and populations are discussed. Evidence-based practices guiding health-related teaching, counseling, screening, and outreach; disease and outbreak investigation; and health care referral and follow-up are explored. Information and communication technologies in preventive care are also included in the course content. This course provides opportunities for the student to examine the health care and emergency preparedness of the local community and the state of New Mexico. The student is given the opportunity to identify effective, efficient, economical, and equitable clinical prevention and population-focused interventions. This is a three credit hour course.

**PREREQUISITES:** NRSG: 1010 Introduction to Nursing Concepts, NRSG 1015 Principles of Nursing Practice

**CO-REQUISITES:** NRSG 1510: Health & Illness Concepts I, NRSG 1530: Nursing Pharmacology, NRSG 1535: Assessment and Health Promotion, BIO 2710: Pathophysiology I

**COURSE OBJECTIVES:** Upon the completion of NRSG 1520 the student will be able to:

1. Identify values, beliefs and attitudes towards health and illness of the health care recipient
2. Articulate the role of nursing in relation to the health of vulnerable populations and elimination of health disparities.
3. Describe the protective and predictive factors which influence the health of families, groups, communities, and populations.
4. Describe the use of evidence based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan
5. Describe the use of information and communication technologies in preventive care.
6. Examine the health care and emergency preparedness needs of the local community and state of New Mexico.
7. Identify clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity.

### **REQUIRED TEXTS:**

Giddens, J. F. (2013). *Concepts for nursing practice*. St. Louis, MO: Elsevier.

Halter, M. J. (2014). *Varcarolis' foundations of psychiatric mental health nursing* (7th ed.). St. Louis, MO: Elsevier.

Lewis, S. L., Heitkemper, M. M., Dirksen, S. R., & Bucher, L. (2014). *Medical-surgical nursing: Assessment and management of clinical problems* (9th ed.). St. Louis, MO: Elsevier.

McKinney, E. S., James, S. R., Murray, S. S., Nelson, K. A., & Ashwill, J. W. (2013). *Maternal-child nursing* (4th ed.). St. Louis, MO: Elsevier.

Potter, P. A., Perry, A. G., Stockert, P.A., & Hall, A. M. (2013). *Fundamentals of nursing* (8th ed.). St. Louis, MO: Elsevier.

Wilson, S. F. & Giddens, J.F. (2013). *Health assessment for nursing practice* (5th ed.). St. Louis, MO: Elsevier.

Note: the majority of the assignments in this course will require the use of APA format (based on the 6<sup>th</sup> edition), please make sure you have this information available for your review: you can either use APA manual itself (6<sup>th</sup> edition), or consult APA website [www.apastyle.org](http://www.apastyle.org) for reliable APA format resources, or use Purdue OWL (information pertinent to 6<sup>th</sup> edition of APA): <http://owl.english.purdue.edu/>.

### **COURSE REQUIREMENTS:**

1. Participate in the course as outlined in the course calendar
2. Complete and submit all assigned work and examinations on time
3. Purchase (or rent), read, and use required textbooks and other assigned resources
4. Read, understand, and comply with all requirements outlined in the CNM Department of Nursing Student Handbook

This Course will focus on the following graduate learning outcomes (**GLOs**):

#### **Upon successful completion of the NMNEC Program, the student will:**

1. Engage in **professional nursing practice** that is patient-centered and culturally appropriate for individuals, families, and communities.
2. Integrate principles of quality improvement and **safety** into nursing practice within healthcare organizations and systems.
3. Deliver nursing care that is **evidence-based** across the lifespan.
4. Demonstrate **leadership** behaviors through the application of policies that apply to healthcare delivery.
5. Engage in effective **inter-professional collaboration** in the delivery of healthcare for quality patient outcomes.
6. Utilize **technologies** for the management of information and in the delivery of patient care.

This Course will focus on the following student learning outcomes (SLOs):

#### **Upon successful completion of Level 2, the student will:**

1. Recognize and assess diverse patients' values, beliefs, and attitudes related to health.
2. Apply safety measures to well patient populations.
3. Implement evidence-based practices in care of well populations across the life span.
4. Adhere to policies and procedures in healthcare delivery settings.
5. Communicates with other healthcare providers to meet the needs of well patients.
6. Utilize informatics for well patient care.

Note: Numbers of the above listed objectives will appear on all Assignments, Exams, Quizzes, Activities, and Grading Columns in this course.

### **METHODS OF INSTRUCTION:**

1. This is a hybrid course with content delivered on line and testing proctored on campus, this is not a self- paced course, all due dates must be met as per course calendar
2. Presentations and web links posted online
3. Team based learning activities online
4. Individual based learning assignments and activities online

### **METHODS OF EVALUATION and GRADE DETERMINATION:**

1. Examinations /Quizzes/Assignments:
  - a. Three (3) concept Exams (approximate number of questions and points: 50 questions/3 points each (150 points), most exams will consist of questions pertinent to concepts (as per course) calendar and may include dosage calculations questions) – 450 points
  - b. Comprehensive Final Exam (All concepts from the course will be tested) (50 questions/3 points each) -150 points
  - c. Community "Windshield Survey" - points as per "Windshield Survey" Rubric (approximately 56 points)
  - d. Other assignments (can consist of case studies, discussion board posts, quizzes, pop-quizzes [in this course pop quizzes will be announced via Announcements on CNM Learn (BB)] group or individual work). Any late or missed assignments/work/quizzes cannot be made up. Note: Late Discussion Board Assignments are not graded (refer to course calendar for due dates/times). (Approximately 39 points)
  - e. Adaptive Quizzing (via Evolve) quizzes pertinent to concepts and exemplars from this course – approximately 15 quizzes total per semester
    - i. Note: quizzes labeled as "ungraded" will consist of 30 questions each worth 10 points if completed [all 30 questions, no partial credit for completing less than 30 questions] by due date/time as assigned per course calendar (regardless of number of questions that were answered wrong)
    - ii. Quizzes labeled "graded" might consist of different number of questions, each question worth 1 point. Course calendar will specify which Adaptive Quizzing quizzes will be ungraded vs. graded.
    - iii. Approximately 320 points per term.

It is every student's responsibility to visit Adaptive Quizzing links provided in the course calendar and review "Frequently Asked Questions" prior to taking assigned quizzes. Double check Evolve for browsers that support adaptive quizzing examinations prior to starting any of the assigned quizzes.

