

NMNEC Recommendation for Acceptance of NMNEC ADN Courses as Upper Level RN-BSN Courses

Background:

The New Mexico Nursing Education Consortium (NMNEC) is committed to building multiple pathways into nursing education including the implementation of a common statewide pre-licensure curriculum and increasing accessibility to BSN education. To date, the statewide curriculum (NMNEC Curriculum) is offered in fifteen programs. Of those programs, thirteen offer the pre-licensure BSN and nine offer the ADN.

NMNEC Common Statewide Pre-licensure Curriculum:

The NMNEC Curriculum is uniquely designed in that the ADN curriculum is embedded within the BSN curriculum. The ADN coursework incorporates generally accepted essentials of BSN education. In community colleges offering the ADN and who have established partnerships with BSN-granting institutions, the ADN and BSN students sit side-by-side for the majority of the classes offered for both degrees. (The NMNEC ADN student takes one year of prerequisites and four terms of nursing courses. The NMNEC BSN student takes two years of prerequisites, five terms of nursing courses, as well as additional courses during the first four terms.)

NMNEC ADN & BSN Common Courses:


- The NMNEC ADN coursework embedded within the NMNEC BSN coursework have common course numbers, course names, course descriptions, course objectives, content, concepts
 - Example: •ADN NMNC1235 *Health Assessment & Promotion is the same course as*
 - BSN NMNEC3235 *Health Assessment & Promotion*
 - The equivalence of NMNC1235 (lower level) with NMNC3235 (upper level) removes the need for a student who takes this course in their NMNEC ADN program to repeat the course at a four-year university or college offering the NMNEC pre-licensure BSN program
 - Because NMNC1235 is the same course as NMNC3235, NMNC1235 could also be accepted as the equivalent of a 300-400 level RN-BSN course nursing assessment course
- This demonstrates the equivalence of 100-200 level coursework for the same courses as the 300-400 level within NMNEC pre-licensure BSN programs based on established equivalencies between NMNEC ADN and NMNEC BSN nursing courses in pre-licensure RN education in New Mexico that have been accepted by the NM Higher Education Department (NMHED). (Reference: [NMNEC Statewide Common Nursing Curriculum Course Numbers Crosswalk.](#))

NMNEC Recommendations for RN-BSN Programs:

To further expand the goal of building multiple pathways into nursing education, NMNEC recommends:

- NMNEC ADN programs and NM state-funded RN-BSN programs build mechanisms that recognize NMNEC 100-200 level ADN courses as equivalent to the 300-400 NMNEC BSN courses. The RN-BSN program determines the mechanism used for substitution. Two possibilities are:
 - Mechanism ONE: Substitution of coursework per individual student by the RN-BSN program
 - Mechanism TWO: Formal articulation agreement between RN-BSN program and a NMNEC ADN program detailing the acceptance NMNEC ADN courses by the RN-BSN program
- NM state-funded RN-BSN programs accept the NMNEC ADN courses as 300-400 level RN-BSN courses where appropriate
- With the common practice that 300-400 level nursing courses may be substituted where appropriate for 300-400 level courses in RN-BSN programs, NMNEC recommends that state-funded RN-BSN programs accept the NMNEC ADN courses as equivalent of RN-BSN 300-400 level nursing courses that have similar content, course objectives, or learning outcomes

Agreements such as these would lessen the duplication of coursework between the NMNEC ADN and RN-BSN programs and possibly shorten the length of a student's RN-BSN program. This would also create opportunities for these students to take additional elective coursework that focus on nursing topics of interest.



NM RN-BSN programs who notify NMNEC that mechanisms have been set up to accept NMNEC ADN coursework as substitution for RN-BSN upper-division nursing courses will be identified on the NMNEC website (www.nmneec.org) and publicized to the NMNEC ADN programs.

The following crosswalk illustrates possible equivalencies between NMNEC ADN courses and courses that may be offered by NM state-funded RN-BSN programs.

NMNEC ADN/RN to BSN Proposed Crosswalk for Acceptance of Credit for NMNEC ADN courses and RN-BSN Upper Level RN-BSN Programs						
NMNEC ADN Course Number	NMNEC BSN Course Number	Course Credits	NMNEC Course Title Course Description Course Objectives	Assigned Curricular Concepts and Exemplars with Population or Focus	Possible RN to BSN Course Substitutions as determined by individual program	Course Credits
				Mega-Concept/Concept Category/Concepts • Exemplars (Population or Focus is Lifespan unless otherwise noted)		
NMNC 1235	NMNC 3235	4 credits total (1 Cr Didactic + 3 Cr Clinical)	<p>Assessment & Health Promotion</p> <p>Course Description This course introduces the nursing student to the assessment of and the health promotion for the health care participant as an individual, a family, or a community. This course uses seminar, laboratory and/or clinical settings.</p> <p>Course Objectives Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> 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. 	<p>Professional Nursing Concepts/Professional Attributes/Health Promotion</p> <ul style="list-style-type: none"> • Immunizations • Obesity • Developmental Screening (Peds) • Chronic Disease Management • Exercise Education • Hypertension (Blood Pressure Screening) • Body Mass Index (BMI) • Cancer Screening • Medication Adherence • Smoking Cessation <p>Professional Nursing Concepts/Professional Attributes/Patient Education</p> <ul style="list-style-type: none"> • Health Literacy • Teaching/learning Principles • Motivation and Readiness to Change 	<p>Nursing Assessment course</p> <p>Family Nursing course</p> <p>Community Assessment course</p>	3 Cr

