NEW MEXICO HIGHER EDUCATION DEPARTMENT
Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, *Governor*
Stephanie M. Rodriguez, *Cabinet Secretary*
Patricia Trujillo, *Deputy Secretary*

Request for Applications
Nurse Expansion Appropriation
Fiscal Year 2023 Application
Guidance & Template

Pursuant to Laws 2022, Chapter 54 of the 55th Legislative Session, General Appropriations Act – HB2 Section 5, the New Mexico Higher Education Department (NMHED) is requesting applications for funding activities expanding enrollment in and graduation from nursing programs at public higher education institutions.

Complete applications are due to the Department on or before June 15, 2022. Please note, applications for funding to support endowed faculty positions in nursing are to be submitted separately. Please refer to the "Endowed Positions in Educator Preparation, Social Work, and Nursing" request for applications.

The Department requests that applicant public higher education institutions complete the following template and remit to NMHED via email to the following contact:

New Mexico Higher Education Department
C/O Dr. Harrison Rommel, Director, Institutional Finance Division
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
Harrison.Rommel@state.nm.us
and
Brittany.Gutierrez@state.nm.us

The Department's award process involves the review and ranking of proposals submitted by public higher education institutions in New Mexico. The NMHED Institutional Finance Division is tasked with ensuring all distributions are expended for allowable activities.

This cycle is for expenditures and activities in Fiscal Year 2023 (FY23). Any funding requests for FY24 should be submitted to NMHED by September 15, 2022, and incorporated into Research and Public Service Project (RPSP) submissions for nurse expansion funding.

The total amount available for FY23 is $15 million. Institutional requests may not exceed $1.5 million per program, per campus. Consortium requests (e.g., multiple higher education institutions or branch campuses) may submit a single application with amounts not to exceed $1.5 million per participating higher education institution.

It is important to note that funding appropriated in FY23 is *non-recurring*. While projects should differentiate between recurring and non-recurring requests, there is no guarantee of support in future fiscal years. However, the Department is dedicated to working with higher education institutions to incorporate awarded recurring requests into the FY24 Department, Executive and Legislative budget requests.

Applications should describe how the activities supported by state funds will address one or more of the following:

- Increase the number of nursing students admitted to the program for the academic year.
- Enhance recruitment and/or retention of nursing faculty through competitive salaries, stipends, and other incentives. Note that the **"Endowed Positions in Educator Preparation, Social Work, and Nursing"** request for applications may be more appropriate for this activity.
- Expand clinical sites beyond urban area hospitals to include nursing homes, clinics, rehabilitation centers, birthing centers, etc.
- Utilize new or existing funds to assist faculty and students with transportation and lodging when partaking in clinical placements outside their home residence.
- Develop appropriate tutoring, mentoring and other support programs to retain students and ensure successful graduation and passage of the National Council Licensure Examination, most commonly known as the NCLEX exam.
- Recruit students with a focus on ethnic, gender and geographic diversity as well as expand opportunities for all qualified applicants.
- Work in collaboration with local education agencies (LEAs) or high schools to recruit qualified applicants.
- In border area schools, require at least some clinical rotations to occur in New Mexico facilities to increase the chances of students staying in their home areas upon graduation.
- Retain at-risk students with measurable impact on retention and graduation.
- Expansion of infrastructure to support enrollment growth (e.g. additional staff, software/IT, and other support).

This list is not intended to be comprehensive or limiting in scope. Other activities that can demonstrably increase the number of nursing graduates from a public higher education institution will be considered. Applicants should clearly identify new versus expanded or continuing activities.

For any questions, please contact Brittany Gutierrez, Data Analyst, NMHED Institutional Finance Division, at Brittany.Gutierrez@state.nm.us or (505) 476-8439.

Section I: Applicant Summary

Please complete the following sections. Use additional space and/or attach supplemental documentation as required.

    A. Higher Education Institution name and primary contact information and title for person(s) regarding activities supported by this funding cycle:

Higher Education Institution: Western New Mexico University (WNMU)

Full Name: Dr. Joseph Shepard
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Full Name: Dr. Kimberly Petrovic
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B. Project Abstract: **A Holistic Model for Student Retention and Success in Pre-Nursing and Pre-Licensure Nursing Education**

The Western New Mexico University School of Nursing proposes a holistic approach to preparation for admission and retention of students with a passion for becoming nurses. Our objective is to address many of the barriers to success that exist for our student population, many of whom face challenges such as inadequate academic preparation, lack of relatable experiences, socioeconomic challenges, and the ongoing collective toll of adverse childhood events (ACEs). It is no secret that the commitment to pursue a nursing degree often is fraught with significant stress even in the best of circumstances. When combined with barriers, the pursuit of a nursing degree quickly can become unattainable, causing students to abandon the goal of a career in professional nursing.

Western New Mexico University (WNMU) is an open-enrollment university in rural southwestern New Mexico. Our students often are first-generation college students who have lived their lives below the poverty line, faced unimaginable stressors throughout their lives, and may not have had life experiences that extend beyond the borders of our state. Certain of our nursing students face learning challenges that require non-traditional approaches, are working parents responsible for supporting their families while attending classes and clinicals, have been victims of domestic violence, and struggle to manage behavioral and mental health issues.

We believe that the WNMU School of Nursing faculty provide exceptionally compassionate and supportive instruction and care, often meeting with students for purposes of listening to student concerns or to provide reassurance as well as a referral to support services within the University and within our community. Despite our best efforts and unwavering commitment to our students, we recognize that – while students have the potential to become compassionate, competent, and safe nurses – many of our pre-nursing and pre-licensure students need more support than nursing faculty and the School of Nursing currently are able to provide to students to facilitate their abilities to achieve their goals for careers in professional nursing. In turn, fewer of our students graduate and, subsequently, cannot help to meet the ever-increasing need for professional nurses in New Mexico.

Our proposed project – *A Holistic Model for Student Retention and Success in Pre-Nursing and Pre-Licensure Nursing Education* – would attempt to eliminate as many barriers as possible while providing students with a support system with the potential to help students succeed not only at passing their courses but also in developing long-term coping skills that may result in greater resilience once our graduates are employed in the nursing profession. Our holistic model for student retention and success prioritizes academic, emotional, intellectual, physical, psychological, social, and spiritual well-being of pre-nursing and pre-licensure (Bachelor of Science in Nursing/BSN) students through infusion of holistic nurse coaches as part of the pre-licensure track of the BSN program offered by the WNMU School of Nursing. Along with additional resources for the

academic preparation of pre-nursing students, holistic nurse coaches also will be available to work with pre-nursing students.

By means of participation in group and individual coaching, nursing students will receive assistance and support for a wide range of needs while working with experienced nurses who have professional training as holistic health coaches. Nurse coaches are unique in their ability to help nursing students focus on strategies for achieving academic goals. This is due to the capacity of nurse coaches to support the content of nursing students' studies while guiding students in the application of a varied toolkit of coping strategies for use in the nursing program and throughout students' lives and professional careers. Specifically, nurse coaches are able to support pre-nursing and pre-licensure students in achieving their goals for retention and successful completion of the BSN degree, graduation, passing on the first attempt the National Council Licensure Examination (NCLEX) required to practice as a Registered Nurse (RN), and subsequent entry into professional nursing as a working nurse.

Furthermore, of the ten activities directly supported by state funds, seven are part of *A Holistic Model for Student Retention and Success in Pre-Nursing and Pre-Licensure Nursing Education.* These seven activities are intended to: (1) Increase the number of nursing students admitted to the program for the academic year; (2) Enhance the recruitment and/or retention of nursing faculty through competitive salaries, stipends, and other incentives; (3) Utilize new or existing funds to assist faculty and students with transportation and lodging when participating in clinical placements outside their home residence; (4) Develop appropriate tutoring, mentoring and other support programs to retain students and ensure successful graduation and passage of the National Council Licensure Examination, most commonly known as the NCLEX exam; (5) Recruit students with a focus on ethnic, gender and geographic diversity as well as expand opportunities for all qualified applicants; (6) Retain at-risk students with measurable impact on retention and graduation; and, lastly, (7) Expand infrastructure to support enrollment growth (e.g., with additional staff, software/IT, and other support).

Regarding the first goal to increase the number of pre-nursing students admitted to the pre-licensure BSN track offered through the WNMU School of Nursing, from among an estimated 250 – 300 students who declare pre-nursing as a major upon admission to the University, if even 16% of these students were qualified to apply to the pre-licensure BSN track, then 40 – 48 students could become part of full cohorts of 40 students per academic year; and, the maximum number of students per cohort could increase from 40 to 48. This creates the potential for an additional 40 to 48 nurses per year to join the nursing workforce in New Mexico (NM).

For this reason and that of possibly increasing the number of cohorts from one to two per year for a total of 80 pre-licensure BSN students and, subsequently, 80 potential nurses added to the NM workforce, the second goal to enhance recruitment and retention of faculty via incentives such as stipends applies. A similar rationale pertains

to the third goal of utilizing funds to assist faculty and nursing students with necessities such as transportation and lodging when participating in clinical placements outside their home residence. Then, the roles of the remaining four goals of *A Holistic Model for Student Retention and Success in Pre-Nursing and Pre-Licensure Nursing Education* may be considered.

Specifically, our holistic model for nursing student success will focus on developing and establishing suitable holistic coaching, mentoring, instructional, and tutoring systems to recruit, retain, and prepare pre-nursing students academically for successful entry into and completion of the pre-licensure BSN track at WNMU. As a result, students who graduate from the pre-licensure BSN track will be prepared to pass on the first attempt the National Council Licensure Examination (NCLEX) required to practice as a Registered Nurse (RN), thereby simultaneously increasing the number of RNs available to practice in New Mexico. This is the case especially for rural/frontier areas such as those in the southwestern part of the state in which the WNMU School of Nursing is located. Given the underserved nature of the rural/frontier areas here in the Deming-Silver City region, the holistic nursing student success model intends to address geographic diversity while expanding education opportunities for all qualified pre-nursing students to apply to the pre-licensure BSN track of the BSN program. These efforts are furthered by the capacity of our holistic model for student retention and success to offer early identification of at-risk students.