Late Adaptive quizzes – not accepted and not graded

2. HESI Case Studies: 10 points each possible; 3 Case Studies/30 points per term possible  
Note: Late HESI Case Study Submissions are not accepted

NOTE: All exams and quizzes taken via CNM Learn (BB) must be taken using only Browser(s) supported by CNM Learn (BB) with Lockdown Browser. It is every student's responsibility to

check on browsers supported by the current version of CNM Learn (BB) prior to testing. Testing Centers on CNM campuses support Lockdown Browsers Any disconnects during exams and quizzes related to use of incorrect browsers are not subject to reset the exam/quiz or retest. In case of disconnects proper documentation from CNM IT Services must be submitted to the course instructor and level Coordinator.

Double check Evolve for browsers that support HESI Case Studies and HESI examinations prior to starting exams or case studies.

Total points for semester possible- approximately 1045 points

There is no extra credit in this course

### **POLICIES:**

**Assignments:** All assignments must be completed and submitted on time. Please refer to Nursing Student Handbook. It is the student's responsibility to ensure that the assignment is turned in to the proper person/location. Assignments turned in to the wrong location will be treated per Student Handbook.

**Exams:** Exams will be spaced throughout the semester. Examinations might consist of multiple choice and other format questions (prioritization, select all that apply, fill in the blank, etc.) that test the student's achievement of unit objectives. Dates and times for the exams are listed in the class calendar posted on CNM Learn (Blackboard). The main concepts content tested on exams is listed on the course calendar per each examination, however, since covered concepts are interconnected, cumulative questions might be included in each exam. Students are expected to be present for all testing dates as scheduled. If an emergency (documented) causes an absence from a test, the student must follow up per Nursing Student Handbook.

Note: Absolutely no phones or any other electronics/ devices can be on any students' person during exams and exam reviews. All such devices must be turned off and stored with student belongings at the end of the room. Earphones/buds can be used for noise reduction (if cord is present- it must be clearly visible, indicating that it is not plugged in). A valid Nursing Student ID, issued by CNM, should be clearly displayed at all times during exams and classes. Non-compliance with above stated rules will result in the immediate dismissal from the exam, followed by point deduction (grade of "0" assigned for corresponding examination).

### **GRADING SCALE for this Course:**

- A = 90% - 100%
- B = 80% - 89%
- C = 77% - 79%
- D = 67% - 76%
- F = BELOW 67%

There is no rounding of grades in the Nursing Program

### **Course Concepts:**

1. Concept: Individual
  - a. Patient Centered Care
2. Concept: Family
  - a. Family Assessment

- b. Family Centered Care
- 3. Concept: Functional Ability
  - a. Functional assessment of elders and children
- 4. Concept: Development
  - a. Developmental assessment – e.g. Denver.
  - b. Developmental implications of patient education
  - c. Nursing implications of Individual developmental stages
- 5. Concept: Culture
  - a. Cultural competence using RESPECT model
  - b. Cultural self awareness
  - c. NM cultures, especially Anglo, Hispanic, Native American
  - d. Military culture
- 6. Concept: Spirituality
  - a. Spiritual beliefs and relationship to health and illness
  - b. Spiritual needs assessment (TJC)
- 7. Concept: Community
  - a. Population health, AACN, NIH
  - b. Disaster preparedness, CDC, ANA, AACN, IOM
  - c. Vulnerable populations, HP 2020
  - d. Environmental health assessment
- 8. Concept: Health Care Disparities
  - a. Social determinants of health
  - b. NM health disparities
  - c. US and global health disparities
  - d. Health disparities in local community
  - e. Social justice/health care equity

**INSTRUCTOR** Information

Ms Mary K Rieb, MSN, RN

Office JS 401 P

Office phone number 224-4000 ext. 50106

Office hours posted in CNM Learn (Blackboard) and by appointment

Email responses usually within 24 hours during the week

Email and phone messages checked periodically during business hours



**NRSG 1535 - Assessment and Health Promotion**  
**4 credit hours (15 theory hours - online, 135 clinical hours)**

**COURSE DESCRIPTION**

This course introduces the nursing student to assessment and health promotion for the health care participant as an individual, a family, or a community. This course utilizes seminar, laboratory, and/or clinical settings.

**EMPHASIS**

The student is given the opportunity to assess physical health, health/illness beliefs, values, attitudes, developmental level, functional ability, culture, and spirituality of the participant. The student also assesses family health including family health history, genetic health history, and environmental exposures to identify current and future health problems. Community health needs are identified through collaborative community assessment and evidence-based practice. Assessment data are shared through communication with healthcare professionals to identify needed interventions. The role of the nurse as advocate for the health care recipient is explained. The student is given the opportunity to analyze educational materials for literacy level. This is a four credit hour course.

**Prerequisites:** NRSG 1010 Introduction to Nursing Concepts, NRSG 1015 Principles of Nursing Practice

**Co-requisites:** NRSG 1510 Health & Illness Concepts I, NRSG 1520 Health Care Participant, and NRSG 1530 Nursing Pharmacology

**REQUIRED TEXTS**

Ackley, B. J., & Ladwig, G. B. (2014). Nursing Diagnosis handbook: An evidenced-based guide to planning care (10th ed.). St. Louis: Elsevier.

Giddens, J. (2013). Concepts for nursing practice. St Louis: Elsevier.

Halter, M. J. (2014). Varcarolis' foundations of psychiatric mental health nursing (7th ed.) St. Louis: Elsevier.

Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., & Bucher, L. (2014). Medical-surgical nursing: Assessment and management of clinical problems (9th ed.). St. Louis: Elsevier.

McKinney, E. S., James, S. R., Murray, S. S., Nelson, K. S., & Ashwill, J. W. (2013). Maternal-child nursing, (4th ed.) St Louis: Elsevier.

Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A. M. (2013). Fundamentals of nursing, (8th ed.) St. Louis: Elsevier.

Vallerand, A., & Sanoski, C.,(2014). Davis's drug guide for nurses (14th ed.). Philadelphia: F.A. Davis Company.

Van Leeuwen, A., Poelhuis-Leth, D., & Bladh, M. (2013). Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications (5th ed.). Philadelphia: F.A. Davis Company.

Wilson, S., & Giddens, J. (2013). Health assessment for nursing practice, (5th ed.). St Louis: Elsevier.

Mulholland, J. (2015). The nurse, the meds, the math: Drug calculations using dimensional analysis (3rd ed.). St. Louis: Elsevier.