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				Mega-Concept/Concept Category/Concepts <ul style="list-style-type: none"> Exemplars (Population or Focus is Lifespan unless otherwise noted) 		
			<ol style="list-style-type: none"> Utilize community assessment data and evidence-based practice as basis for identifying community health needs. Document health assessments in electronic health record or written formats. Share community assessment data with other healthcare professionals to identify needed interventions. Explain the role of the nurse in relation to advocacy for the health care recipient. 			
NMNC 2320	NMNC 4320	3 Cr	<p>Professional Nursing Concepts 1</p> <p>Course Description This course covers foundational concepts for professional development, including selected professional attributes and care competencies.</p> <p>Course Objectives Upon successful completion of this course, the student will:</p>	<p>Professional Nursing/Professional Attributes/Ethics</p> <ul style="list-style-type: none"> ANA Code of Ethics <p>Professional Nursing/Professional Attributes/Leadership</p> <ul style="list-style-type: none"> Delegation Change Management Team Building Negotiation <p>Professional Nursing/Care Competencies/Collaboration</p> <ul style="list-style-type: none"> Nurse-Patient: Discharge Planning 	Leadership or Roles course	3 Cr

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				Mega-Concept/Concept Category/Concepts <ul style="list-style-type: none"> Exemplars (Population or Focus is Lifespan unless otherwise noted) 		
			<ol style="list-style-type: none"> Examine the ethical values, virtues, principles, and policies that guide the moral delivery of health care. Relate the nurse's interpretation of patient needs, concerns, and health problems with nursing decisions. Discuss the factors which motivate individuals, groups, and organizations to deliver quality nursing care. Determine how interactions of health care team members provide quality patient care. 	<ul style="list-style-type: none"> Nurse-Nurse: Implementing a plan to improve statistics on patient falls Nurse-Interprofessional: Care Conference Nurse-Interorganizational: Working on the state nurse practice act to ensure nurses have the authority to practice at their level of training. Professional Nursing/Professional Attributes/ Advocacy <ul style="list-style-type: none"> Informed Consent Patient Bill of Rights Chain of Command 		
NMNC 1220	NMNC 3220	3 Cr	<p>Health Care Participant</p> <p>Course Description This course introduces the nursing student to the attributes of the health care participant as an individual, a family, or a community.</p> <p>Course Objectives Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> Identify values, beliefs and attitudes towards health and 	Participant Attribute/Health Care Participant/ Individual <ul style="list-style-type: none"> Patient-Centered Care Participant Attribute/Health Care Participant/ Family <ul style="list-style-type: none"> Family Assessment Family Centered Care Participant Attribute/Health Care Participant/ Community <ul style="list-style-type: none"> Population Health Disaster Preparedness Vulnerable Populations 	Community Health course	3 Cr

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				Mega-Concept/Concept Category/Concepts <ul style="list-style-type: none"> Exemplars (Population or Focus is Lifespan unless otherwise noted) 		
			<p>illness of the health care participant.</p> <p>2. Articulate the role of nursing in relation to the health of vulnerable populations and elimination of health disparities.</p> <p>3. Describe the protective and predictive factors which influence the health of families, groups, communities, and populations.</p> <p>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.</p> <p>5. Describe the use of information and communication technologies in preventive care.</p> <p>6. Examine the health care and emergency preparedness needs of the local community and state of New Mexico.</p> <p>7. Identify clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity.</p>	<ul style="list-style-type: none"> Environmental Health Assessment <p>Participant Attribute/Diversity/Development</p> <ul style="list-style-type: none"> Developmental Assessment Developmental Implications of Patient Education Nursing Implications of Individual Developmental Stages <p>Participant Attribute/Diversity/Functional Ability</p> <ul style="list-style-type: none"> Functional Assessment-Elders Functional Assessment-Children <p>Participant Attribute/Diversity/Culture</p> <ul style="list-style-type: none"> Cultural Competence Cultural Self-Awareness NM Cultures, especially Anglo, Hispanic, Native American, Military <p>Participant Attribute/Diversity/Spirituality</p> <ul style="list-style-type: none"> Spiritual Beliefs and Relationship to Health and Illness Spiritual Needs Assessment <p>Participant Attribute/Diversity/Health Care Disparities</p>		

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				Mega-Concept/Concept Category/Concepts <ul style="list-style-type: none"> Exemplars (Population or Focus is Lifespan unless otherwise noted) 		
				<ul style="list-style-type: none"> Social Determinants of Health NM Health Disparities US and Global Health Disparities Health Disparities in Local Community Social Justice/Health Care Equity 		

Other NMNEC ADN courses, including some Clinical Intensive courses that may focus on a specific topic or content area such as Community Health, could also be added to an articulation agreement, based on content that is similar to RN-BSN course content. (Reference: NMNEC Grad Learning Outcomes with Level Objectives).

Note: NMNEC Common Course Numbering adopted in 2018 are used in this document when referring to NMNEC ADN and BSN courses. Individual NMNEC ADN courses may also have a previous NMNEC common course number that was in place prior to 2018 plus an additional school-specific course number. These additional course numbers may need to be identified in an articulation agreement between specific programs/schools.