Finally, in response to the last of seven goals included as part of the nursing student success model, ongoing support is instrumental to continued growth in enrollment of pre-nursing students and, therefore, pre-licensure BSN students. The School of Nursing at WNMU is fortunate to have several staff members who regularly contribute to the success of nursing students. These contributions include advising, guidance on required documents, simulation, and suggestions for navigating the administrative system. Stipends for these individuals are requested because of the positive influences shown towards pre-nursing and pre-licensure BSN students.

C. Please describe in detail proposed activities that will be accomplished with non-recurring funds from the Nurse Expansion appropriation (see **APPENDIX** for allowable costs):

Expansion of Infrastructure to Support Enrollment Growth: $385,000
From $1,478,313 in total funding requested, $385,000 is proposed as non-recurring funding. Of the $385,000 requested, $250,000 will be placed towards the purchase of two new, state-of-the art simulation Manikins (mannequins).

Because the pre-licensure BSN track of the BSN program is offered at both campuses of WNMU (i.e., Silver City and Deming), one Manikin will be located at the Silver City main campus, and the second Manikin will be located at the Deming campus. Warranties for maintenance of the Manikins are included as part of recurring costs. (See the attached document with price quotes from Laerdal.)

Likewise, as the BSN program expands, its numbers of students at both campuses also will expand. This allows more students to take pre-licensure BSN courses at the Deming campus. The new building/student learning center under construction at the Deming site will house the nursing suite. Thus, furniture will be necessary for this suite, and the estimated costs of furniture are $135,000. (See attached documents with price quotes.)

D. Please describe in detail proposed activities that will require recurring funding in future years:

The intention is that *A Holistic Model for Student Retention and Success in Pre-Nursing and Pre-Licensure Nursing Education* will be implemented during Fiscal Year 2022 – 2023 and then will become a permanent part of the WNMU School of Nursing for every year thereafter. The overarching plan for the student success model entails placement within the larger context of nursing's foundation in the liberal arts and sciences. This is supported by the American Association of Colleges of Nursing (AACN) via the document: https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

Specifically, page 2 of the AACN document speaks to foundational elements (e.g., of the liberal arts and sciences and the discipline of nursing) while pages 3 and 4 note the value of a liberal education. Page 10 contains information about a key domain of nursing that includes "a foundation in liberal arts and natural and social sciences." Then, pages 27 and 28 contain more information about this same Domain 1 (Knowledge for Nursing Practice) as follows:

> Preparation in both liberal arts and sciences and professional nursing coursework provides graduates with the essential abilities to function as independent, intellectually curious, socially responsible, competent practitioners (Tobbell, 2018).

The integral nature of nursing with the liberal arts and sciences not only supports the designation of WNMU as the state of New Mexico's Applied Liberal Arts and Sciences (ALAS) University but emphasizes the need for funding to provide pre-nursing and pre-licensure BSN students with access to the resources that focus on expertise of holistic coaches, mentors, and tutors. For instance, page 6 of the AACN document supports budget requests for coaches who advocate for diversity, equity, inclusion, and belonging (DEI/B) of pre-nursing students as well as students already enrolled in the pre-licensure BSN track of the WNMU BSN program.

Stipends for Pilot Versions of Courses and Workshops: $53,127
Support for simulation resources (including the warranties for state-of-the-art Manikins) is noted in pages 21 and 24 of the AACN document. This is the case due to increasing importance of, reliance on, and use of simulation in the education of future nurses. Also, a pilot version of a dosage and medication-related mathematics course is proposed and titled, *Numeracy for Nursing*. Recent events in which a nurse was found

guilty of a fatal medication error (https://www.npr.org/sections/health-shots/2022/03/25/1088902487/former-nurse-found-guilty-in-accidental-injection-death-of-75-year-old-patient) emphasize the importance of accuracy when calculating dosage and administering medications.

Likewise, a pilot version of a composition course intended for pre-nursing students across all sections of the course would benefit students as they build and strengthen their reading and writing skills. Two additional composition courses and one math course that contribute to the Grade Point Average/GPA of students who declare their major as pre-nursing will be created and implemented across the pre-nursing curriculum. Thus, $30,000 is requested for six stipends of $5,000 apiece.

With benefits calculated for each stipend, an additional $2,498 per stipend is requested for a total of $14,988. Another $8,139 is requested to cover employee contributions for the six stipends. Then, the final amount of $53,127 is requested to cover the full costs of the stipends for the development of pilot versions of courses and simulation workshops for pre-nursing and pre-licensure BSN students. These efforts to offer courses and workshops designed specifically with pre-nursing and pre-licensure students in mind not only contribute to increased numbers of nursing students admitted to the BSN program for the academic year but retain at-risk students, thereby positively impacting retention and graduation rates while adding nurses to the workforce in New Mexico.

Stipends for Nursing Faculty & Staff: $350,264
Given knowledge across the state and within the United States that a shortage of nursing faculty exists and that increased salaries for nursing faculty would be beneficial, to enhance recruitment and retention of nursing faculty and staff through competitive salary stipends, a total amount of $350,264 is requested. Of this, 16 stipends of $10,000 apiece are designated for nursing faculty, and four stipends of $5,000 each are allocated for nursing staff. Together, the 20 stipends total $180,000 without benefits.

For faculty stipends, with benefits of $4,996 as employer contributions calculated for each of 16 faculty stipends, an additional $79,936 will be needed. Then, $4,463 for employee contributions is calculated for each stipend, resulting in the amount of $71,408. Together, the amounts for 16 faculty stipends ($160,000), employer contributions ($79,936), and employee contributions ($71,408) totals $311,344.

For staff stipends, with benefits of $2,498 per stipend for employer contributions, an additional $9,992 is requested. Then, $2,232 for employee contributions is calculated for each of the four stipends, resulting in the amount of $8,928. Together, the amounts for four staff stipends ($20,000), employer contributions ($9,992), and employee contributions ($8,928) totals $38,920.

Added together, the final amount for 16 faculty stipends ($311,344) and four staff stipends ($38,920) equals $350,264.

Staff & Systems to Recruit, Retain, and Graduate Nursing Students: $405,722
To develop holistic coaching, mentoring, tutoring (e.g., embedded tutors), and other support systems as part of *A Holistic Model for Student Retention and Success in Pre-Nursing and Pre-Licensure Nursing Education* to retain students while working to ensure successful graduation from the BSN program and subsequent first-time pass rates for graduates when taking the high-stakes National Council Licensure Examination (NCLEX), the current advising center will be expanded to include specialized staff to support increased numbers of pre-nursing and pre-licensure BSN students.

Along with resulting enrollment growth, opportunities can be expanded for all qualified students to reach their dreams of becoming Registered Nurses (RNs). By focusing on diversity, equity, inclusion, and belonging (DEI/B), recruitment and retention of students attracted to careers in professional nursing should follow. Not only this, but through appropriate guidance from holistic coaches, mentors, subject-specific instruction, and (embedded) tutors, students who are at-risk of failing pre-nursing and/or pre-licensure BSN courses required for graduation can be identified early, given necessary academic support, and remain at the University as part of the nursing major. Success of these efforts, plans, and strategies has been demonstrated in the literature (Bartlett et al., 2016; Broussard & White-Jefferson, 2018; Byrd & Meling, 2020; Connelly et al., 2019; Lewis & Bell, 2020; McElligott, 2014; Sanderson et al., 2022; Tantillo et al., 2017).

Included as part of this nursing student success model are two holistic nurse coaches: one for pre-nursing students and one for pre-licensure BSN students. A yearly salary for each holistic nurse coach is $75,000 without benefits, totaling $150,000. With employer contributions included, an additional $37,470 per nurse coach is required for a total of $74,940. Another $33,473 per nurse coach is calculated for employee contributions for a total of $66,946. Together, the costs of two holistic nurse coach salaries ($150,000), employer contributions ($74,940), and employee contributions ($66,946) equal a final total of $291,886.

Embedded tutors are included as part of our holistic model for nursing student retention and success. Three tutors will be part of pre-nursing classes, three tutors will take part in humanities courses, and three tutors will be situated in mathematics courses for a total of nine embedded tutors to work with pre-nursing students to facilitate successful application to the pre-licensure BSN track of the BSN program. The salary for each tutor is $6,500 for a total of $58,500. The addition of employer contributions for nine tutors ($29,227) and employer contributions for nine tutors ($26,109) results in a final total of $113, 836.

Stipends for Lodging & Transportation for Nursing Students and Faculty: $162,000
A total of $162,000 is requested to cover the costs of stipends to assist pre-licensure BSN students and faculty with lodging and transportation when participating in clinical placements located outside of the home residence but still within New Mexico. These stipends contribute to the holistic aspects of nursing students' development; and, this is

the case particularly because potential financial concerns are eased at least somewhat. Specifically, $108,000 is part of the overall request and based on the maximum number of students per cohort of Level V students – in which travel to/from clinical sites for BSN capstone clinical work required. Thus, 40 stipends of $300 each x eight weeks of clinical work for a total of $96,000 is sought. Because nursing faculty may need to travel to/from these clinical sites, five stipends of $300 apiece x eight weeks are requested for a total of $12,000. Together, stipends for Level V students and faculty equal $108,000.

Additionally, to cover the costs of lodging and transportation for nursing students in Levels I through IV of the pre-licensure BSN track, another $54,000 is requested. From this amount, stipends of $300 each will be available as appropriate for students and faculty who need to travel to/from clinical sites when participating in clinical placements located outside of the home residence. If a maximum of 40 students for each of these four levels is considered, then 160 student stipends will be needed. When including five faculty for each of four levels, another 20 stipends will be needed. In total, 180 stipends of $300 each for a total of $54,000. Because not all students will need to travel outside of the home residence, the total amount of the stipends is not multiplied by eight weeks per student as is the case with Level V students who must complete the BSN Capstone course to graduate with the BSN degree.