**STUDENT LEARNING OBJECTIVES (SLO's)**

Upon successful completion of this course, the student will:

1. Assess physical health including a focus on the health/illness beliefs, values, attitudes, developmental level, functional ability, culture, and spirituality of the participant.
2. Assess family health including a focus on family health history, environmental exposures, and family genetic history to identify current and future health problems.
3. Collaborate with a community to assess their health needs.
4. Utilize community assessment data and evidence-based practice as basis for identifying community health needs.
5. Document health assessments in electronic health record or written formats.
6. Share community assessment data with other healthcare professionals to identify needed interventions.
7. Explain the role of the nurse in relation to advocacy for the health care recipient.

**COURSE COMPETENCIES**

Upon successful completion of this course, the student will:
1. Identify patient's values, beliefs and attitudes. (SLO: 1)
2. Effectively communicate patient's values, preferences and expressed needs. (SLO: 1, 5)
3. Recognize the need for health care access related to diverse populations. (SLO: 1, 4)
4. Anticipate, identify, and eliminate potentially harmful situations in a wellness setting with guidance. (SLO: 2, 3)
5. Identify system contributions to clinical errors and near misses in a wellness setting, with guidance. ((SLO: 1, 2, 5)
6. Implement evidence-based procedures to reduce harm, promote safety, and improve care in a wellness setting with guidance. (SLO: 2,3)
7. Describe the relationship between evidence and clinical practice. (SLO: 1, 2, 3)
8. Assess outcomes of care when using evidence-based approaches, with guidance. (SLO: 3)
9. Demonstrate knowledge of evidence based protocols/pathways when providing nursing care. (SLO: 1, 3, 4)
10. Illustrate scope of practice within assigned education/practice environments. (SLO: 1, 2, 3, 4, 5)
11. Use various communication styles appropriate to team member roles. (SLO: 5)

12. Identify resources related to healthcare policy, finance, and regulatory environments. (SLO: 1, 4, 6)
13. Identify ethical issues within assigned education or practice environments. (1, 4, 6)
14. Advocate health promotion for healthcare consumers. (SLO: 1, )
15. Demonstrate understanding of the nursing role within an inter-professional team.
16. Communicate effectively with the inter-professional team members in order to initiate shared decision making.
17. Illustrate awareness of own strengths and limitations as a team member.
18. Illustrate ability to work effectively as a team member.
19. Demonstrate planning and documentation of nursing care using available technology in health promotion settings.
20. Identify appropriate resources that will aid patients in continuing wellness or decreasing exacerbations of diseases.
21. Safely operate appropriate technology in the wellness setting.

### **COURSE REQUIREMENTS**

1. Attend and participate in lab/clinical experiences
2. Complete and submit all assigned work on time (Failure to do so can result in failure of NRSG 1535)
3. Weekly clinical care plan /concept map
4. HESI and non HESI case studies (Must be submitted on time)
5. On line and in class projects, quizzes and exams
6. HESI Gerontology and Health assessment exams
7. Successful completion of Head to toe assessment
8. Purchase, read, and use required textbooks and other assigned resources
9. It is an expectation that students prepare for class by becoming familiar with content to be presented
10. Students are responsible for all material assigned in course readings and presentations
11. Read, understand, and comply with all requirements outlined in the CNM Department of Nursing Student Handbook

### **METHODS OF INSTRUCTION**

1. Lecture
2. Team and individual based learning activities
3. Lab demonstration, practice and clinical experience
4. Online learning activities - individual and team based

### **METHODS OF EVALUATION and GRADE DETERMINATION**

#### **Examinations /quizzes**

Clinical Calculations Test (CCT) – high stakes exam: student must successfully earn a 90% or better to pass. Students not achieving a 90% must retake the CCT on the assigned date. If student scores below 90% on the CCT retake, a grade of “F” will be given and student will have failed the clinical portion of 1535 and not allowed to continue in the course. This test is a competency no points will be given.

In-Class Learning Activities and Quizzes (*quizzes can be both in class and out of class announced or not announced*), (points for each activity/quiz – variable)

*Note: missed in class activities or quizzes cannot be made up*

**HESI Case Studies:** 10 points each. Note: Late HESI Case Study Submissions are not accepted. See below for HESI Case Studies Grading Rubric (this scale subject to change)

Points for HESI case studies will be based on the conversion score that students obtained on the first attempt.

Ex: student score 96 % is equivalent to 9.6 points entered into grade book

1. Successful completion of the HESI specialty exams: Assessment (100 points based on conversion score) and Gerontology (100 points also based on conversion score).
2. Students who fail to achieve a score of 825 must take the alternate version of the exam. If students score higher than the first exam, that grade will be included in the gradebook. If a student achieves a lower score on the retake, scores from both exams will be averaged and then entered into the gradebook. If a student who needs to take the HESI retake fails to do so, they will receive a zero for the retake.
3. Successful completion of the assessment skills competency and clinical experience.
4. Successful completion of assessment and concept map on all assigned patients. Failure to submit weekly assigned paperwork will result in a success plan.
5. Teaching project (mandatory).
6. Satisfactory completion of course simulations.

### **Policies:**

**Assignments:** All assignments must be completed and submitted on time. Please refer to Nursing Student Handbook. It is the student's responsibility to ensure that the assignment is turned in to the proper person/location. Assignments turned in to the wrong location will be treated per Student Handbook.

**Exams:** Students are expected to be present for all testing dates. If an emergency causes an absence from a test, the student must contact the course instructor/ level coordinator prior to the start of the exam. Please refer to the student handbook for the policy on missed examinations. It is the student's responsibility to seek remediation for any test score of less than 77%. (The student is strongly encouraged to do so.) The course instructor or level coordinator can assist the student in seeking remediation.

The theory component will follow the grading scale of CNM /NMNEC nursing program, however failure to satisfactorily complete the clinical experience can result in a failing grade blocking progression to the next level. To emphasize: you must pass both the theory and clinical portions of the course.

