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| <b>Name of Department:</b><br><b>Instructor Name:</b><br><b>Office Location:</b><br><b>Office Hours:</b><br><b>E-mail:</b><br><b>Telephone:</b><br><b>Class Meeting Lab/Clinical</b><br><b>Pre-requisites:</b><br><b>Co-requisites:</b> | Nursing<br>Sheral Cain MSN-Ed, RN-BC<br>Monday 7-8, 11-12, & 2-3, Tuesday 8-11 Virtual Zoom and by appointment<br>Nursing 111A<br><a href="mailto:cains@unm.edu">cains@unm.edu</a> , <a href="mailto:scain53223@aol.com">scain53223@aol.com</a><br>505-925-8872 505-220-3959 Cell<br>Wed 0830-1130<br>none<br>Admission into the nursing program<br>BIO 238/248L (Human Anatomy & Physiology II with optional lab); NMNC 1135 (Principles of Nursing Practice); NURS 239 or 240 (Pathophysiology I or II)   |
| <b>Fall 2021 Syllabus</b>   |   |
| <b>Title of Course:</b>   | <b>NMNC 1110 Introduction to Nursing Concepts</b>   |
| <b>Course Description:</b>  | This course introduces the nursing student to the concepts of nursing practice and conceptual learning.   |
| <b>Credit Hours and Contact Hours:</b>  | 3 CH: 3 credits didactic = 3 hours/week or 48 contact hours   |
| <b>Course Outcomes</b>  | Upon successful completion of this course, the student will: <ol style="list-style-type: none"> <li>1. Integrate knowledge from nursing pre and co-requisites into a conceptual learning model.</li> <li>2. Apply conceptual learning to select nursing concepts.</li> <li>3. Define personal values, beliefs, and attitudes about health and wellness.</li> <li>4. Describe importance of identifying patient safety issues.</li> <li>5. Describe roles and values of nursing and members of the healthcare team.</li> <li>6. Describe standards and regulations that apply to nursing practice.</li> </ol>  |
| <b>Course Competencies</b>  | Upon successful completion of this course, the student will: <ol style="list-style-type: none"> <li>1. Express one's own values, beliefs and attitudes in a respectful manner. [L1.1/P1]</li> <li>2. Identify potentially harmful situations. [L1.2/P2]</li> <li>3. Identify near misses and clinical errors. [L1.2/P2]</li> <li>4. Perform identified skills to promote patient safety. [L1.2/P2]</li> <li>5. Perform medication administration safely and accurately. [L1.2/P2]</li> <li>6. Perform medication calculations safely and accurately. [L1.2/P2]</li> <li>7. Verbalize awareness of patient/family preferences and values. [L1.3/P3]</li> </ol> |

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|   | <ol style="list-style-type: none"> <li>8. Identify and compare various communication styles. [L1.4/P4]</li> <li>9. Identify interpersonal communication styles for the situation. [L1.4/P4]</li> <li>10. Identify appropriate advocacy role related to patient safety using nursing interventions. [L1.4/P4]</li> <li>11. Demonstrate effective collaboration with peers in the learning environment. [L1.5/P5]</li> <li>12. Demonstrate effective communication with peers and faculty. [L1.5/P5]</li> <li>13. Identify own areas for personal and professional growth. [L1.5/P5]</li> <li>14. Identify or discuss the differences in the roles of health care team members. [L1.5/P5]</li> <li>15. Document interventions using available technology. [L1.6/P6]</li> <li>16. Select appropriate equipment for use in patient care. [L1.6/P6]</li> </ol> |
| <b>Required Text(s) and Supporting Materials:</b> | Text bundle for level 1   |