Funding for Leadership and Professional Development of Faculty: $37,200
Recurring funds for leadership and professional development (e.g., conference funds to cover the full costs of attendance and travel for nursing faculty as well as faculty from the liberal arts and sciences) will contribute to our holistic model for student retention and success. The amount of $30,000 is requested for ten fully-funded conferences (at $3,000 apiece to include airfare, hotel stay, and registration fees). Examples of conferences and professional development events include those related to nursing, simulation, and the liberal arts and sciences with the aim of providing pre-nursing and pre-licensure BSN faculty with up-to-date teaching-learning strategies. Because this student success model for pre-nursing and pre-licensure BSN students meets students where they are, when faculty from nursing and the liberal arts and sciences are at their best and most prepared, then students will be, too.

For instance, as the type of questions asked as part of the NCLEX change by April 2023, nursing faculty will need to be as prepared as possible to create exams that align with this new type of NCLEX – otherwise called the NGN (for Next Generation). An apropos conference for nursing faculty to attend to learn more about NGN preparation is the NurseTim conference (https://nursetim.com/conferences/10787). Costs for 16 nursing faculty to attend virtually is $7,200 (at $450/virtual attendee). Information is found via the conference brochure https://files.constantcontact.com/eb21d8e2701/fd13093d-c39e-40fc-b984-33932d4cf588.pdf. (See attached document.)

Other Recurring Costs: $85,000

Additionally, $35,000 is requested for recurring costs of memberships in various organizations (e.g., accreditation) and warranty services for two new, state-of-the-art simulation Manikins included as part of non-recurring funding. Another $5,000 is requested for supplies in the form of teaching-learning resources via subscriptions. Examples include online teaching tools such as Kahoot and Mentimeter. Also, $15,000 is sought for virtual simulation (v-SIM) resources for a total of 80+ licenses for use by pre-licensure BSN students, especially those in Levels IV and V. Lastly, $30,000 is sought for costs related to administrative assistance with accurate and timely distribution of funding along with preparation of one or more reports for the New Mexico Department of Higher Education (NMHED) and the state legislature.

Section II: Budget Summary

Please complete the following budget activity table. The Department may request supplemental documentation at any time prior to or after award disbursement. Details of expenditures by category should be noted in the proposed activities above. Awardees will submit additional budget detail in the format outlined by Research and Public Service Project (RPSP) submissions.

A. Requested Amount of funds from the FY23 Appropriation Cycle:	$1,478,313
B. Proposed amount of non-recurring funding:	$385,000
C. Proposed amount of recurring funding:	$1,093,313
D. Budget Detail (as applicable) by Category ---	
Expenses From (Date): July 1, 2022	
To (Date): June 30, 2023	
1.) Salary and Benefits:	$809,113
2.) Contractual Services:	
3.) Equipment:	$385,000
4.) Supplies:	$20,000 (teaching-learning materials, v-SIMs)
5.) Travel:	$30,000 (conferences)
6.) Administrative and Other Costs:	$30,000 (administrative assistance in distribution of funding and preparation of reports for NMHED and the state legislature)

	$162,000 stipends for students and faculty
7.) Other (Please describe in detail):	$35,000 (memberships and costs/warranties for simulation Manikins)
	$7,200 (NurseTim virtual conference for 16 faculty at $450 apiece)
	Total for Other: $204,200
8.) **TOTAL:**	$1,478,313

If necessary, please add additional comments on the budget proposal below: (See references.)

References

American Association of Colleges of Nursing (2021). The Essentials: Core competencies for professional nursing education. *American Association of Colleges of Nursing.*

Bartlett, M.L., Taylor, H., and Nelson, J.D. (2016). Comparison of mental health characteristics and stress between baccalaureate nursing students and non-nursing students. *Journal of Nursing Education, 56*(2), 87-90.

Broussard, L., & White-Jefferson, D. (2018). Use of academic coaches to promote student success in online nursing programs. *Teaching and Learning in Nursing, 13,* 223-225.

Byrd, D.A., and Meling, V.B. (2020). Student success centers in nursing education: A case study example. *Journal of Nursing Education, 59*(7), 396-399.

Connelly, L., Kathol, L., Truksa, V.P., Miller, J., Stover, A., and Otto, E.L. (2019). The academic coach: A program for nursing student success. *Journal of Nursing Education, 58*(11), 661-664.

Lewis, L.S., & Bell, L.M. (2020). Academic success for culturally and linguistically diverse nursing students: An integrative review. *Journal of Nursing Education, 59*(10), 551-556.

McElligott, D. (2014). Innovations in holistic nursing: The role of the nurse coach. *American Holistic Nurses Association, August,* 26-28.

Sanderson, C.D., Hollinger-Smith, L., Cox, K. (2022). A model for student success. *Journal of Nursing Education, 61*(2), 101-104.

Tantillo, M., Marconi, M.A., Rideout, K., Anson, E.A., and Reifenstein, K.A. (2017). Creating a nursing student center for academic and professional success. *Journal of Nursing Education, 56*(4), 235-239.

Section III: Performance Targets

Please identify two or more measurable performance targets to measure the success of the proposed activities in the template below.

	Goal based on benefit to students, especially at-risk students, generation of nursing degrees	Actuals for FY22 (if applicable)	Targets for FY23	Targets for FY24	Targets for FY25	Comments: Demonstrate consistent improvement as a result of the awarded funds, trends, etc.
1	Increase the number of nursing students admitted to the BSN program for AY 2022 – 2023	Only 30 students qualify for admission to 40 seats.	40 students for the 40 available seats	40 students for the 40 available seats	40 students for the 40 available seats	Demonstrate an increase in the number of qualified pre-nursing students for application to and enrollment in the pre-licensure BSN track.
2	Enhance recruitment and/or retention of nursing faculty through competitive salaries, stipends, and other incentives.	From among the current number of nursing faculty, 75% or more will require an overload contract for Fall '22 due to the insufficient numbers of nursing faculty to cover clinical and didactic coursework.	Maintain sufficient numbers of faculty to meet the 1:8 faculty-to-student ratio set forth by the NM Board of Nursing/ NMBON.	Maintain sufficient numbers of faculty to meet the 1:8 faculty-to-student ratio set forth by the NM Board of Nursing/ NMBON.	Maintain sufficient numbers of faculty to meet the 1:8 faculty-to-student ratio set forth by the NM Board of Nursing/ NMBON.	Demonstrate from year to year that the number of MSN-prepared nursing faculty is proportionate to numbers of students in the pre-licensure BSN track of BSN program.
3	Utilize new or existing funds to assist faculty and students	N/A at this time	At least 40 to 60 students from	At least 40 to 80 students from	At least 50 to 80 students from	Show that increasing numbers of nursing students from across all five levels of the

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	with transportation and lodging when participating in clinical placements outside of their home residence.		Levels IV and V combined At least 20 students from among Levels I, II, and III At least five to ten faculty	Levels IV and V combined At least 20 to 30 students from among Levels I, II, and III At least six to ten faculty	Levels IV and V combined At least 30 to 40 students from among Levels I, II, and III At least seven to ten faculty	pre-licensure BSN track are utilizing stipends for purposes of travel and lodging to/from worthwhile clinical sites.
4	Develop appropriate tutoring, mentoring, and other support programs to retain students and ensure successful graduation and passage of the NCLEX.	Two holistic nurse coaches and nine embedded tutors will be designated to work with pre-nursing and pre-licensure BSN students.	Two holistic nurse coaches and at least nine embedded tutors will be designated for pre-nursing and pre-licensure BSN students.	Two to three holistic nurse coaches and nine to ten embedded tutors will be designated for pre-nursing and pre-licensure BSN students.	Three to four holistic nurse coaches and 10 – 12 embedded tutors will be designated for pre-nursing and pre-licensure BSN students.	Provide relevant data to show that – as the numbers of pre-nursing and pre-licensure BSN students increased – the numbers of holistic nurse coaches as well as embedded tutors for subject areas in nursing along with liberal arts and sciences increased proportionately.
5	Recruit students with a focus on ethnic, gender, and geographic diversity as well as expand opportunities for all qualified applicants.	At least three students in the Fall '22 cohort of pre-licensure BSN students will be from outside of southwest	At least three to five students in the Fall '23 cohort of pre-licensure BSN students will be from	At least five to ten students in the Fall '24 cohort of pre-licensure BSN students will be from outside of	At least ten students in the Fall '25 cohort of pre-licensure BSN students will be from outside of	Confirm through relevant data that increasing numbers of pre-nursing and pre-licensure BSN students identify in a proportionate manner as diverse based on one or more of these: diversity in geography and/or ethnicity and/or gender.

#		Year 1	Year 2	Year 3	Year 4	Outcome
		New Mexico.	outside of southwest NM. At least 50% of pre-nursing and at least 50% of pre-licensure BSN students will identify as belonging to a diverse ethnic and/or gender group of people.	southwest NM. At least 60% of pre-nursing and at least 60% of pre-licensure BSN students will identify as belonging to a diverse ethnic and/or gender group of people.	southwest NM. At least 70% of pre-nursing and at least 70% of pre-licensure BSN students will identify as belonging to a diverse ethnic and/or gender group of people.	
6	Retain at-risk students with measurable impact on retention and graduation.	Attrition rates will be less than 60% for pre-nursing students and less than 80% for pre-licensure BSN students.	Attrition rates will be less than 65% for pre-nursing students and less than 80% for pre-licensure BSN students.	Attrition rates will be less than 70% for pre-nursing students and less than 85% for pre-licensure BSN students.	Attrition rates will be less than 75% for pre-nursing students and less than 90% for pre-licensure BSN students.	Demonstrate that the attrition rates for pre-nursing and pre-licensure BSN students decreased as the holistic model for nursing student retention and success was implemented from year to year.
7	Expand infrastructure to support enrollment growth (e.g., with additional staff, software/ I.T., and other support).	Provide nursing staff with stipends. Add two new SIM Manikins to nursing labs.	Provide nursing staff with stipends. Continue to use the two new SIM Manikins.	Provide nursing staff with stipends. Continue to use the two new SIM Manikins.	Provide nursing staff with stipends. Continue to use the two new SIM Manikins.	Establish regularly scheduled stipends for nursing staff, as these individuals contribute to enrollment growth in numbers of pre-nursing and pre-licensure BSN students. Maintain the two SIM Manikins.