**GRADING SCALE:**

- A = 90% - 100%
- B = 80% - 89%
- C = 77% - 79%
- D = 67% - 76%
- F = BELOW 67%

Course Concepts:

1. Health promotion
  - a. Primary prevention:  
 Pediatrics: Immunizations  
 Adults: Exercise education
  - b. Secondary prevention:  
 Pediatrics: Developmental screening  
 Adults: Health screenings (hypertension, BMI, cancer screenings)
  - c. Tertiary prevention:  
 Pediatrics: Chronic disease management  
 Adult: Smoking cessation, medication adherence
2. Patient Education
  - a. Health literacy
  - b. Teaching learning principles
  - c. Motivation and readiness to change

Skills: Concept	Physical Assessment Techniques
General Survey	Health history interview
	General inspection
	Inspect overall skin color
	Obtain and interpret vital signs
Comfort	Pain assessment
Cognition	Assess mental status and level of consciousness
	Evaluate speech
	Assess for PERRLA
	Assess using Glasgow Coma Scale
Mood Affect	Mental Health: Depression assessment
	Alcohol and drug screening
	Violence
Nutrition	Nutritional assessment
	Height and weight across lifespan
	BMI
	Laboratory findings
Skin Integrity	Inspect wounds (Braden scale, staging)
	Inspect skin lesions
	Inspect the oral cavity (also part of nutritional assessment)
	Inspect the spine

	Inspect skin color/tone
Mobility	Observe range of motion of joints
	Assess muscle strength
	Inspect muscles and extremities for size and symmetry
	Assess gait
	Functional ability assessment
Gas Exchange	Evaluate breathing effort (rate, patterns, chest expansion)
	Auscultate lung sounds Identify normal breath sounds
	Inspect chest shape
	Gag, swallow, cough
Perfusion	Inspect and palpate extremities for edema
	Palpate extremities for temperature
	Palpate and inspect capillary refill
	Palpate distal pulses for circulation
	Auscultate heart sounds
	Identify locations of normal heart/valve sounds
	Inspect extremities for skin color and hair growth
	Palpate extremities for tenderness
	Inspect for JVD
Abdominal	Inspect abdomen for size
	Auscultate abdomen for bowel sounds
	Palpate abdomen for tenderness and distension
	Inspect and examine stool

Sensory Perception	Inspect external eyes
	Assess visual acuity
	Inspect external ear
	Assess hearing on the basis of conversation
	Hearing using whisper and/or finger rubbing test
	Hearing using Rinne and Weber tests
	Evaluate face for movement for symmetry and sensation
Reproduction	Fundal height
	FHR
	Postpartum assessment
	Newborn assessment

## **NRSG 2020: Professional Nursing Concepts 1**

**Course description:** (Corequisites: NRSG 2010 + NRSG 2090)

This course covers foundational concepts for professional development, including selected professional attributes and care competencies.

**Emphasis:**

An exploration and application of professional concepts is addressed through the use of exemplars, evidence-based practices, collaborative care, healthcare standards, nursing informatics/technologies, and care resources. The course concepts are focused on professional concepts. This is a three credit hour didactic course.

**Pre-requisites:** Successful completion of NRSG 1510 + NRSG 1520 + NRSG 1530 + NRSG 1535 + BIO 2710.

**Pre- or co-requisite:** BIO 2711

**Co-requisites:** NRSG 2010 + NRSG 2090.

**Contact Information (in order of preference):**

Email: [dwesner@cnm.edu](mailto:dwesner@cnm.edu)

Cell: 505-720-7469 call or text

Office: 505-224-4000 ext. 50953 JS 401-22

**Office Hours:**

Following class (on exam days) and by appointment. I encourage you to meet with me if you have questions or concerns about any aspect of NRSG 2020, or Level 3. I am here to help you be successful.

**Program Critical Behaviors:**

See Nursing Student Handbook: <http://www.cnm.edu/programs-of-study/all-programs-a-z/nursing/nursing-handbook>

**COURSE REQUIREMENTS:**

1. Log in to BlackBoard and participate in class.
2. Complete and submit all assigned work on time.
3. Purchase, read, and use required textbooks and other assigned resources.
4. Read, understand, and comply with all requirements outlined in the CNM Department of Nursing Student Handbook.



**COURSE OBJECTIVES:** Upon successful completion of this course, the student will:

1. Examine the ethical values, virtues, principles, and policies that guide the moral delivery of health care.
2. Relate the nurse's interpretation of patient needs, concerns, and health problems with nursing decisions.
3. Discuss the factors which motivate individuals, groups, and organizations to deliver quality nursing care.
4. Determine how interactions of health care team members provide quality patient care.

**STUDENT LEARNING OBJECTIVES (SLOs)**

Upon successful completion of Level Three Nursing, the student will:

1. Incorporate diverse patient values, beliefs, and attitudes into plan of care for patients with chronic illness.
2. Identify and interpret factors for improvement in patient safety and nursing practice.
3. Utilize an evidence-based practice approach to the delivery and evaluation of nursing care to chronically ill patients across the lifespan.
4. Utilize policies and procedures within the health care setting.
5. Participate as a member of the health care team in the delivery of care.
6. Utilize appropriate technology for the delivery of nursing care to chronically ill patients.

**METHODS OF INSTRUCTION:**

- PowerPoints with slides
- HESI case studies
- Adaptive quizzes
- Assignments requiring critical thinking
- Weekly discussions
- Individual-based learning activities, including reading assigned chapters, viewing video clips or other posted literature (see Blackboard CNM Learn)

**METHODS OF EVALUATION and GRADE DETERMINATION:**

1. 4 exams (100 points each)
2. 4 Collaborative tests (10 points each)
3. Learning Activities and Quizzes (quizzes and assignments may be both in-class and out of class), approximately 70 points per semester, (points for each activity/quiz are variable) Note: missed in class activities or quizzes cannot be made up.
4. Ethics paper (24 points)
5. Management HESI examination (100 points). A HESI score of 850 or above is desired, and predicts NCLEX success. Class grade is based on the Conversion Score. Students achieving a HESI score of 850 or less are *encouraged to*

*remediate and retest.* Students achieving a HESI score of 825 or less will be **required** to remediate and retest. Failure to retest will result in a grade of "0." Remediation through the Evolve website is the student's responsibility. If the student's HESI score on the second test falls below the original score, the student will earn an average of the two conversion scores. If the student's second HESI score goes up, the higher conversion score will be recorded in the grade book. HESI exams are an early intervention that have been shown to make a positive impact on NCLEX exam scores.

6. 3 HESI case studies (10 points each) Note: *Late HESI Case Study Submissions are not accepted.*

**COURSE GRADING SCALE:**

A = 90% - 100%  
B = 80% - 89.99%  
C = 77% - 79.99%  
D = 67% - 76.99%  
F = BELOW 67%

**Policies:**

**Assignments:** All assignments must be completed and *submitted on time*. Please refer to the Nursing Student Handbook.