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| <b>Course Communication</b>     | <p>Effective, ongoing communication is a key element of success in the nursing program. Instructors and staff communicate with students via email when not in class. Students need to check their UNM and Blackboard email accounts regularly. Full-time nursing instructors have voice mail, and communication should take place directly with your instructor. Full-time instructors hold scheduled office hours as posted in their syllabus and outside of their offices, and students may schedule conferences as needed. In addition, there is student representation on the nursing faculty committee, and the representatives are responsible for communicating pertinent information to classmates. Part-time faculty will identify their preferred method for communication to the students.</p> |
| <b>Electronic Device Usage:</b> | <p>Cellphones and other devices except laptop computers are not permitted in the classroom setting. They must be silenced and put away. Cellphone that ring or are used during class or testing will result in the student being excused from the class or test. Any make-up of assignments or exams due to violation of this policy is solely at the discretion of the instructor. The use of computers is acceptable in the learning context of the class. Lectures may be audiotaped at the express permission of the instructor. Classroom capture is not available at this time.</p>   |
| <b>Academic Integrity</b>       | <p>Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy: <a href="http://policy.unm.edu/regents-policies/section-4/4-8.html">policy.unm.edu/regents-policies/section-4/4-8.html</a>. The policy states:</p>  |

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|  | <p><i>Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.</i></p> <p>Academic Dishonesty is defined as:<br/> <i>"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.</i></p> |
| <p><b>Classroom Use/<br/>Attendance/<br/>Professional Behavior</b></p> | <p>The classroom is available for student use outside of regularly scheduled classes when other classes are not in session. There is a reference area and computers available. In accordance with UNM policy there is no eating or drinking allowed in the classroom. Students may have water in enclosed bottles during class.</p> <p>See the current Student Nurse Handbook for complete listing of attendance and professional behavior policies.</p>   |
| <p><b>Student Concerns or Grievances</b></p>                           | <p>UNM-Valencia nursing program follows the specific Grievance Procedure as provided in the UNM-Valencia <a href="#">Catalog</a>. Prior to participating in the campus procedure, the student is encouraged to review their complaint within the nursing department by following these steps:</p> <p><b>SBAR:</b> To be used as a tool for communicating student concerns in a professional manner.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• The student completes the SBAR using professional language to communicate a concern about classroom, clinical or lab. You may check with your faculty if you are unsure if this process is necessary.</li> <li>• Email the completed SBAR to the instructor.</li> <li>• The instructor will contact the student after reviewing the SBAR to schedule a face to face meeting to discuss the SBAR. The student should bring a printed copy to the meeting.</li> </ul>                                     |
| <p><b>STUDENTS WITH DISABILITIES:</b></p>                              | <p>In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), reasonable accommodations are made to all qualified students unless such accommodations fundamentally alter a program or service or place an undue</p>   |

