



<b>Name of Department:</b> <b>Instructor Name:</b> <b>Office Location:</b> <b>Office Hours:</b> <b>E-mail:</b> <b>Telephone:</b> <b>Class Meeting</b>	Nursing Marji Campbell, MSN, RN S111 0900-1200 M-F <a href="mailto:marjic@unm.edu">marjic@unm.edu</a> 505-925-8872 Blended class, see schedule for meeting dates
<b>Pre-requisites:</b>  <b>Co-requisites:</b>	Admission to Nursing Program; NURS 202 Introduction to Nursing Concepts; NURS 204L Principles of Nursing Practice  NURS 238 Pharmacology; NURS 251 Health and Illness Concepts I; NURS 221L Assessment and Health Promotion
<b>Spring 2019 Syllabus</b>	
<b>Title of Course:</b>	<b>NURS 203 Health Care Participant</b>
<b>Course Description:</b>	This course introduces the nursing student to the attributes of the health care participant as an individual, a family, or a community.
<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. Identify values, beliefs, and attitudes towards health and illness of the health care participant.</li> <li>2. Articulate the role of nursing in relation to the health of vulnerable populations and elimination of health disparities.</li> <li>3. Describe the protective and predictive factors which influence the health of families, groups, communities, and populations.</li> <li>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.</li> <li>5. Describe the use of information and communication technologies in preventive care.</li> <li>6. Examine the health care and emergency preparedness needs of the local community and state of New Mexico.</li> <li>7. Identify clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity.</li> </ol>
<b>Required Text(s) and Supporting Materials:</b>	<ul style="list-style-type: none"> <li>• <i>The Spirit Catches You and You Fall Down</i> by Anne Fadiman</li> <li>• Level 2 bundle and all Level 1 materials</li> </ul>
<b>Course Communication</b>	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

	<p>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>
<p><b>Electronic Device Usage:</b></p>	<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>
<p><b>Academic Integrity</b></p>	<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> <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:  <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/ Attendance/ 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</p>

	attendance and professional behavior policies.
<b>Student Concerns or Grievances</b>	<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>
<b>STUDENTS WITH DISABILITIES:</b>	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 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> .
<b>EQUAL OPPORTUNITY AND NON-DISCRIMINATION:</b>	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> .
<b>Teaching Methods</b> NURS 203 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.

**Successful completion of NURS 203 requirements :**

A cumulative average of all theory tests at 77% or higher  
and  
An overall course grade of 77% or higher  
and  
Completion of all components of the course.

**Evaluation/Grading Methods:**

*See the Nursing Student Handbook for all policies and requirements.*

***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.***

**Grading Scale:**

98-100 A+  
93-97 A  
90-92 A-  
87-89 B+  
83-86 B  
80-82 B-  
79 C+  
77-78 C  
73-76 D+  
70-72 D  
67-69 D-  
0-67 F

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Grade weighting/graded work

On-line discussions (10)	40%
Course exams (3)	30%
Professional article analysis (1)	10%
Additional assignments (7)	20%

Adaptive quizzing:

Family dynamics

Functional ability

Development

Culture

Spirituality

Health disparities

IHI Improving Health Equity

(the certificate showing you completed the Blackboard orientation can be substituted for one adaptive quiz grade)

### Course Schedule (Spring 2019)

Week	Date	Concept/exemplars	Preparation	Assignments due
#1	1/14 - 1/20	Individual/patient centered care	Reading Assignment: Potter, <u>Essentials for Nursing Practice</u> Chapter 1 "Professional Nursing" Lewis, <u>Medical Surgical Nursing</u> Chapter 1 "Professional Nursing Practice" Fadiman, <u>The Spirit Catches You and You Fall Down</u> Chapters 1 & 2	Introduction post in discussions by 1/20
#2	1/21 - 1/27	Family/ Family Centered Care	Reading Assignment: Giddens, <u>Concepts for Nursing Practice</u> Chapter 3 "Family Dynamics" Potter, <u>Essentials for Nursing Practice</u> Chapter 25 "Family Dynamics" McKinney, <u>Maternal Child Nursing</u> Chapter 3 "The Childbearing Family" Fadiman, <u>The Spirit Catches You and You Fall Down</u> Chapters 3 & 4	Discussion #1 and responses by 1/27
#3	1/28 -2/3	Continue Individual and Family	Reading Assignment: Fadiman, <u>The Spirit Catches You and You Fall Down</u> Chapters 5 & 6	Discussion #2 and responses by 2/3
#4	2/4- 2/10	Functional Ability/Functional assessment of elders and children	Reading assignment: Giddens, <u>Concepts for Nursing Practice</u> Chapter 2 "Functional Ability" McKinney, <u>Maternal Child Nursing</u> Chapter 54 "The Child with an Intellectual Disability or Developmental Disability" Jarvis, <u>Examination and Health Assessment</u> Chapter 31 "Functional Assessment of the Older Adult"	Discussion #3 and responses by 2/10 Family Dynamics adaptive quizzing in Nursing Concepts