**Activities:** Activities may be assigned for individual or group work. Points are available for some activities. If activities are late, points will not be made up.

**Exams:** Exams will be spaced throughout the semester. Examinations consist of multiple choice and other format questions (prioritization, select all that apply etc.) that test the student's achievement of unit objectives. Dates and times for the exams are listed in the class calendar on Blackboard. Students are expected to be present for all testing dates. If an emergency causes an absence from a test, the student must contact the course instructor/ level coordinator prior to the start of the exam. Please refer to the student handbook for the policy on missed examinations.

*It is the student's responsibility to seek remediation* if exam scores are not at acceptable levels. The student is strongly encouraged to meet with the instructor, academic coach, or pursue other resources that can assist the student to improve exam scores.

**REQUIRED TEXTS:**

Giddens, J. (2015). *Concepts for Nursing Practice*, St Louis: Elsevier.

Kelly, P. (2013). *Nursing Leadership and Management* (3<sup>rd</sup> ed.). Albany, NY: Delmar

Potter, P. A. and Perry, A. G. (2013). *Fundamentals of Nursing*. (8th ed.) St. Louis, Missouri: Mosby

<b>Concepts</b>	<b>Exemplars</b>
<b>Ethics</b>	ANA Code of Ethics
<b>Leadership</b>	Delegation Change Management Team Building Negotiation
<b>Collaboration</b>	<b>Nurse-Patient:</b> Discharge planning <b>Nurse-nurse:</b> Implementing a plan to improve statistics on patient falls <b>Nurse-interprofessional:</b> Care conference <b>Nurse-interorganizational:</b> Working on the state nurse practice act to ensure nurses have the authority to practice at their level of training
<b>Advocacy</b>	Informed consent Patient Bill of Rights Chain of command

**NRSRG 2510**  
**Health and Illness Concepts III**  
**Level 4**

**Course Title/ Credits:** Health and Illness Concepts III (4 Credits)

**Course description:** This course will cover health and illness concepts, with the focus on acute conditions across the lifespan. Concepts covered are related to homeostasis/regulation, oxygenation/hemostasis, protection/ movement and, emotional processes.

**Emphasis:** Exemplars, evidence-based practices, collaborative care, healthcare standards, nursing informatics/technologies, and care resources associated with the concepts of the course are discussed. Normal physiology and healthy adaptations of the patient are integrated into the concept/exemplar content. This is a four credit hour course.

**Prerequisites:** Successful completion of NRSRG 2010, NRSRG 2020, NRSRG 2090.

**Co-Requisites:** All concurrent Level Four nursing courses.

**Required Texts:**

Ackley, B. J., & Ludwig, G. B. (2013). *Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care, (10<sup>th</sup> ed.)* St. Louis: Mosby

Deglin, J. H. & Vallerand, A. H. (2012). *Davis's Drug Guide for Nurses (with CD-ROM) (12th ed.)*. Philadelphia: F.A. Davis

Giddens, J. (2012). *Concepts for Nursing Practice*, St. Louis: Elsevier

Kelly, P. (2013). *Nursing Leadership and Management (3<sup>rd</sup> ed.)*. Albany, NY: Delmar

Lewis, S.L., M. M., Dirksen, Heitkemper, S. R., P. G., & Bucher, L. (2015). *Medical-Surgical Nursing: Assessment and Management of Clinical Problem (9<sup>th</sup> ed.)* St. Louis: Mosby

Lilley, L.L., Collins, S.R., Harrington, S., & Snyder, J.S. (2013). *Pharmacology and the Nursing Process. (7<sup>th</sup> ed.)* St Louis: Mosby Elsevier.

McKinney, E. S., James, S. R., Murray, S. S., & Ashwill, J. W. (2013). *Maternal-Child Nursing. (4<sup>th</sup> ed.)*. St. Louis: Saunders Elsevier

McKinney, E. S., James, S. R., Murray, S. S., & Ashwill, J. W. (2013). *Study Guide: Maternal- Child Nursing. (4<sup>th</sup> ed.)*. St. Louis: Saunders Elsevier

Phillips, L.D. (2010). *Manual of IV Therapeutics. (5th ed.)* Philadelphia: F.A. Davis

Potter, P. A. and Perry, A. G. (2013). *Fundamentals of Nursing. (8<sup>th</sup> ed.)* St. Louis, Missouri: Mosby

Varcarolis, E. M. & Halter, M. J. (2014). *Foundations of Psychiatric Mental Health Nursing. (7<sup>th</sup> ed.)* St. Louis: Saunders Elsevier

Van Leeuwen, A.M., Kranpitz, T.R., & Smith. L. (2011) *Davis's Comprehensive Handbook of Laboratory & Diagnostic Tests with Nursing Implications. (4nd ed.)* Philadelphia: F.A. Davis.

**Course Objectives (Parenthesis is link to GLOs):**

1. Anticipate healthcare participants risk for potentially harmful situations related to the concepts/exemplars of the course. **(Safety, Professional)**
2. Integrate evidence based practices and healthcare standards of care related to the concepts/exemplars of the course. **(Evidenced based/Safety)**
3. Differentiate the multiple roles of the health care team related to the concepts/exemplars of the course. **(Interprofessional collaboration)**

4. Integrate use of appropriate technology related to the concepts/exemplars of the course. **(Technologies)**
5. Interrelate risk factors, concepts, physiologic processes, patient attributes and clinical management of the exemplars covered in this course. **(Safety/ Professional nursing practice/Evidenced based/Leadership/Collaboration)**

**Course Requirements:**

1. Attend and participate in class.
2. **Complete and submit all assigned work on time (Failure to do so can result in failure of NRS 2510)**
3. Read, and use required textbooks and other assigned resources.
4. Read, understand, and comply with all requirements outlined in the CNM Nursing Student Handbook.

**Methods of Instruction:**

1. Lecture
2. Team and individual based learning activities
3. Case studies

**Methods of Evaluation and Grade Determination:**

1. Examinations/quizzes
  - a. 3 exams
  - b. HESI Medical/Surgical and Pediatric Exams
  - c. Quizzes (TBD)
2. In class and out of class assignments
3. HESI case studies

**Policies:**

**Assignments:** All assignments must be completed and submitted on time. If they are not done on time, there is no recourse. Points will be awarded for each successfully completed assignment. For assignments available to students for less than five days: ten percent (10%) will be deducted for each calendar day an assignment is late. If the assignment is received after five (5) calendar days from the due date, a grade of zero (0) will automatically be given for that assignments. For assignments available to students for more than five days: Late assignments receive a grade of zero (0). No exceptions or extensions will be made. It is the student's responsibility to have either a nursing instructor or a Health, Wellness, and Public Safety administrative assistant write the date and time any assignment is turned in when it is not given directly to the course instructor. Assignments turned in to the wrong location will be treated as late and graded as described above. In-class activities are only awarded points or grade if class attended on that day.