|  |   |           |       |         |         |          |          |          |         |         |          |          |        |
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|  | <p>hardship on the operation of the University. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or <a href="mailto:jmlujan@unm.edu">jmlujan@unm.edu</a>.</p>   |           |       |         |         |          |          |          |         |         |          |          |        |
| <p><b>EQUAL OPPORTUNITY AND NON-DISCRIMINATION:</b></p>  | <p>In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 - <a href="http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf">www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf</a>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (<a href="http://oeo.unm.edu">oeo.unm.edu</a>). For more information on the campus policy regarding sexual misconduct, see: <a href="https://policy.unm.edu/university-policies/2000/2740.html">https://policy.unm.edu/university-policies/2000/2740.html</a>.</p> |           |       |         |         |          |          |          |         |         |          |          |        |
| <p><b>Teaching Methods:</b> NMNC 1110 will use a variety of approaches to meet the course outcomes. These instructional methods may include, but are not limited to lecture, audio-visual materials, guided discussions, group projects, role playing, self-evaluation, written assignments, computer and on-line activities, and decision-making exercises.</p>   |   |           |       |         |         |          |          |          |         |         |          |          |        |
| <p><b>Successful completion of NMNC 1110 requirements :</b><br/> A cumulative average of all theory tests at 77% or higher<br/> and<br/> An overall course grade of 77% or higher<br/> and<br/> Completion of all components of the course.</p>  |   |           |       |         |         |          |          |          |         |         |          |          |        |
| <p><b>Evaluation/Grading Methods:</b><br/> <i>See the Nursing Student Handbook for all policies and requirements.</i></p> <p><b><i>This Syllabus, including the Course Schedule, is subject to change at the discretion of the instructor in accordance with UNM Valencia Academic Policies. In the event there is a discrepancy between the syllabus and the Student Handbook, the current Student Handbook is the authoritative source.</i></b></p> <p><b>Grading Scale:</b></p> <table border="0"> <tr> <td>98-100 A+</td> <td>79 C+</td> </tr> <tr> <td>93-97 A</td> <td>77-78 C</td> </tr> <tr> <td>90-92 A-</td> <td>73-76 D+</td> </tr> <tr> <td>87-89 B+</td> <td>70-72 D</td> </tr> <tr> <td>83-86 B</td> <td>67-69 D-</td> </tr> <tr> <td>80-82 B-</td> <td>0-67 F</td> </tr> </table> <p><b><i>This Syllabus, including the Course Schedule, is subject to change at the discretion of the Instructor in accordance with UNM Valencia Academic Policies. In the event there</i></b></p> |   | 98-100 A+ | 79 C+ | 93-97 A | 77-78 C | 90-92 A- | 73-76 D+ | 87-89 B+ | 70-72 D | 83-86 B | 67-69 D- | 80-82 B- | 0-67 F |
| 98-100 A+  | 79 C+   |           |       |         |         |          |          |          |         |         |          |          |        |
| 93-97 A  | 77-78 C   |           |       |         |         |          |          |          |         |         |          |          |        |
| 90-92 A-   | 73-76 D+  |           |       |         |         |          |          |          |         |         |          |          |        |
| 87-89 B+   | 70-72 D   |           |       |         |         |          |          |          |         |         |          |          |        |
| 83-86 B  | 67-69 D-  |           |       |         |         |          |          |          |         |         |          |          |        |
| 80-82 B-   | 0-67 F  |           |       |         |         |          |          |          |         |         |          |          |        |

***is a discrepancy between the syllabus and the Student Handbook, the current Student Handbook is the authoritative source.***

**Grade weighting/graded work**

**Test Average(must be  $\geq 77\%$ )** **75%**

**Discussion Questions** **10%**

**Journal Articles (4)** **5%**

**Kaplan** **5%**

**Institute for Healthcare Improvement (IHI) PS 101 course** **5%**

**Other component assignments for completion of course:**

**Adaptive quizzes, portfolio check, Case Studies, Kaplan Orientation**

UNM Administrative Mandate on Required Vaccinations

All students, staff, and instructors are required by [UNM Administrative Mandate on Required Vaccinations](#) to be fully vaccinated for COVID-19 as soon as possible, but no later than September 30, 2021, and must provide proof of vaccination or of a UNM validated limited exemption or exemption no later than September 30, 2021 to the [UNM vaccination verification site](#). Students seeking medical exemption from the vaccination policy must submit a request to the [UNM verification site](#) for review by the UNM [Accessibility Resource Center](#). Students seeking religious exemption from the vaccination policy must submit a request for reasonable accommodation to the [UNM verification site](#) for review by the [Compliance, Ethics, and Equal Opportunity Office](#).

UNM Requirement on Masking in Indoor Spaces

All students, staff, and instructors are required to wear face masks in indoor classes, labs, studios and meetings on UNM campuses, see [masking requirement](#). Vaccinated and unvaccinated instructors teaching in classrooms must wear a mask when entering and leaving the classroom and when moving around the room. When vaccinated instructors are able to maintain at least six feet of distance, they may choose to remove their mask for the purpose of increased communication during instruction. Instructors who are not vaccinated (because of an approved medical or religious exemption), or who are not vaccinated yet, must wear their masks at all times. Students who do not wear a mask indoors on UNM campuses can expect to be asked to leave the classroom and to be dropped from a class if failure to wear a mask occurs more than once in that class. With the exception of the limited cases described above, students and employees who do not wear a mask in classrooms and other indoor public spaces on UNM campuses are subject to disciplinary actions.

Communication on change in modality: The university may direct that classes move to remote delivery at any time to preserve the health and safety of the students, instructor and community. Please check your email and your UNM Learn site regularly for updates about our class, and please

check <https://bringbackthepack.unm.edu> regularly for general UNM updates about COVID-19 and the health of our community.