Section IV: Certification

I certify that to the best of my knowledge and belief all of the information on this form is correct. I understand that NMHED may at any time request any additional documentation required regarding activities supported by the appropriation. I also understand that failure to report completely and accurately may result in sanctions including but not limited to voidance of any award made by NMHED.

_____   June 8, 2022
Signature of Authorized Representative   **Date**

Joseph Shepard
Printed Name

University President
Title and Department

Western New Mexico University
Higher Education Institution

APPENDIX

I. Allowable Costs: Regular appropriation and carryover

To frame the policy of allowable costs we consider the question: What constitutes nursing expansion activities? The Department defines **Nurse Expansion** as: *activities or expenditures designed to quantitatively increase the number of nursing graduates from the higher education institutions, as measured by an increase in the number of nursing degrees conveyed from year to year*.

As such, the allowable costs and activities can include, but are not limited to:

- Hiring of additional nursing faculty. Note that available funding under faculty endowment appropriations should be prioritized and that funding for faculty shall "supplement, and not supplant" other funds.
- Hiring of student support staff. Student support staff paid through nurse expansion funds (e.g., advisors, tutors, etc.) should dedicate the majority of time to support of nursing students and not be part of the general support staff for the higher education institution. Reasonable accommodations can be made for support staff that work within the general health sciences departments or divisions of the higher education institutions.
- Addition of instructional space specifically intended for nursing students (e.g., simulation labs, clinical practice spaces, etc.). Expenses may include construction or renovation costs, equipment purchases, and furnishing of the instructional space. This does *not* include regular classroom instructional space that may be used for other courses, nor should it include addition or renovation of faculty or staff office space, furniture, computers, supplies, and other expenses associated with the day-to-day operations of faculty and staff. These expenses should be supported through a higher education institution's Instruction and General (I&G) budget. If funded, approval may be subject to review of the NMHED Capital Project Division.
- Any equipment, instructional materials, and consumables that are required to *increase* the number of nursing students that can be trained in an academic period are allowable. The guideline is that the funds expended shall "supplement, and not supplant" other funds.
- Miscellaneous expenses related to the maintenance of program accreditation that result from an increase in instructional capacity are allowed.
- Activities and expenses related to recruitment, retention, and professional development of nursing faculty, as long as these funds do not supplant other sources.

II.   Carryover Funds (funds not expended within the fiscal year of the original appropriation):

In addition to the activities listed above, use of carryover funds may be used to support student scholarships. Again, the principle of "supplement, not supplant" shall be used. The Department recommends that scholarships supported by **Nurse Expansion** funds should supplement and not supplant other aid; and preference be given to students that declare intent to practice as a nurse educator. The following are proposed guidelines for the distribution of nurse expansion funds as scholarships for future nurse educators:

A. Every award shall be evidenced by a contract between the higher education institution and the student. The contract shall provide for the payment by the state of a stated sum to the student and shall state the obligations of the nurse educator under the program, including a specified minimum period of service as a nurse educator.

B. Nurse educators who serve a complete year shall receive credit for one year for the purpose of calculating any loan repayment award amounts. The minimum loan repayment award amount to be paid for each year completed shall be subject to approval by the Department.

C. The contract between the nurse educator and the college or department shall provide that, if the recipient does not comply with the terms of the contract, they shall reimburse the college or department for all payments made on the student's behalf, unless the higher education institution finds acceptable extenuating circumstances for why the nurse educator cannot serve or comply with the terms of the contract.

D. The higher education institution shall report to NMHED on: the amount of funds used for tuition scholarships; the number of scholarships awarded; and the degree or credential sought for each student supported by the tuition scholarship.

This list is not intended to be comprehensive or limiting, as there may be other activities or expenses that would constitute a reasonable use of **Nurse Expansion** funds. Other proposed expenses that do not fall within the categories described above should be submitted to the Department for approval by the Higher Education Cabinet Secretary.

Laerdal Medical Corporation
167 Myers Corners Road
Wappingers Falls, NY 12590
Phone Order To: 877-LAERDAL
Fax Order To: (800) 227-1143
Email: customerservice@laerdal.com

CLIENT EXECUTIVE
Barron Williams
(254) 404-7348
barron.williams@laerdal.com

To prevent any delays in processing your purchase, please include your quote # when ordering.

DATE: 5/5/2022

ATTN: Lorenzo Saenz
Sim Center
+15755386973
lorenzo.saenz@wnmu.edu

BILL TO: 00103068
WESTERN NEW MEXICO UNIVERSITY
P O BOX 680
SILVER CITY NM 88062

QUOTE NUMBER:	Q-564778
CREDIT TERMS:	30 days
EXPIRATION DATE:	9/2/2022

SimMan 3G Refresh - Medium Skin Tone

QTY	PRODUCT	DESCRIPTION	TERM (MONTHS)	LIST PRICE	UNIT PRICE	EXTENDED PRICE
1	212-03150	SimMan 3G PLUS Medium Manikin and Accessories Includes SimMan 3G PLUS Manikin, LLEAP License, USB Headset/Microphone, Consumables, Soft Sided Carry Case, 1 Year Manufacturer's Warranty.		$80,898.00	$76,044.12	$76,044.12
1	400-10201	Laptop For use with LLEAP, Ultrasound, or as a Patient Monitor		$2,084.00	$1,958.96	$1,958.96
1	400-09201	Tablet For use as an Instructor Computer with LLEAP software, or a LLEAP, SimPad or SimPad Plus Patient Monitor		$2,205.00	$2,072.70	$2,072.70
1	400-93050	Mobile Router Can accommodate up to 3 simulators being used simultaneously on one router. Battery-powered and ideal for mobile simulations. For optional internet access, SIM Card (not included) must be purchased by the customer.		$209.00	$196.46	$196.46
1	212-B-PVplusP-S3G	ValuePlus SimMan 3G PLUS Platinum Includes Installation, Extended Warranty, Loaner coverage and Preventative Maintenance on Site.	48	$52,360.00	$34,034.00	$34,034.00
				SimMan 3G Refresh - Medium Skin Tone TOTAL:		$114,306.24

SimMan 3G Refresh - Light Skin Tone

QTY	PRODUCT	DESCRIPTION	TERM (MONTHS)	LIST PRICE	UNIT PRICE	EXTENDED PRICE
1	212-03350	SimMan 3G PLUS Light Manikin and Accessories Includes SimMan 3G PLUS Manikin, LLEAP License, USB Headset/Microphone, Consumables, Soft Sided Carry Case, 1 Year Manufacturer's Warranty.		$80,898.00	$76,044.12	$76,044.12
1	400-10201	Laptop For use with LLEAP, Ultrasound, or as a Patient Monitor		$2,084.00	$1,958.96	$1,958.96
1	400-09201	Tablet For use as an Instructor Computer with LLEAP software, or a LLEAP, SimPad or SimPad Plus Patient Monitor		$2,205.00	$2,072.70	$2,072.70
1	212-B-PVplusP-S3G	ValuePlus SimMan 3G PLUS Platinum Includes Installation, Extended Warranty, Loaner coverage and Preventative Maintenance on Site.	48	$52,360.00	$34,034.00	$34,034.00

SimMan 3G Refresh - Light Skin Tone TOTAL:	$114,109.78

Service Warranty Upgrade

QTY	PRODUCT	DESCRIPTION	TERM (MONTHS)	LIST PRICE	UNIT PRICE	EXTENDED PRICE
1	377-B-VplusP-SMM	ValuePlus SimMom Platinum Includes Extended Warranty, Loaner coverage and Preventative Maintenance on Site. **Serial# 377UMS0915001**	12	$9,820.00	$7,365.00	$7,365.00
1	232-B-VplusP-SimJr	ValuePlus SimJunior Platinum Includes Extended Warranty, Loaner coverage and Preventative Maintenance on Site. **Serial# 232UMB4814001**	12	$6,966.00	$5,224.50	$5,224.50

Service Warranty Upgrade TOTAL:	$12,589.50

ITEM TOTAL :	$241,005.52
SHIPPING/HANDLING :	$750.00
LOGISTIC SURCHARGE :	$700.00
TAX :	$0.00
TOTAL :	$242,455.52

There are various payment options; please see bottom of your quote for further clarification.
Appropriate Sales Tax will be added to invoice – Pricing and Availability are subject to change
Shipping/Handling costs will be added to invoice

By Accepting this Quote, the following terms are hereby incorporated into customer's order:

Products:
Products that are currently on contract will be removed immediately if manufacturing or distribution of the product is discontinued.

Payment:
Net 30 Days for approved open accounts; CIA; Credit Cards accepted. Financing options now available – sample leasing payment terms follow.

Lease term 24 months: USD 10,102.31 *
Lease term 36 months: USD 6,734.88 *
Lease term 48 months: USD 5,051.16 *

* Quoted payments do not include Interest, Taxes, Maintenance, Cancellation fees or Insurance. Quotes are subject to credit approval and may change without notice.