**Exams:** Exams will be spaced throughout the semester. Examinations consist of multiple choice and other format questions (prioritization, select all that apply, etc.) that test the student's achievement of unit objectives. Dates and times for the exams are listed in the class calendar on Blackboard. Students are expected to be present for all testing dates. If an emergency causes an absence from a test, the student must contact the course instructor prior to the start of the exam. Please refer to the student handbook for the policy on missed examinations. ***All 4 unit exams will be held at the Rio Rancho Campus with lecture immediately following at the Rio Rancho Campus.***

## **HESI Exam**

In order to pass NRS 2510, students must complete two (2) HESI Exams: Medical/Surgical and Pediatric. Dates and times for these exams will be published on BB-course calendar. There will be no incomplete grades given due to lack of time to finish or repeat the HESI exam or required remediation. Students will take HESI standardized exams in each level of the nursing curriculum. These tests are an important part of the student experience because they help to highlight areas of strength and weakness. This is an early intervention that can make a positive impact on the NCLEX exam. All HESI exams are counted as one exam grade. Students are encouraged to retake the exams if the HESI score is less than 850. Students achieving a HESI score of 825 or less will be required to remediate and retest. Remediation through the Evolve website ([evolve.elsevier.com](http://evolve.elsevier.com)) is the student's responsibility. Failure to retest will result in a grade of zero for the exam. If the student's score on the second test falls below the original score, the student will earn an average of the two conversion scores. If the student's score on the second test goes up, the second test conversion score will be recorded in the gradebook. This practice will help the student take each HESI attempt seriously while rewarding improvement and minimizing any backslides.

***It is the student's responsibility to seek remediation if a test is not passed. (The student is strongly encouraged to do so.) The course instructor or level coordinator can assist the student in seeking remediation.***

**The theory component will follow the grading scale of CNM nursing program, however, failure to satisfactorily complete the clinical experience can result in a failing grade blocking progression to the next level.**

### **GRADING SCALE:**

A = 90% - 100%  
B = 80% - 89%  
C = 77% - 79%  
D = 67%-76%  
F = BELOW 67%

### **Course Concepts and Exemplars:**

- Cellular Regulation
  - Breast cancer
  - Colon cancer
- Acid Base Balance
  - Respiratory acidosis
  - Metabolic acidosis
  - Acidosis compensation
- Intracranial Regulation
  - CVA
  - Traumatic Brain Injury
  - Seizures
  - Spinal cord injury
- Clotting

- VTE
- DIC
- Infection
  - Sepsis
  - RSV
  - UTI
  - MRSA
- Perfusion
  - Heart failure
  - Acute coronary syndrome
  - Myocardial Infarction
  - Congenital heart disease
  - Arterial vascular disease
  - Hypertension
- Cognition
  - Mental retardation/ Developmental delay
  - Dementia/Delirium
  - Alzheimer's
  - Psychosis
- Behavior
  - Addictive behaviors
  - Violence behaviors/ child & elder abuse

<b>Course Grading</b>		
	Possible points	<b>Possible total points (May change)</b>
Medical/Surgical HESI	100 pts.	100
Pediatric HESI	100 pts.	100
Unit Exams	4 exams: 100 pts. each	400
Hesi Case Studies	19 Case studies: 10 pts. each	190
<b>Approximate points available</b>		<b>790</b>

Revised 3/28/16

## NRSG 2899 Capstone

### Level 4

### 2 Credits

**Course Description:** This course focuses on the role of the professional nurse and provides an overview of the delivery of professional nursing practices and role transition. The capstone experience comprises of a synthesis of both nursing concepts and a role-transition clinical experience.

**Emphasis:** Advanced theoretical concepts will be examined using the nursing process as a framework. The capstone course is designed as a synthesis of theoretical nursing concepts through the use of exemplars, evidence-based practices, collaborative care, healthcare standards, nursing informatics/technologies, case studies, application exercises, and preceptorship. Contact hour commitment is 15 seminar hours and 75 hours of preceptorship. This is a 2 credit hour course.

**Prerequisites:** Successful completion of NRSG 2510, NRSG 2515.

**Co-Requisites:** All concurrent Level Four nursing courses.

#### **Required Texts:**

Ackley, B. J., & Ludwig, G. B. (2013). *Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care*, (10th ed.) St. Louis: Mosby

Deglin, J. H. & Vallerand, A. H. (2012). *Davis's Drug Guide for Nurses (with CD-ROM)* (12th ed.). Philadelphia: F.A. Davis

Giddens, J. (2012). *Concepts for Nursing Practice*, St. Louis: Elsevier

Kelly, P. (2013). *Nursing Leadership and Management* (3rd ed.). Albany, NY: Delmar

Lewis, S.L., Heitkemper, M. M., Dirksen, S. R., O'Brien, P. G., & Butcher, L. (2013). *Medical-Surgical Nursing: Assessment and Management of Clinical Problem* (8th ed.) St. Louis: Mosby

Lilley, L.L., Collins, S.R., Harrington, S., & Snyder, J.S. (2013). *Pharmacology and the Nursing Process*. (7th ed.) St Louis: Mosby Elsevier.

McKinney, E. S., James, S. R., Murray, S. S., & Ashwill, J. W. (2013). *Maternal-Child Nursing*. (4th ed.). St. Louis: Saunders Elsevier

McKinney, E. S., James, S. R., Murray, S. S., & Ashwill, J. W. (2013). *Study Guide: Maternal- Child Nursing*. (4th ed.). St. Louis: Saunders Elsevier

Phillips, L.D. (2010). *Manual of IV Therapeutics*. (5th ed.) Philadelphia: F.A. Davis

Potter, P. A. and Perry, A. G. (2013). *Fundamentals of Nursing*. (8th ed.) St. Louis, Missouri: Mosby

Varcarolis, E. M. & Halter, M. J. (2014). *Foundations of Psychiatric Mental Health Nursing*. (7th ed.) St. Louis: Saunders Elsevier

Van Leeuwen, A.M., Kranpitz, T.R., & Smith, L. (2011) *Davis's Comprehensive Handbook of Laboratory & Diagnostic Tests with Nursing Implications*. (4nd ed.) Philadelphia: F.A. Davis.