Acceptable masks and mask wearing in class: A two-layer mask that covers the nose and mouth and that is cleaned regularly is acceptable, as are disposable medical masks, KN95, KF94, FFP1 and FFP2 masks. A face shield is not sufficient protection. It is vital that you wear your mask correctly, covering your nose and mouth. Removing your mask for an extended period to eat or drink in class violates the university mask requirement and endangers others.

Consequences of not wearing a mask properly: If you don't wear a mask, or if you do not wear a mask properly by covering your nose and mouth, you will be asked to leave class. If you fail to wear a mask properly on more than one occasion, you can expect to be dropped from the class. If you insist on remaining in the classroom while not wearing a mask, class will be dismissed for the day to protect others and you will be dropped from the class immediately.

The instructor will try to have a few disposable masks available in the classroom on a first-come, first-served basis.

| <b>Course Schedule (Fall 2021)</b> |             |   |                         |   |
|------------------------------------|-------------|---|-------------------------|---|
| <b>Week</b>                        | <b>Date</b> | <b>Objectives</b>   | <b>Concept/Exemplar</b> | <b>Preparation / due dates</b>  |
| #1                                 | 8/25/21     | Orientation to course and schedule<br>Understand why professionalism is important | Professional Identity   | Bring text: Concepts for Nursing Practice<br>Giddens: Chapter 37<br>Professional Identity<br>NMNEC Concept Overview |

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|    |        | <p>Library Resources</p> <p>Begin to define nursing as a profession (SLO 5 &amp; 6)</p> <p>Discuss contributions of nurse leaders (SLO 5 &amp; 6)</p>  |                                       | <p>Professionalism &amp; Ethics</p> <p>Lewis: Chapter 1</p> <p>Professional Nursing</p> <p>Sherpath: Chapter 1</p> <p>Case Study</p>                            |
| #2 | 9/1/21 | <p>Describe each part of the nursing process (SLO 2)</p> <p>Differentiate between subjective and objective assessment data(SLO 2)</p> <p>Identify the parts of a correctly stated nursing diagnosis (SLO 2)</p> <p>Describe and practice the process of developing a nursing diagnosis. (SLO 2)</p> <p>Identify errors in developing nursing diagnosis. (SLO 2)</p> <p>Formulate a nursing plan of care (SLO 2)</p> <p>Discuss evaluation and its role in modification of the plan of care(SLO 2)</p> <p>Discuss the nurse's responsibility in making clinical decisions (SLO 5 &amp; 6)</p> | Professional Identity/Nursing Process | <p>Ackley: Section 1, part A</p> <p>Lewis Chapter 1 &amp; 2</p> <p>Giddens Chapter 38</p> <p>Clinical Judgment</p> <p>Lewis pg 1653</p> <p>Discussion Board</p> |

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| #3          | 9/8/21      | Describe and practice the process of developing a nursing care plan and concept map. (SLO 2)   | Professional Identity/Nursing Process      | Potter: Chapter 8,9 & 20   |
| <b>Week</b> | <b>Date</b> | <b>Objectives</b>  | <b>Concept/Exemplar</b>                    | <b>Preparation / due dates</b>   |
| #4          | 9/15/21     | Discuss the role that caring plays in building nurse-patient relationships (SLO 3 & 5)<br>Describe ways to express caring in practice (SLO 3 & 5)<br>Compare and contrast various theories of caring (SLO 3 & 5) | Professional identity/Caring               | Giddens Chapter 45<br>Potter Chpt 28<br><br><b>Professional Journal assignment #1 due</b>  |
| #5          | 9/22/21     | <b>Test #1</b>   | Evidence Based Practice                    | Discussion Board<br>Giddens: Chapter 47<br>Potter Chapter 7<br>Evidence Quiz due 9/29<br>Evidence Case Study due 9/29  |
| #6          | 9/29/21     | Explore safety standards in current nursing practice (SLO 4)<br>Discuss specific safety risks that relate to various developmental stages and settings. (SLO 4)  | Evidence Based Practice                    | Giddens: Chapter 47<br>Lewis: pg 13-16<br>Lewis: Chapter 2<br>Potter: Chapter 7<br>Guidelines Plagiarism UNM Main<br><a href="https://owl.purdue.edu">https://owl.purdue.edu</a> |
| #7          | 10/6/21     | Health Care Law - Identify sources of law and standards  | Health Care Law/Nurse Practice Act & HIPAA | Giddens Chapter 56 & 57<br>Potter Chapter 1, 5, 17   |