Warranty:
One(1) year warranty on manufactured products and 90 day warranty on refurbished products
Two(2) year parts replacement warranty with technical assistance by phone on all Hill-Rom refurbished products

Delivery:
Delivery of product to a specific location within your building, if requested is at an additional charge and not included in this quote

Training/Education:
Onsite and Virtual Education will expire one (1) year from date of purchase. Exceptions include:
- Educational Pathway trainings will expire two (2) years from date of purchase. Five (5) or more Ed Path Training days will expire in five (5) years.
- Contracts/Technology Sustainment Program (TSP)
- Advanced Care & Maintenance Courses

CANCELLATION or RESCHEDULING of EDUCATIONAL or TECHNICAL SERVICES WILL RESULT IN CANCELLATION/RESCHEDULING FEES.

7 DAYS OR LESS: 100% of Course / Service Cost
8 DAYS to 2 WEEKS: 75% of Course / Service Cost
15 DAYS to 20 DAYS: 50% of Course / Service Cost
3 WEEKS or MORE: NO FEE

Customer will be required to submit a new PO to reschedule a cancelled course / service.

Confidential

2022-2023 Budget Proposal
Submit Original Only
DEMING NURSING SUITE OFFICE AND STUDENT FURNITURE

Purpose: This budget proposal would be used to procure state funding in lieu of outlay project funding to the extent of

125K

Instructions
Please enter all anticipated expenses below in the interim
period during which you anticipate expenses. Keep in
mind that some reoccuring expenses may need to be spread
out across both interims.

Prepared by | Lorenzo Saenz
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Please provide contact information. lorenzo.saenz@wnmu.edu
5755386973
2104735564

The following expenditures are anticipated to occur over the next year.

STUDENT

	ITEM	QTY	COST PER UNIT		COST
1.	HP PRO DESK 600 COMPUTER	24	$952.23	$	$22,853.52
2.	KONIKA MINOLTA BIZHUB C36Oi	1	$15,907.00	$	$15,907.00
3.	Iceberg ICE69227 ARC 6-foot Rectangular Conference Table, 36" x 72", Graphite/Silver Leg	12	$381.03	$	$4,572.36
4.	CLATINA Mesh Back Stacking Arm Chairs with Upholstered Fabric Seat and Ergonomic Lumber Suppo	24	$90.00	$	$2,160.00
5.	OPTOMA GT1080HDR Projector	1	$849.00	$	$849.00
6.	Hill-Rom CareAssist ES Bed Set	6	$13,939.00	$	$83,634.00
7.				$	$0.00
8.				$	$0.00
9.				$	$0.00
10.				$	$0.00
				$	$129,975.88

Faculty

	ITEM	QTY		COST	
1.	I shaped desks	3	$345.39	$	1036.17
2.				$	0
3.				$	0
4.				$	0
5.				$	0
6.				$	0
7.				$	0
8.				$	0
9.				$	0
10.				$	0
	Interim 2 Total:			$	$1,036

	Total Anticipated Expenses:	$	$131,012

I hereby certify that the above is the proposed planning grant budget and accurate to the best of my knowledge: X ~~_Segren_~~ **Program Director** X	**AACN Board Use Only:** **AACN Staff Use Only:**

Iceberg ICE69227 ARC 6-foot Rectangular Conference Table, 36" x 72", Graphite/Silver Leg

Visit the Iceberg Store

★★★☆☆ ⌄   19 ratings | 12 answered questions

$381⁰³

Color: **Graphite/Silver**

Size: **36" x 72"**

| 30" x 60" | 36" x 72" |

Model Name	ARC Rectangular Table
Color	Graphite/Silver
Size	36" x 72"
Furniture Finish	Laminate
Brand	Iceberg

About this item

- Versatile for open plan environments
- Standard height for desk or meeting/conference table
- Solid 1 1/8" thick top with thermally fused melamine laminate
- Top and legs ship together in 1 box

Product Specifications

Base Type	Legs
Color	Graphite/Silver
Ean	0674785692271
Global Trade Identification Number	00674785692271
Height	29.0 inches
Included Components	Conference Table
Is Assembly Required	true
Item Weight	90.0 pounds

⌄ See more

Specification for this product family

Brand Name	Iceberg
Item Shape	Rectangle
UNSPSC Code	56101700

New (4) from $381.03 FREE Scheduled Delivery

$381⁰³

FREE scheduled delivery as soon as **Friday, May 27, 6 AM - 6 PM**

⦿ Select delivery location

Only 1 left in stock - order soon.

[Add to Cart]

[Buy Now]

🔒 Secure transaction

Ships from
Amazon.com
Sold by
Amazon.com

Return policy: Eligible for Return, Refund or Replacement within 30 days of receipt ⌄

Add a gift receipt for easy returns

[Add to List]

New (4) from $381.03 FREE Scheduled Delivery ›

Share ✉ f 🐦 📌

Other Sellers on Amazon

$443.48   [Add to Cart]
& FREE Shipping
Sold by: Shoplet

$505.62   [Add to Cart]
& FREE Shipping
Sold by: PLEXSUPPLY.

Have one to sell?
[Sell on Amazon]

Frequently bought together

Total price: $698.90

[Add all three to Cart]

ⓘ Some of these items ship sooner than the others. Show details

- ☑ This item: Iceberg ICE69227 ARC 6-foot Rectangular Conference Table, 36" x 72", Graphite/Silver Leg $381.03
- ☑ Giantex Set of 5 Conference Chair with Ergonomic Upholstered Seat,Elegant and Stackable Design for Office,Waiting … $289.99
- ☑ Furmax Office Chair Mid Back Swivel Lumbar Support Desk Chair, Computer Ergonomic Mesh Chair with Armrest (Bla… $27.88

Products related to this item

Sponsored

6 Person Conference Table with Metal Base	Rectangular Shaped	Harmony Series	6...	at Work 6'x 3' Conference Table Espresso Laminate/Brushed...	10 Person Conference Table with Metal Bases	Modular Rectangular Table	Harmony S...	6 Person Conference Table with Metal Base	Boat Shaped	Harmony Series	6' Asi...	6' Conference Table T-Legs	Rectangle Shaped	6 Person Table	Harmony Series	W...	Regency Structure Oval Dining/Conference Table, 96", Mocha Walnut/Black	Tribesigns 8FT Conference Table, 94.48L x 47.24W x 29.52H Inches Boat...	at Work Expandable Conference Table 11' Gray Laminate Top/Brushed Nickel...
$1,088.71	★★★★★ 1 $1,095.00	$2,486.80	$1,241.37	$1,088.69	$529.00 ✓prime	★★★★☆ 38 #1 Best Seller $369.99	$1,709.00

Product details

Product Dimensions : 72 x 36 x 29 inches; 90 Pounds

Item model number : 69227

Date First Available : November 1, 2014

Manufacturer : Iceberg

ASIN : B00OKDZGEI

Country of Origin : USA

Best Sellers Rank: #185,893 in Office Products (See Top 100 in Office Products)
#47 in Conference Room Tables

Customer Reviews:
⭐⭐⭐☆☆ ⌄   19 ratings

Product Description

Iceberg ARC fixed height tables provide an ergonomically healthy option to sit, stand, or lean with comfort, to support more active work postures. Designed for flexible work space, ARC enables standard height desks as meeting and conferencing tables.

What's in the box
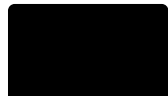
- Conference Table

Products related to this item

Sponsored

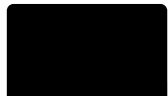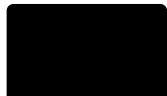| Regency Structure Oval Dining/Conference Table, 96", Mahogany/Black | 6 Person Conference Table with Metal Base | Rectangular Shaped | Harmony Series | 6... | at Work Expandable Conference Table 11' Gray Laminate Top/Brushed Nickel... | at Work Expandable Conference Table 12' Espresso Laminate Top/Brushed Nickel... | Regency Prestige Traditional Veneer Conference Table with Power, 96-inch, Cherry | 10 Person Conference Table with Metal Bases | Modular Rectangular Table | Harmony S... | at Work 6'x 3' Conference Table Espresso Laminate/Brushed... | 6 Person Conference Table with Metal Base Racetrack Shaped | Harmony Series | 6' ... |
|---|---|---|---|---|---|---|---|
| $529.00 ✓prime | $1,088.71 | $1,709.00 | $1,922.00 | ⭐⭐⭐⭐☆ 5 $1,149.00 ✓prime | $2,486.80 | ⭐⭐⭐⭐⭐ 1 $1,095.00 | ⭐⭐⭐☆☆ 4 $1,241.37 |

Videos

Videos for related products

Bush (In Network)   Merchant Video   Merchant Video

[Upload your video]

Customer Questions & Answers

See questions and answers

Customer reviews

⭐⭐⭐½☆ 3.4 out of 5

19 global ratings

5 star		45%
4 star		10%
3 star		8%
2 star		16%
1 star		21%

▾ How customer reviews and ratings work

Reviews with images

See all customer images

[Top reviews ▾]

Top reviews from the United States

bonamico

⭐⭐☆☆☆ **Don't screw around with this....**

Reviewed in the United States on November 26, 2019

Color: Walnut/Gray | Size: 36" x 72" | Verified Purchase

Table has a warning to not sit on it.. also when assembling be very careful the screws will strip- make sure you use a really good phillips head. Was almost impossible to get them in.

3 people found this helpful

Helpful | Report abuse

Matthew Randolph

⭐☆☆☆☆ **Damage around the edge.**

Reviewed in the United States on February 6, 2020

Color: Graphite/Silver | Size: 36" x 72" | Verified Purchase

Likes - Table is solid and easy to self assemble.

Dislikes - This is the second table purchased and both had damage around the edge of the table. The photo attached is the most recent example of the damage which is considerably worse than the first purchase.