#### **Course Objectives:**

1. Analyze and prioritize the management of the client with complex health problems utilizing the Nursing Process. **(Professional Nursing Practice, Safety)**
2. Analyze and interpret the management of collaborative problems for complex health problems. **(Safety, Interprofessional collaboration)**
3. Integrate the pathophysiology of acute and chronic health problems and the implications for nursing practice. **(Evidence Based)**
4. Identify the impact of the client experiencing chronic mental health issues and addiction on the community and the family. **(Safety, Interprofessional collaboration)**
5. Apply the principles of safe medication administration in a client care setting across the lifespan. **(Safety)**
6. Apply leadership and management skills as evidenced by proper delegation, conflict resolution, time management and coordinating client care. **(Leadership)**



7. Analyze current trends in nursing as related to credentialing, career planning, educational levels, legal aspects and professional organizations. **(Leadership)**
8. Coordinate the activities with a multidisciplinary team to maximize optimal client outcomes across the lifespan. **(Interprofessional Collaboration)**
9. Demonstrate evidence of the integrated knowledge required for successful entry into professional nursing practice. **(Professional Nursing Practice, Leadership, Safety, Evidence Based)**
10. Practice nursing consistent with the ANA Code of Ethics and the New Mexico Nurse Practice Act. **(Professional, Evidence based, Leadership)**

**Methods of Instruction:**

1. Lecture
2. Team and individual based learning activities
3. Case studies
4. Preceptorship under the guidance of a registered nurse.

**Policies:**

**Assignments:**

All assignments must be completed and submitted on time. If they are not done on time, there is no recourse. Points will be awarded for each successfully completed assignment. For assignments available to students for less than five days: ten percent (10%) will be deducted for each calendar day an assignment is late. If the assignment is received after five (5) calendar days from the due date, a grade of zero (0) will automatically be given for that assignments. For assignments available to students for more than five days: Late assignments receive a grade of zero (0). No exceptions or extensions will be made. It is the student's responsibility to have either a nursing instructor or a Health, Wellness, and Public Safety administrative assistant write the date and time any assignment is turned in when it is not given directly to the course instructor. Assignments turned in to the wrong location will be treated as late and graded as described above.

**Exams:**

Exams will be spaced throughout the semester. Examinations consist of multiple choice and other format questions (prioritization, select all that apply, etc.) that test the student's achievement of unit objectives. Dates and times for the exams are listed in the class calendar on Blackboard. Students are expected to be present for all testing dates. If an emergency causes an absence from a test, the student must contact the course instructor prior to the start of the exam. Please refer to the student handbook for the policy on missed examinations.

**HESI Exam:**

In order to pass NRS 2999, students must complete one (1) HESI Exam: Exit (E2). Dates and times for these exams will be published on BB-course calendar. There will be no incomplete grades given due to lack of time to finish or repeat the HESI exam or required remediation. Students will take HESI standardized exams in each level of the nursing curriculum. These tests are an important part of the student experience because they help to highlight areas of strength and weakness. This is an early intervention that can make a positive impact on the NCLEX exam. All HESI exams are counted as one exam grade. Students are encouraged to retake the exams if the HESI score is less than 850. Students achieving a HESI score of 825 or less will be required to remediate and retest. Remediation through the Evolve website ([evolve.elsevier.com](http://evolve.elsevier.com)) is the student's responsibility. Failure to retest will result in a grade of zero for the exam. If the student's score on the second test falls below the original score, the student will earn an average of the two conversion scores. If the student's score on the second test goes up, the second test conversion score will be recorded in the gradebook. This practice will help the student take each HESI attempt seriously while rewarding improvement and minimizing any backslides.

It is the student's responsibility to seek remediation if a test is not passed. (The student is strongly encouraged to do so.) The course instructor or level coordinator can assist the student in seeking remediation.

**Methods of Evaluation and Grade Determination:**

The theory component will follow the grading scale of CNM nursing program, however, failure to satisfactorily complete the clinical experience can result in a failing grade blocking graduation.

Clinical Grading		
Exam	100 pts.	100
Mental Health HESI Exam	100 pts.	100
HESI E2	100 pts.	100
Burn HESI Case Study	10 pts.	10
<b>Total approximate points possible</b>		<b>310</b>

1. Examinations/ quizzes
  - a) 1 Exam
  - b) HESI Mental Health Exam
  - c) HESI E2 (final)
  - d) HESI E2 Retake
  - e) HESI Case Study
2. In class Learning Activities: Missed in class Learning Activities cannot be made up.
3. Out of class Learning Activities: Missed out of class Learning Activities cannot be made up.
4. HESI case study: Note: Late HESI Case Study Submissions are not accepted.

Total **approximate** points possible per semester: **310**

There is no extra credit in this course.

**Grading Scale:**

A = 90%-100%

B = 80%- 89%

C = 77%-79%

D = 67%-76%

F = BELOW 67%

**Course Concepts and Exemplars:**

- Tissue Integrity
  - Burns
- Perfusion
  - Shock
- Gas Exchange
  - Respiratory Failure
- Glucose Regulation
  - Liver Failure
- Professionalism
  - Resume, interviewing
  - Licensure, Board of Nursing, NCLEX
  - Professional certification, Continuing education
  - Transition from student nurse to professional



# Central New Mexico Community College

## 2016 - 2018 CNM Catalog, Volume 49

### Nursing (AAS), NMNEC Concentration

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[School of Health, Wellness & Public Safety \(HWPS\)](#)

#### Description

All CNM nursing courses emphasize a holistic approach that encourages students to embrace the concepts of clear communication, critical thinking and compassion when caring for patients. The Nursing program curriculum includes classroom, laboratory, and supervised clinical instruction that combines an essential set of arts and sciences classes with the nursing courses.

CNM offers the common [New Mexico Nursing Education Consortium](#) (NMNEC) curriculum.

Graduates of the Associate of Applied Science in Nursing (AASN) program meet the requirements set by the New Mexico State Board of Nursing to take the NCLEX-RN licensing examination. Specific terms of licensure can be obtained through the New Mexico Board of Nursing.

The AASN program is accredited through the Accreditation Commission for Education in Nursing (ACEN) (formerly the National League for Nursing Accrediting Commission). This program is a participating member in the New Mexico Nursing Education Consortium (NMNEC).