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|     |          | <p>of care that effect nurses(SLO 6)</p> <p>Describe the legal obligations of professional nurses(SLO 6)</p> <p>Explain informed consent and negligence as they effect nursing practice (SLO 6)</p> <p>List sources for standards of care for nurses(SLO 6)</p> |                    | <p>Chapter 57 Quiz</p> <p>Discussion Board</p> <p>Professional Journal assignment #2 due</p>   |
| #8  | 10/13/21 | <p>Discuss the nurse's responsibility in making clinical decisions. (SLO 5 &amp; 6)</p>   | Health Care Law    | <p>Essentials: Chapter 5</p> <p>Giddens Chapter 57</p> <p>Discussion Board</p>   |
| #9  | 10/20/21 | <p>Test # 2</p> <p>Genomics (SLO 1 &amp; 2)</p>   | Genomics           | <p>Lewis: Chapter 12</p> <p>Genomics Quiz, Case Study due 11/3</p>   |
| #10 | 10/27/21 | <p>Understand the role of genes in diseases</p> <p>Apply the concept to a case study</p> <p>Explain the concept of genomics</p>   | Genomics           | <p>Professional Journal assignment #3 due</p> <p>Kaplan Orientation</p> <p>Lewis Chapter 12</p> <p>Lewis Chapter 28 pgs 541, 576-580</p> <p>Lewis p 288</p> <p>Giddens Chapter 9 &amp; 19</p> <p>CF Quiz Due 11/10</p> |
| #11 | 11/3/21  | <p>Test #3</p> <p>Explore safety standards in current nursing practice (SLO 4)</p> <p>Discuss specific safety risks that relate to various developmental stages and settings. (SLO 4)</p>   | Safety/QSEN & NPSG | <p>Potter: Chapter 30</p> <p>Giddens Chapter 45</p> <p>Look @ QSEN and NPSG websites</p>   |

|      |          | Develop plan of care specific to safety issues. (SLO 4)  |                            |   |
|------|----------|--|----------------------------|---|
| Week | Date     | Objectives   | Concept/Exemplar           | Preparation / due dates   |
| #12  | 11/10/21 | <p>Clinical Informatics – Medication Storage and dispensing systems<br/> Supply Dispensing systems<br/> Barcode medication administration<br/> Electronic health records (EHRs)<br/> Telehealth Tools<br/> Clinical Health Care Informatics<br/> Clinical decision support sytem<br/> System life cycle<br/> Practice guidelines<br/> Direct Nursing Care Delivery<br/> Technology<br/> Physiologic monitoring<br/> ECG monitoring<br/> Pulse oximetry<br/> Glucometer</p> | Technology and Informatics | <p>Giddens Chapter 46<br/> Potter pg 397-400<br/> Potter pg 158-163<br/> Potter pg 43-45<br/> Potter pg 997-998<br/> Potter pg 289<br/> Potter pg 674</p> |
| #13  | 11/17/21 |  | Technology and Informatics | IHI Safety assignment due   |
| #14  | 11/24/21 |  |                            | <p>Kaplan (Fundamentals A) focused review test and remediation due<br/> Technology &amp; Informatics quiz due</p>   |

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| #15         | 12/1/21  | Kaplan Integrated Exam |  | Professional Journal assignment #4 due |
| #16         | 12/8/21  | Test #4                |  |  |
| Finals week | 12/15/21 |                        |  | Portfolio check                        |