Would not purchase this table as the packing is insufficient to protect the edges of the table during shipping. The quality after delivery does not meet the price point.
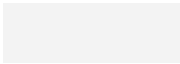
2 people found this helpful

Helpful | Report abuse

brightsky

⭐⭐☆☆☆ **TABLE DAMAGED**

Reviewed in the United States on October 29, 2020

Color: Graphite/Silver | Size: 30" x 60" | Verified Purchase

We received yesterday, our table that our customers will be sitting at today. This table in our new office came damaged. We could have bought one in this contrition at a resale store for less cost.

One person found this helpful

Helpful | Report abuse

L S R

⭐⭐⭐⭐☆ **Great Product**

Reviewed in the United States on December 31, 2018

Color: Walnut/Gray | Size: 36" x 72" | Verified Purchase

Very sturdy desk. Unfortunately our first one came damaged, but it was replaced.

One person found this helpful

Helpful | Report abuse

Amazon Customer

⭐⭐⭐⭐⭐ **Iceberg rectangular conference table**

Reviewed in the United States on October 3, 2018

Color: Graphite/Silver | Size: 36" x 72" | Verified Purchase

Delivery person was extremely helpful in bringing to the lab.

One person found this helpful

Helpful | Report abuse

See all reviews ›

Top reviews from other countries

Amazon Customer

⭐⭐⭐⭐⭐ **Five Stars**

Reviewed in Canada on March 6, 2016

Color: Graphite/Silver | Size: 36" x 72" | Verified Purchase

It is very good. But heavy ^^

Report abuse

See all reviews ›

Sponsored

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Become a Delivery Driver
Start a package delivery business
Advertise Your Products
Self-Publish with Us
Host an Amazon Hub
› See More Ways to Make Money

Amazon Payment Products
Amazon Rewards Visa Signature Cards
Amazon Store Card
Amazon Secured Card
Amazon Business Card
Amazon Business Line of Credit
Shop with Points
Credit Card Marketplace
Reload Your Balance
Amazon Currency Converter

Let Us Help You
Amazon and COVID-19
Your Account
Your Orders
Shipping Rates & Policies
Amazon Prime
Returns & Replacements
Manage Your Content and Devices
Amazon Assistant
Help

English   United States

Amazon Music
Stream millions
of songs

Sell on Amazon
Start a Selling Account

Audible
Listen to Books & Original
Audio Performances

IMDb
Movies, TV
& Celebrities

Whole Foods Market
America's Healthiest
Grocery Store

Amazon Advertising
Find, attract, and
engage customers

Amazon Business
Everything For
Your Business

Book Depository
Books With Free
Delivery Worldwide

IMDbPro
Get Info Entertainment
Professionals Need

Woot!
Deals and
Shenanigans

Amazon Subscription Boxes
Top subscription boxes – right to your door

Amazon Drive
Cloud storage
from Amazon

Amazon Fresh
Groceries & More
Right To Your Door

Box Office Mojo
Find Movie
Box Office Data

Kindle Direct Publishing
Indie Digital & Print Publishing
Made Easy

Zappos
Shoes &
Clothing

PillPack
Pharmacy Simplified

6pm
Score deals
on fashion brands

AmazonGlobal
Ship Orders
Internationally

ComiXology
Thousands of
Digital Comics

Amazon Photos
Unlimited Photo Storage
Free With Prime

Ring
Smart Home
Security Systems

Amazon Renewed
Like-new products
you can trust

AbeBooks
Books, art
& collectibles

Home Services
Experienced Pros
Happiness Guarantee

DPReview
Digital
Photography

Prime Video Direct
Video Distribution
Made Easy

eero WiFi
Stream 4K Video
in Every Room

ACX
Audiobook Publishing
Made Easy

Amazon Ignite
Sell your original
Digital Educational
Resources

Fabric
Sewing, Quilting
& Knitting

Shopbop
Designer
Fashion Brands

Blink
Smart Security
for Every Home

Alexa
Actionable Analytics
for the Web

Amazon Web Services
Scalable Cloud
Computing Services

Goodreads
Book reviews
& recommendations

Amazon Warehouse
Great Deals on
Quality Used Products

Neighbors App
Real-Time Crime
& Safety Alerts

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QUOTE CONFIRMATION

DEAR SEAN REES,

Thank you for considering CDW•G LLC for your computing needs. The details of your quote are below. Click here to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
1C7SKZM	5/10/2022	SON SAENZ 2	337097	$1,279.50

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
HP ProDesk 600 G6 - mini desktop - Core i5 10500T 2.3 GHz - 16 GB - SSD 512 Mfg. Part#: 5C6M7UT#ABA Contract: E&I CNR01439 Catalog SMA (CNR01439)	1	6722246	$952.23	$952.23
HP Z24n G3 - LED monitor - 24" Mfg. Part#: 1C4Z5AA#ABA Contract: New Mexico CES (2022-01-AG01-All)	1	6384080	$327.27	$327.27

PURCHASER BILLING INFO		
Billing Address: WESTERN NEW MEXICO UNIVERSITY ACCTS PAYABLE 1000 W COLLEGE AVE SILVER CITY, NM 88061-4112 **Phone:** (505) 538-6168 **Payment Terms:**	SUBTOTAL	$1,279.50
	SHIPPING	$0.00
	SALES TAX	$0.00
	GRAND TOTAL	**$1,279.50**

DELIVER TO

Shipping Address:
WESTERN NEW MEXICO UNIV
ATTN:SEAN REES
1000 W COLLEGE AVE
SILVER CITY, NM 88061-4158
Phone: (505) 538-6168
Shipping Method: UPS Ground

Please remit payments to:

CDW Government
75 Remittance Drive
Suite 1515
Chicago, IL 60675-1515

Need Assistance? CDW•G LLC SALES CONTACT INFORMATION

David Garratt | (877) 823-5933 | davgarr@cdwg.com

Conference Information

Overview

Hear strategies from some of the top nurse educators in the country at the 13th Annual Nuts & Bolts Conference. Work alongside them to improve your classroom, lab/sim, and clinical learning environments. The focus on evidence-based learning will help all programs integrate the Clinical Judgment needed for the upcoming changes in practice, on NCLEX®, and in education. Virtual hands-on activities will help you master effective strategies for teaching no matter what classes you teach. Don't miss this Next Gen Learning experience!

Objectives

Upon completion, participants will be able to:

• Develop evidence-based connections between clinical, simulation, and classroom learning.

• Create classroom and clinical learning activities that promote clinical reasoning.

• Develop evidence-based learning experiences based on the NCLEX® Client Needs.

• Identify strategies that provide valid, reliable data for assessing student and program outcomes.

• Identify factors that create barriers to student success in the classroom and on NCLEX®.

• Analyze evidence-based tools and strategies for developing a culture of student success.

• Describe proven strategies to support faculty and curricular success.

Target Audience

This conference is designed for clinical instructors, nurse educators, and administrators in PN/VN, ADN/ASN, diploma, BSN, and graduate programs. Because of the active learning focus, other health care educators will benefit as well.

Home Kit

Each virtual registration will receive a conference home kit. This home kit will include items to participate in virtual hands-on sessions and NurseTim® swag! Each registration will also be given 30 day access to our NurseTim® webinars.

Nursing Contact Hours

Up to 20.25 hours of nursing continuing education will be awarded upon completion of NCPD criteria.

6.0 Pre-Conference:	Certified Nurse Educator (CNE®) Exam Prep for Certification: Getting Started
3.0 Pre-Conference:	Test-Item Writing: The NCLEX® Connection
3.0 Pre-Conference:	Academic Leadership
3.0 Pre-Conference:	Clinical Assessment Strategies — Hands-on Experience
2.0 Pre-Conference:	New Faculty Experience: From Surviving to Thriving
11.25 Main Conference:	Nuts & Bolts for Nurse Educators (2 days)
1.0 Poster Voting:	Main Conference

NurseTim, Inc. is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

NCPD completion criteria includes: payment of conference fee, attendance of the entire session, and submission of a completed evaluation tool.

All faculty and planners at nursing continuing education activities are required to disclose to the audience (1) any significant financial relationships with the manufacturer(s) of any commercial products, goods or services and (2) any unlabeled/unapproved uses of drugs or devices discussed in their presentations. Such disclosures will be made in writing in the course presentation materials.

6:30-8:00

Session Check-In — Continental Breakfast Included

8:00-4:45

Session A

6 Contact Hours

Full-Day session with Lunch on your own

Certified Nurse Educator (CNE®) Exam Preparation
Susan Hendricks, EdD, RN, CNE

This workshop reviews the major topic areas included in the detailed test blueprint of the CNE® exam. Attendees will become familiar with the organization of the exam and all the major topic areas. Emphasis is placed on preparing for the exam, with strategies for understanding the competencies. Practice questions and group activities are throughout. Includes 60-day access to CNE® Prep online course by NurseTim®.

8:00-11:15

Session B

3 Contact Hours

VIRTUAL →

Test Item Writing — The NCLEX® Connection
Tim Bristol, PhD, RN, CNE, ANEF, FAAN

Bring test items to use as practice! This workshop will focus on the successful development, maintenance, and revision of test items and exams. We will explore strategies to create and revise questions to identify students' ability to implement safe and effective clinical judgment while providing care. Participants will practice using NCLEX® related client needs, the nursing process, and quality and safety concepts to enhance test items validity. There will be an introductory exploration of item analysis and test blueprints as well.

8:00-11:15

Session C

3 Contact Hours

Accreditation in Nursing — Strategies for Success
Virginia Wangerin, PhD, RN, CNE; Sandra J. Peterson, PhD, RN; Jennifer Eccles, PhD, RN

Nursing programs seek national accreditation to demonstrate adherence to established standards and validate program quality. This session will address the keys to success regardless of the selected accreditation agency, noting the similarities among accreditation standards and recognizing key components that all programs must address. Focus will be on curriculum, developing and maintaining a Systematic Plan of Evaluation and creating a process that makes maintaining accreditation standards an integrated process across the academic year.