See [Recommended Sequence of Courses](#)

#### Special Requirements

[HESI A2 Exam](#) minimum composite score of 75%; minimum subtest scores of 75% in Math, Reading, Grammar, Biology, Chemistry and Vocabulary.

#### Program Entry Registration Screening

This is a "Coordinated Program Entry" program; students must complete a pre-registration screening process administered through the [Coordinated Program Entry Office](#) before being eligible to register for program courses.

#### Criminal Background

Most of the health programs in HWPS require students undergo the New Mexico Department of Health caregivers criminal history screening program. This involves state and federal felony criminal background checks with fingerprints. This must be completed prior to starting their program or prior to beginning their clinical experiences. Students with a disqualifying conviction can appeal some of those convictions through the New Mexico Department of Health. Depending on the program, students may or may not be allowed to remain in the program pending appeal. Students who do not successfully appeal a disqualifying conviction will not be allowed to start or remain in the program. A successful appeal does not guarantee eligibility for licensure after graduation in professions that require licensure.

#### Other Compliance Requirements

Many of the health programs in HWPS require students to undergo a routine urine drug screen, provide documentation of current immunizations, have a current Healthcare Provider Basic Life Support (CPR) certificate and other training prior to beginning the program or beginning clinical education, all of which, along with the criminal background check, are verified through the [Office of Verification and Compliance](#).

## Physical Requirements

Students must be in good physical and psychological health. Students may be asked to provide documentation of a recent physical examination. Many health programs require the student to be able to safely lift and/or move a minimum of 50 pounds. Reasonable accommodations are made for students with disabilities. However, some disabilities may prohibit students from completing program specific competencies or gaining employment. Students with disabilities that may interfere with completing program competencies are advised to contact the [School of Health, Wellness & Public Safety](#) office for more information.

## Program Fees

Program fees cover costs incurred on behalf of the student for student-issued equipment, background checks, drug screens, etc.

## Transportation

Students are responsible for their own transportation to off-campus training sites. (i.e. clinical courses at hospitals, internships, etc.)

## Approximate Costs of this Educational Option

- [Cost of Attendance](#)
- [Tuition](#)
- [Books](#)
- [Program and Course Fees](#)

### Financial Aid Considerations

- [This is a financial aid eligible program.](#)
  - Direct Subsidized Loans: [150 percent rule](#)

## Career and Educational Opportunities

### Educational Opportunities

Graduates meet the requirements set by the [New Mexico State Board of Nursing](#) to take the NCLEX-RN licensing examination. This program is accredited through the [Accreditation Commission for Education in Nursing \(ACEN\)](#) and a participating member in the [New Mexico Nursing Education Consortium](#) (NMNEC).

Nursing students are encouraged to continue their education toward a bachelor of science in nursing degree in order to pursue leadership positions in nursing and in the community and obtain specialty credentials.

Many of our courses are [transferable](#) to universities and CNM currently has [transfer agreements](#) with many colleges in New Mexico.

### Employment Information

AASN Graduates find employment in hospitals, long-term care facilities, home health care and physicians' offices. CNM

nursing students are encouraged to continue their education toward a bachelor of science in nursing degree in order to pursue leadership positions in nursing and in the community and obtain specialty credentials

- [Gainful Employment](#) information is available from [Job Connection Services](#).

## Program Proficiencies and/or Prerequisites

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Students may demonstrate proficiency in these areas either by [Diploma/GPA](#), placement [exam scores](#), or specific course work.

- [Coordinated Entry Program](#)
- [HESI A2 Exam](#)
- [Math Proficiency 2](#) or [Math Proficiency 3 \(Recommended\)](#) \*
- [Reading & Writing Proficiency 2](#)
- [Biology Proficiency](#)

## Required Sequence of Courses

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### Term 1

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- [AAS Mathematics Requirement 3-4 credit hour\(s\)](#) ([MATH 1330 Recommended](#)) \*
- [ENG 1101 - College Writing 3 credit hour\(s\)](#)
- [BIO 2210 - Human Anatomy and Physiology I 3 credit hour\(s\)](#) \* \*
- [PSY 1105 - Introduction to Psychology 3 credit hour\(s\)](#) \* \* \*

### Term 2

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- [BIO 2110 - Microbiology 3 credit hour\(s\)](#)
- [BIO 2192 - Microbiology Laboratory 1 credit hour\(s\)](#)
- [BIO 2310 - Human Anatomy and Physiology II 3 credit hour\(s\)](#)
- [BIO 2710 - Pathophysiology I 3 credit hour\(s\)](#)
- [PSY 2220 - Developmental Psychology 3 credit hour\(s\)](#)

### Term 3

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- [BIO 2711 - Pathophysiology II 3 credit hour\(s\)](#)
- [NRSNG 1010 - Introduction to Nursing Concepts 3 credit hour\(s\)](#)
- [NRSNG 1015 - Principles of Nursing Practice 4 credit hour\(s\)](#)

### Term 4

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- [NRSNG 1510 - Health and Illness Concepts I 3 credit hour\(s\)](#)
- [NRSNG 1520 - Health Care Participant 3 credit hour\(s\)](#)
- [NRSNG 1530 - Nursing Pharmacology 3 credit hour\(s\)](#)
- [NRSNG 1535 - Assessment and Health Promotion 4 credit hour\(s\)](#)

## Term 5

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- [NRS 2010 - Health & Illness Concepts II](#) **3 credit hour(s)**
- [NRS 2020 - Professional Nursing Concepts](#) **3 credit hour(s)**
- [NRS 2090 - Care of Patients with Chronic Conditions](#) **4 credit hour(s)**

## Term 6

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- [NRS 2510 - Health & Illness Concepts](#) **4 credit hour(s)**
- [NRS 2515 - Clinical Intensive I](#) **4 credit hour(s)**
- [NRS 2899 - ADN Capstone](#) **2 credit hour(s)**

## Associate of Applied Science in Nursing 68-69 credit hours

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\* **Recommended for students pursuing the NMNEC BSN.**

\*\* **BIO 2210 Anatomy and Physiology I must be taken before BIO 2310 Anatomy and Physiology II.**

\*\*\* **PSY 1105 Introduction to Psychology must be taken before PSY 2220 Developmental Psychology.**

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If you have any additional questions or you need anything else, please don't hesitate to contact me.

Sincerely,  
Liz Platz

A handwritten signature in blue ink that reads "Liz Platz".



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