#### Professional Journal Article Assignment

Submit a two-page analysis of an article from a professional **nursing** journal. Select an article that is long enough to analyze and that interests you using a modified APA format. Include a title page, approximately two pages of content and correct citation of the article itself as well as any other references if you use any. Include at least:

- Careful analysis of the content of the article including at least three key points

- Significance of the content or finding to the nursing profession in general
- Impact of the content or finding to your career as a nurse and how you will use what you learned, include any concerns you have if any
- Turn in written copy of assignment and journal utilized on due date (9/15, 10/6, 10/27, 12/1)

|   | 20 points   | 15 points   | 5 points  | 0 points  | Totals |
|---|---|---|---|---|--------|
| Analysis                                  | Clear analysis that addresses at least three key points in article                | Clear analysis that addresses at least two key points                           | Clear analysis that addresses one key point                               | No clear analysis                                   |        |
| Significance to nursing                   | States clearly how the three key points are significant to the nursing profession | States clearly how two key points are significant to the nursing profession     | States clearly how one key point is significant to the nursing profession | Does not address significance to nursing profession |        |
| Impact on you                             | Logical statement of several possible areas of impact                             | Some discussion of impact that is not complete or does not cover all key points | Impact of one key area addressed  | Impact not addressed                                |        |
| Grammar, spelling and logical progression | All grammar and spelling is correct and format is logical and easy to follow      | 1-5 errors in grammar or spelling or format is difficult to follow              | 6-10 errors in grammar or spelling  | More than 10 grammar or spelling errors             |        |
| APA                                       | Title page, body and citations are correct using APA                              | One APA error   | More than one APA error   | No APA formatting                                   |        |
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## KAPLAN POLICY

The UNM-Valencia Nursing Program has adopted a comprehensive assessment and review program from Kaplan Nursing. The intent of this program is to provide students with the tools they need to be successful in the nursing program and on the NCLEX-RN.

Kaplan also provides both focused review (practice) and integrated (proctored tests). The focused review tests are designed for student self-assessment and provide students with immediate question feedback

and rationales. Instructors will direct the students to the appropriate focused review tests in each course. In order to receive credit, students must complete the focused review tests as assigned and during the designated time period specified in individual course syllabi. In order for the student to take the Kaplan integrated test, each student must have completed the assigned online focused review test(s). Grade points for focused review tests are awarded based on the score achieved. The 10% of each course grade allotted to Kaplan will be derived from four sources and totaled for a possible 100 points

| <b>Focused Review (practice) Test in Assigned Content Area</b> | <b>Points</b> |
|--|---------------|
| 90-100%  | 25            |
| 80-89.9%   | 20            |
| 60-79.9%   | 15            |
| 40-59.9%   | 10            |
| < 39.9%  | 0             |
| <b>Integrated (proctored) Test in Content Area</b>             |               |
| ≥ 70 <sup>th</sup> percentile                                  | 25            |
| 60- 69.99 <sup>th</sup> percentile                             | 20            |
| 50–59.9 <sup>th</sup> percentile                               | 15            |
| 40–49.9 <sup>th</sup> percentile                               | 10            |
| <40 <sup>th</sup> percentile                                   | 0             |
| <b>Remediation of Focused Review Test(s)</b>                   |               |
| Remediates all questions minimum of 1 minute                   | 25            |
| Remediates all questions minimum of 45 seconds                 | 20            |
| Remediates only wrong questions minimum of 45 seconds          | 15            |
| Remediates >50% minimum of 45 seconds                          | 10            |
| Remediates < 50% and/or minimum of 45 seconds                  | 0             |
| <b>Remediation of Integrated Test</b>                          |               |
| Remediates all questions minimum of 1 minute                   | 25            |
| Remediates all questions minimum of 45 seconds                 | 20            |
| Remediates only wrong questions minimum of 45 seconds          | 15            |
| Remediates >50% minimum of 45 seconds                          | 10            |
| Remediates < 50% and/or minimum of 45 seconds                  | 0             |
| <b>Total points</b>  |               |

### **Focused Review Tests**

**Focused review tests are assigned by course faculty. Tests taken at times other than when they are assigned will mean no points are awarded for the test.**