11:15-1:30

Session Break — Lunch On Your Own

12:30-1:30

Session Check-In

1:30-4:45

Session D

3 Contact Hours

Academic Leadership
Kelly J. Dries, PhD, RN and Valerie Anderson, DNP, RN

Academic leadership is full of opportunities and challenges. Building a healthy workplace can be the greatest challenge with the most significant rewards. This 3-hour workshop will focus on building healthy teams within a healthy work environment, creating a culture of accountability, and being the change agent for quality improvement. We will also discuss strategies to take care of yourself while you move your team forward.

1:30-4:45

Session E

3 Contact Hours

VIRTUAL →

Clinical Assessment Strategies — Hands-On Experience
Erica Larson, MSN, RN and Virgina Wangerin, PhD, RN, CNE

Clinical assessment is at the heart of identifying a students' practice readiness. Student clinical performance is assessed with formative and summative criteria, challenging novice and experienced educators. Sometimes those assessments are difficult for faculty and students to negotiate. This workshop will explore a variety of strategies to ensure an objective and fair evaluation of student performance. Emphasis is placed on helping students identify areas of strength and opportunities for growth. Come ready for clinical!

6:00-8:30

2 Contact Hours

Includes: Dinner, dessert, two hours participation

New Faculty Dinner Experience: From Surviving to Thriving
Virginia Wangerin, PhD, RN, CNE; Kelly J. Dries, PhD, RN; Karin Sherrill, MSN, RN, CNE, CHSE, ANEF, FAADN; Erica Larson MSN, RN

This dinner event is a chance for new faculty to collaborate with other nurse educators in the same position. Also you will hear from seasoned faculty who have been where you are. This hands-on event will provide you with tools to make that leap from practice to nurse educator's role go more smoothly. You will leave with the confidence to lead in your role with tips you can apply immediately.

This day is all virtual and In-person

Time	Session
6:00-7:00	**Hiking the National Wildlife Refuge with Dr. Bristol**
7:00-8:00	**Check-In and Registration with Exhibitors and Posters – Continental breakfast included**
8:00-8:15	**Welcome, Disclosures, Overview**

8:15-9:15
1 Contact Hour

NCSBN Update on Clinical Judgment and Next Generation NCLEX®
Philip Dickison, PhD, RN, NCSBN Chief Officer, Operations and Examinations National Council of State Boards of Nursing
As an integral part of the health care team, nurses face many challenges resulting from rapid changes within the healthcare field. As the demand for nurses at all practice levels increases, entry-level nurses are expected to possess sound clinical judgment skills, along with their more experienced colleagues. In this session, the speaker will discuss NCSBN's continued research on nursing clinical judgment and the associated measurement framework and work related to the Next Generation NCLEX®.

9:15-10:15
1 Contact Hour

Taking Clinical Judgment into the Classroom, Lab, and Clinical – Hands-On Response to NCSBN Update
Tim Bristol, PhD, RN, CNE, ANEF, FAAN
The evolving healthcare landscape requires a change in the educational experience of future professionals. In this hands-on workshop, participants will explore classroom, lab/sim, and clinical learning activities that help prepare students for the Next Generation of NCLEX® and, the rapidly changing healthcare industry. Developing clinical judgment learning activities requires all educators to examine patient interaction and consider relevant concepts. Clinical imagination to ensure that the learners can see the "bedside" in all they are studying. With these strategies, your students will experience Next Gen Learning.

Time	Session
10:15-10:45	**Break with Exhibitors and Poster Voting**

10:45-11:45
1 Contact Hour

Responses from the Field – Q&A as Programs Prepare for the Next Generation Teaching and Learning
Tim Bristol, PhD, RN, CNE, ANEF, FAAN and Philip Dickison, PhD, RN, NCSBN Chief Officer, Operations and Examinations National Council of State Boards of Nursing
Hear ideas and have questions answered as programs prepare for the Next Generation teaching and learning. Moderated by Dr. Bristol with Dr. Dickison and a panel of educators. Hear from nurse educators implementing innovative ways to enhance clinical judgment and best prepare their students for NextGen and beyond.

Time	Session
11:45-1:00	**Lunch (Included) with Exhibitors and Poster Voting**

1:00-2:30
1.25 Contact Hours

Crucial Educator Strategies for Learner Focused Teaching
Michele Deck, MEd, BSN, LCCE, FACCE
How do you foster the "digestion" of content in your learners? What crucial strategies, considerations and processes bring learners to application and mastery of nursing content and skills? You will experience this process yourself, applying what you have learned at Nuts and Bolts to your classroom clinical teaching.

Time	Session
2:30-3:00	**Break with Exhibitors and Poster Voting**

3:00-4:30
1.25 Contact Hours

The 8 Client Needs of the New NCLEX®: Discharge Planning Begins on Admission
Tim Bristol, PhD, RN, CNE, ANEF, FAAN
Admission, Remediation, Retention, Success—From fundamentals to licensure. The new NCLEX® brings to light the need for every educator across the curriculum to address the client needs continuously. Because of the increased focus on clinical judgment, it is vital to start early. Students need to learn the concepts in the same way in which they will use them. Whether you are teaching maternal/child, critical care, or even pharmacology, the classroom experience's primary goal will be to allow the students to BE a nurse. Allow the students to move from critical thinking and problem-solving in clinical judgment. This hands-on session will help every educator experience the client's needs so that each one can do something new tomorrow. Scrubs are not required, but acceptable.

Saturday, August 13, 2022

5.75 contact hours   *All times listed are in Central Daylight Time.*

6:00-7:00	**Hiking the National Wildlife Refuge (Meet in Hotel Lobby)**
7:30-8:30	**Registration with Exhibitors and Posters — Continental breakfast included**

8:30-9:45

1.25 Contact Hours

Breakout Session 1

A. Developing Your Dream Team — Success Strategies for Leaders
Kelly J. Dries, PhD, RN

Effective leadership requires a supportive team that works collaboratively, enhances member strengths, shares risks and rewards, and operates with mutual respect and goals. Learn how to develop a synergistic and supportive, where everyone contributes resulting in success and shared joy in the workplace.

VIRTUAL →

B. Debriefing with Next Gen Clinical Judgment: Class, Lab, and Simulation (Hands-On)
Karin Sherrill, MSN, RN, CNE, CHSE, ANEF, FAADN

Debriefing is a skill used with simulation to facilitate more in-depth understanding. It includes a process of self-reflection that deepens learning and improves future decision-making abilities and professional behaviors. Using the Clinical Judgment Model as a reflection process, students will gain insight and grow with every class lab and simulation activity. Learn debriefing skills that prepare your students for Next Gen!

C. iPads, Tablets, and Handhelds: A Hands-On Exploration of the Evidence Base!
J. Raney Linck, DNP, RN

Keeping clinical reasoning as the central theme, we will explore the use of mobile devices in education. This hands-on session will allow participants to experience strategies that have proven effective in all education and practice levels, from active learning to assessment and professional practice. These devices' power and pitfalls will be addressed. Bringing a device is welcomed, but not required.

D. Remediation Matters — Cracking the Code for Faculty
Virginia Wangerin, PhD, RN, CNE

One of the main reasons for assessing learning is for the student to understand their strengths and weaknesses. What would it be like to take a patient's vital signs and not do anything with the collected data? That's what happens when students are quizzed or tested, and they don't do anything with the data. This session focuses on concrete strategies faculty can use to help students take control of their gaps.

E. Creating for Next Gen: No-Tech to High-Tech (Hands-On)
Tim Bristol, PhD, RN, CNE, ANEF, FAAN

Use 5 different tools (no-tech/low-tech/high-tech) to build, deploy, and manage next gen multisensory learning and assessment. We will be using everything from notecards to basic office software to web-based applications to computer-supported learning to testing software in this session.

Because of the nature of this experience, tools will be used to demonstrate concepts (no-tech/low tech/high tech). These tools are examples and participants will need to transfer concepts to tools that they readily have available in their environments. The tools used in these demonstrations are tools readily available to the presenters. This session will be offered multiple times, but can only be attended once during the conference.

9:45-10:15	**Break with Exhibitors and Poster Voting**

Register Online: Registration Deadline is July 25, 2022
In-person registration is limited and may close before registration deadline.

NurseTim.com/nuts-and-bolts

10:15-11:30
1.25 Contact Hours

Breakout Session 2

A. Creating Cases for Next Gen Test Items — An Electronic Health Record Focus (Hands-On)
Karin Sherrill, MSN, RN, CNE, CHSE, ANEF, FAADN

The electronic health record is a rich source for authentic, realistic cases. This resource easily translates to Next Gen test items. This hands-on session will provide you with knowledge and skills to create high-level, Next Gen style test items for your next class, lab, simulation, and clinical day. Utilize templates that you can use in your program!

VIRTUAL →

B. Alternative Clinical
Erica Larson, MSN, RN

The landscape is changing for nursing education. Short patient stays, limited availability of clinical sites, and a shift in where and how care is provided. Let's think outside the box and explore alternative clinical options, clinical activities, and learning strategies to promote clinical judgment.

C. Next Gen and Alternate Format Test Items
Valerie Anderson, DNP, RN

New nursing graduates struggle with clinical judgment, posing a potential risk for safe clinical practice. How do educators foster clinical judgment among their students? How might you use the current alternate format question design from the National Council of State Boards of Nursing to achieve that goal? This workshop will include practical ways to use alternate format questions as teaching and assessment strategies.

D. Is Your Curriculum Ready for Clinical Judgment?
Tamara King, MSN-Ed, RN

Teaching the same content, the same way and expecting different outcomes meets the definition of insanity! Start with the end in mind: we want graduates to be prepared for safe, competent practice using sound clinical judgment. Does your curriculum provide the building blocks to reach that goal?