			Fadiman, <u>The Spirit Catches You and You Fall Down</u> Chapters 7 & 8	On-line (NCO) by 2/10 (opens on-line 1/14)
#5	2/11 - 2/17	Concepts on exam #1: individual, family, functional ability	<b>Exam #1 on campus 2/12/19 @ 1230</b>	Functional Ability adaptive quizzing in Nursing Concepts On-line (NCO) by 2/17 (opens on-line 1/14)
#6	2/18 - 2/24	Development/Developmental assessment, developmental implications of patient education, nursing implications of individual developmental stages	Reading assignment: Giddens, <u>Concepts for Nursing Practice</u> Chapter 1 "Development" Lewis, <u>Medical Surgical Nursing</u> Chapter 4 "Patient and Caregiver Teaching" Potter, <u>Essentials for Nursing Practice</u> Chapter 12 "Patient Education" & Chapter 23 "Growth and Development" McKinney, <u>Maternal-Child Nursing</u> Chapter 5 "Health Promotion for the Developing Child" Fadiman, <u>The Spirit Catches You and You Fall Down</u> Chapters 9 & 10	Discussion #4 and responses by 2/24
#7	2/25 - 3/3	Development/Developmental assessment, developmental implications of patient education, nursing implications of individual developmental stages	Reading assignment: Fadiman, <u>The Spirit Catches You and You Fall Down</u> Chapters 11 & 12	Discussion #5 and responses by 3/3
#8	3/4 - 3/10	Tuesday 3/5/19 1230-1530 on campus for face to face activities		Development adaptive quizzing in Nursing Concepts On-line (NCO) by 3/10 (opens on-line 2/4)
<b>Spring Break 3/10/19-3/17/19</b>				
#9	3/18 - 3/24	Culture/ cultural competence, cultural self-awareness, New Mexico cultures	Reading assignment: Fadiman, <u>The Spirit Catches You and You Fall Down</u> Chapters 13 & 14 Jarvis, <u>Examination and Health Assessment</u> Chapter 2 "Cultural Competence" Potter, <u>Essentials for Nursing Practice</u> Chapter 21 "Cultural Competence"	Discussion #6 and responses by 3/24/19

			<p>Lewis, <u>Medical Surgical Nursing</u> Chapter 2 “Health Disparities and Culturally Competent Care”</p> <p>Varcaris, <u>Foundations of Psychiatric Mental Health Nursing</u> Chapter 5 “Cultural Implications”</p> <p>Giddens, <u>Concepts for Nursing Practice</u> Chapter 4 “Culture”</p>	
#10	3/25 - 3/31	Culture/ cultural competence, cultural self-awareness, New Mexico cultures	Reading assignment: Fadiman, <u>The Spirit Catches You and You Fall Down</u> Chapters 15 & 16	Discussion #7 and responses by 3/31/19
#11	4/1-4/7	Concepts on Exam #2: development, culture	<b>Exam #2 on campus 4/2/19 @ 1230</b>	Culture adaptive quizzing in Nursing Concepts On-line (NCO) by 4/7/19(open on-line 3/17)
#12	4/8-4/14	Spirituality/Spiritual beliefs and relationship to health and illness, spiritual needs assessment	Reading Assignment: Fadiman, <u>The Spirit Catches You and You Fall Down</u> Chapters 17 & 18 Giddens, <u>Concepts for Nursing Practice</u> Chapter 5 “Spirituality” Potter, <u>Essentials for Nursing Practice</u> Chapter 22 “Spiritual Health”	Discussion #8 and responses by 4/14/19
#13	4/15 - 4/21	Community/population health, disaster preparedness, vulnerable populations, environmental health assessment	Reading assignment: Fadiman, <u>The Spirit Catches You and You Fall Down</u> Chapters 19 + afterword and notes Potter, <u>Essentials for Nursing Practice</u> Chapter 4, “Community-based Nursing Practice” Lewis, <u>Medical Surgical Nursing</u> Chapter 68 “Emergency and Disaster Nursing” NM Dept of Health, Health Equity Report: <a href="https://nmhealth.org/publication/view/report/2045/">https://nmhealth.org/publication/view/report/2045/</a>	Professional article analysis by 4/21  Spirituality adaptive quizzing in Nursing Concepts On-line (NCO) by 4/21 (open on-line 3/17)
#14	4/22 - 4/28	Community/population health, disaster preparedness, vulnerable populations, environmental health assessment	No additional reading assignments	Discussion #9 and responses by 4/28
#15	4/29 -5/5	Health Care Disparities/Social determinants of health Reading assignment:	Reading assignment: <ul style="list-style-type: none"> <li>Giddens, <u>Concepts for Nursing Practice</u> Chapter 54 “Health Disparities”</li> </ul>	Discussion #10 and responses by 5/5  Health disparities adaptive

				quizzing in Nursing Concepts On-line (NCO) by 5/5 (open on-line 4/1)  Institute for Healthcare Improvement: TA 102 Improving Health Equity by 5/5
#16	5/6-5/10	Concepts on Exam #3: spirituality, community, health care disparities	Exam #3 – date and time TBA	

Professional Journal Article Assignment –

Submit a two-page analysis of an article from a professional nursing journal. **The article must be about one of the concepts or exemplars in this course.** 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

	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	Impact of one key area addressed	Impact not addressed	



		does not cover all key points			
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	

On-line discussion rubric – 10 points possible

Assignment: The initial post should be 150-300 words and written in a semi-formal style. Responses to other students' posts should be 1-2 paragraphs and not merely offer a comment of agreement. If you cite a reference, please use APA guidelines. Initial posts are due by Thursday at 11:59 pm. Please read and write a substantive reply to two (2) other student posts by Sunday at 11:59 pm.

Initial post content	Initial post length/references	Initial post time	Reply posts	Points awarded
Post answers each discussion question completely 4 points	Post is 150-300 words and uses APA guidelines when citing a reference 2 points	Post submitted by 1159PM Thursday 2 points	Two substantive reply posts submitted by 1159PM Sunday 2 points	
Initial post does not address each discussion question 2 points	Post length outside of specified parameters 1 point	Post is 1 minute – 11 hours 59 minutes late 1 point	One reply submitted 1 point	
	References cited not in APA format 0 points	Post is ≥12 hours late 0 points	No replies submitted or submissions are late 0 points	
Total points:				