E. Creating for Next Gen: No-Tech to High-Tech (Hands-On)
Tim Bristol, PhD, RN, CNE, ANEF, FAAN

Use 5 different tools (no-tech/low-tech/high-tech) to build, deploy, and manage next gen multisensory learning and assessment. We will be using everything from notecards to basic office software to web-based applications to computer-supported learning to testing software in this session.

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11:30-1:00

Lunch (Included) with Exhibitors and Poster Voting

Call for Posters! Submit by July 6, 2022

Consider submitting a poster related to nursing education or an evidence-based clinical study with implications for nursing education. Abstracts will be peer-reviewed and participants chosen will be notified by July 15, 2022. Some may be selected for oral presentation.

You may download complete poster presentation guidelines at NurseTim.com/nuts-and-bolts. For questions, please email help@nursetim.com.

There are a limited number of spots available to present. Submission acceptance may close before July 6, 2022 if all spots have been filled.

1:00-2:15 1.25 Contact Hours VIRTUAL →	**Breakout Session 3** **A. Lessons Learned** Success stories that demonstrate significant growth in programming, funding, retention, or other key measurements will be shared. **B. Culture and Diversity** Emphasis is placed on strategies to advance diversity, equity, and inclusion in nursing through supporting students and faculty through curricular innovation or mentoring programs. **C. Curricular Success** Success comes when faculty, students and key stakeholders are working together to enhance outcomes. Hear about strategic partnership or creative strategies that have resulted in successful program growth or improved outcomes. **D. Clinical and Simulation Management** Explore best practices and creative strategies that promote clinical judgment, facilitate meaningful assessment and feedback, and/or explore alternative clinical options. **E. Creating for Next Gen: No-Tech to High-Tech (Hands-On)** *Tim Bristol, PhD, RN, CNE, ANEF, FAAN* Use 5 different tools (no-tech/low-tech/high-tech) to build, deploy, and manage next gen multisensory learning and assessment. We will be using everything from notecards to basic office software to web-based applications to computer-supported learning to testing software in this session. *Because of the nature of this experience, tools will be used to demonstrate concepts (no-tech/low tech/high tech). These tools are examples and participants will need to transfer concepts to tools that they readily have available in their environments. The tools used in these demonstrations are tools readily available to the presenters. This session will be offered multiple times, but can only be attended once during the conference.*
2:15-2:30	**Break with Exhibitors and Poster Voting**

Hiking for Haiti

NurseTim's team is committed to giving back. For over 10 years, Dr. Bristol has worked in Haiti with Haitian nursing faculty and students. This year you can help! Every Nuts & Bolts participant gets a pedometer. NurseTim® will give one dollar for every 1000 steps to the Haiti Nursing Foundation (www.haitinursing.org). Whether you are taking a walk during your session breaks, or doing a little workout in the morning, your steps will help nursing students in Haiti.

2:30-3:45
1.25 Contact Hours

Breakout Session 4

A. Clinical Grading: Assessing Student Performance
J. Raney Linck, DNP, RN

With an increased emphasis on clinical judgment, grading clinical is more critical than ever before. When giving feedback to students, does it empower them to grow in their clinical judgment ability? Faculty are challenged in that every student is different, as is every clinical experience. In this hands-on session, faculty will practice using different clinical grading strategies that are valid and transferable to many other clinical learning experiences.

B. Expert to Novice — Transitioning to the Educator Role
Amy Austin, EdD, MSN, RN

VIRTUAL →

Nurse educators needed: MSN required, doctorate preferred! The majority of new faculty answering those ads are coming directly from practice. The transition from expert clinician to novice educator is not an easy path. This session will focus on strategies to deal with the shock and evolution so that the new faculty develops competence and confidence and STAY in nursing education.

C. Note Taking that Works for Prioritization Power (Hands-On)
Karin Sherrill, MSN, RN, CNE, CHSE, ANEF, FAADN

When processing large volumes of information, it is difficult for students to reach higher cognitive learning levels. Helping students learn how to learn begins with assisting them in forming effective and efficient strategies to manage large amounts of information, creating note-taking habits. This also includes a process of organizing information for easy retrieval at a later date.

D. Engaging Diverse Learners for Success
Sandy N. Cayo, DNP, FNP-BC

Using strategies that engage students and their varied learning styles will promote competency and increase student understanding of how to learn. The six strategies addressed in this session focus on higher-order thinking and use relatively simple tools. Emphasis is placed on developing clinical judgment in the classroom and clinical learning.

E. Creating for Next Gen: No-Tech to High-Tech (Hands-On)
Tim Bristol, PhD, RN, CNE, ANEF, FAAN

Use 5 different tools (no-tech/low-tech/high-tech) to build, deploy, and manage next gen multisensory learning and assessment. We will be using everything from notecards to basic office software to web-based applications to computer-supported learning to testing software in this session.

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Tim Bristol

PhD, RN, CNE, ANEF, FAAN

Dr. Bristol is a student success and retention specialist focusing on classroom, lab, and clinical learning. He has worked with faculty and students at all levels internationally, making innovation in education accessible to over 900 nursing programs annually.

Michele L. Deck

MEd, BSN, LCCE, FACCE

Michele Deck is known internationally for her innovative and active learning strategies. She has been training educators and trainers full-time for the last 30 years. She has won the "Excellence in Nursing" award and has been selected as one of the "Great 100 Nurses of Louisiana."

Karin J. Sherrill

MSN, RN, CNE, CHSE, ANEF, FAADN

Karin Sherrill is a nurse educator with a passion for faculty development and student success. She teaches at Maricopa Community Colleges and Upper Iowa University, specializing in the integration of the flipped classroom and simulation across the curriculum. As a consultant, speaker, and author she has helped faculty nationwide.

Philip Dickison

PhD, RN, NCSBN Chief Officer

Dr. Dickison, the Chief Officer of Operations and Examinations for NCSBN, is responsible for advancing the mission and vision of NCSBN by overseeing programs and services related to the operations of the organization. He works closely with departmental leaders to ensure the programs, products, and services of NCSBN maintain the levels of quality and excellence that have become the hallmark of NCSBN service and leadership. Dr. Dickison has been active in the certification and licensure community for more than 30 years.

Virginia Wangerin

PhD, RN, CNE

Dr. Wangerin is an educator, consultant, and speaker with nearly 40 years of experience in nursing. She has taught at the ADN, BSN and graduate level, and currently is Assistant Clinical Professor and Director of Nursing Education at Iowa State University. Dr. Wangerin is recognized as a lifelong leader and nursing advocate for the profession and at-risk populations. She has developed and implemented concurrent enrollment programs and concept-based curriculum.

Valerie Anderson
DNP, RN

Amy Austin
EdD, MSN, RN

Sandy N. Cayo
DNP, FNP-BC

Kelly J. Dries
PhD, RN

Jennifer Eccles
PhD, RN

Susan Hendricks
EdD, RN, CNE

Tamara King
MSN-Ed, RN

Erica Larson
MSN, RN

J. Raney Linck
DNP, RN

Sandra J. Peterson
PhD, RN

Accommodations

Hilton Minneapolis/St. Paul

3800 American Blvd East
Bloomington, MN 55425

Free shuttle—MSP airport to hotel and mall included.

The Hilton is conveniently located minutes from the Mall of America and next to the scenic Minnesota Valley National Wildlife Refuge.

Reservations:
952-854-2100 or 800-445-8667

Register early before the room block is full. Complimentary continental breakfast is provided each morning at the conference and internet access is available in all guest rooms.

Participants are responsible for their own hotel reservations and should make payments for lodging and other hotel services directly to the Hilton Minneapolis/St. Paul Airport Mall of America.

Conference Home Kit

Virtual conference registrants will receive a conference home kit. Your home kit will include NurseTim® goodies, items to participate in the virtual hands-on activities and much more.

Please note that if you register after July 25, 2022 we may not be able to guarantee your home kit to be delivered to you in-time for the conference.

30-Day Access to Webinars

If your school does not have a current webinar subscription with NurseTim®, your registration also includes free 30-day access to our webinars with unlimited NCPD's.

Visit NurseTim.com/webinars to view full catalog.

Don't forget...

Register Early!

Take advantage of our special early-bird discount rate!
Early-bird deadline—June 30, 2022. In Person registration is limited and may close before the registration deadline. Register Early!

Group Discount

Three or more faculty registrations will qualify your group for a discount. Further discounts are available for large groups of six or more. Registrations must be mailed or completed online together with fees paid prior to conference registration deadline.

Subscriber Discount

NurseTim® webinar subscribers receive a special discount on the conference. Email or call for more information—help@nursetim.com or 866.861.2896.

Loyalty Discount

If you have attended another NurseTim® conference in the last 12 months, either online or onsite, we would like to offer you $100 off this conference. Conferences include Next Gen Learning and Nuts & Bolts. Consultations and one day events do not qualify for this discount. Email or call for more information—help@nursetim.com or 866.861.2896.

(Note: Cannot be used with subscriber discount. Only one discount allowed.)

Registration Deadline—July 25, 2022

Conference registration may sell out before the deadline date. Please register early. Registrations received after July 25th will not be guaranteed to receive a home kit before the conference.

Cancellation Policy

An administrative fee of $100 will be charged for changes to registrations (cancellations and refunds) prior to July 25, 2022. No refunds will be issued after July 25.

Disclaimers

CNE® is a federally registered Certification Mark of the National League for Nursing. Any products or services related to nurse educator certification presented by NurseTim, Inc., are not endorsed by the National League for Nursing.

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Online Registration

NurseTim.com/nuts-and-bolts

Questions?

Email: help@nursetim.com
Toll-Free: 866.861.2896

All conference fees must be paid prior to conference. NCPD credit will not be awarded until all fees have been paid.

Make check or money order payable to NurseTim, Inc. Mail Conference Fees to: NurseTim, Inc., PO Box 505, Victoria, MN 55386