



<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 Lab/Clinical</b>  <b>Pre-requisites:</b>  <b>Co-requisites:</b>	Nursing Marji Campbell Nursing 111A Mon, Tue, Thurs, Fri mornings and Mon, Tue, Thurs afternoons + as arranged <a href="mailto:marjic@unm.edu">marjic@unm.edu</a> 505-925-8872 Wed 0830-1130 none  Admission into the nursing program  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 2019 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>

	<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

<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>

	<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 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>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</p>

	<p>accommodations, but have not documented your disability, please contact Stacie Kirtley, the coordinator for Equal Access Services at 925-8560 or skirtley@unm.edu.</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 (oeo.unm.edu). 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> NURS 202 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 NURS 202 requirements :</b>  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.</p>																									
<p><b>Evaluation/Grading Methods:</b>  <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</td> <td>A+</td> <td>79</td> <td>C+</td> </tr> <tr> <td>93-97</td> <td>A</td> <td>77-78</td> <td>C</td> </tr> <tr> <td>90-92</td> <td>A-</td> <td>73-76</td> <td>D+</td> </tr> <tr> <td>87-89</td> <td>B+</td> <td>70-72</td> <td>D</td> </tr> <tr> <td>83-86</td> <td>B</td> <td>67-69</td> <td>D-</td> </tr> <tr> <td>80-82</td> <td>B-</td> <td>0-67</td> <td>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 is a discrepancy between the syllabus and the Student Handbook, the current Student Handbook is the authoritative source.</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																						

<b>Grade weighting/graded work</b>	
<b>Test Average(must be <math>\geq</math> 77%)</b>	<b>75%</b>
<b>Kaplan points</b>	<b>5%</b>
<b>Institute for Healthcare Improvement (IHI) PS 101 course</b>	<b>5%</b>
<b>Group project</b>	<b>5%</b>
<b>4 professional article analysis papers</b>	<b>5%</b>
<b>Board of Nursing reflective statement</b>	<b>5%</b>
<b>Other component assignments for completion of course:</b>	
<b>Adaptive test, portfolio check</b>	

<b>Course Schedule (Fall 2018)</b>				
<b>Week</b>	<b>Date</b>	<b>Objectives</b>	<b>Concept/Exemplar</b>	<b>Preparation / due dates</b>
#1	8/21/19	Orientation to course and schedule Begin to understand concepts, conceptual learning and the value of both to nursing education(SLO 1 & 2) Explore resources on NM BON website, (SLO 6)		Bring text: Concepts for Nursing Practice
#2	8/28/19	Identify sources of law and standards of care that effect nurses(SLO 6) Describe the legal obligations of professional nurses(SLO 6) Explain informed consent and negligence as they effect nursing practice (SLO 6) List sources for standards of care for nurses(SLO 6)	Health Care Law/Nurse Practice Act & HIPAA	Concepts: chapter 58 Essentials: chapter 5 Varcacolis: ch 6
#3	9/4/19	<a href="#">Guest speakers: Andrew Lucero and Marcus Erickson, investigators for the NM BON</a>	Health Care Law/Nurse Practice Act	Develop questions to ask investigators

Week	Date	Objectives	Concept/Exemplar	Preparation / due dates
#4	9/11/19	Describe each part of the nursing process (SLO 2) Differentiate between subjective and objective assessment data(SLO 2) Identify the parts of a correctly stated nursing diagnosis (SLO 2) Describe and practice the process of developing a nursing diagnosis. (SLO 2) Identify errors in developing nursing diagnosis. (SLO 2) Formulate a nursing plan of care (SLO 2) Discuss evaluation and its role in modification of the plan of care(SLO 2)	Professional identity/nursing process	Essentials: ch 9 Ackley: Section I, part A  <b>Professional Journal assignment #1 due</b>
	9/12 & 13/19	BON Meeting 0900 National Hispanic Cultural Center <b>Print agenda to take to meeting</b>		
#5	9/18/19	Describe and practice the process of developing a nursing care plan and concept map. (SLO 2) <a href="#">1045 Guest speaker: Mr. Baldonado</a>	Professional identity/nursing process  Health Care Law	
#6	9/25/19	<b>Test #1</b> Explore safety standards in current nursing practice (SLO 4) Discuss specific safety risks that relate to various developmental stages and settings. (SLO 4)	Safety/QSEN & NPSG	Concepts: ch 47 Essentials: ch 28 Look @ QSEN and NPSG websites
#7	10/2/19	Develop plan of care specific to safety issues. (SLO 4)	Safety/QSEN & NPSG	<b>Professional Journal assignment #2 due</b>
#8	10/9/19	Discuss the nurse's responsibility in making clinical decisions. (SLO 5 & 6)	Professional identity/clinical judgement and reasoning	Concepts: ch 4 Essentials: ch 8  <b>IHI Safety assignment due</b>
#9	10/16/19	Genomics (SLO 1 & 2)		Lewis: ch 12 <b>Clinical judgment adaptive quiz due</b>
#10	10/23/19	Group assignments		<b>Professional Journal assignment #3 due</b>
#11	10/30/19	<b>Test #2</b> Begin to define nursing as a profession (SLO 5 & 6) Discuss contributions of nurse leaders (SLO 5 & 6)	Professional identity/nursing history	Essentials: ch 1 Concepts ch 40

Week	Date	Objectives	Concept/Exemplar	Preparation / due dates
#12	11/6/19	Discuss the role that caring plays in building nurse-patient relationships (SLO 3 & 5) Describe ways to express caring in practice (SLO 3 & 5) Compare and contrast various theories of caring (SLO 3 & 5)	Professional identity/caring	Essentials: ch 20
# 13	11/13/19	Describe social and cultural influences in health, illness and caring patterns (SLO 3)	Professional identity/caring	
#14	11/20/19	Test #3		Kaplan (Fundamentals A) focused review test and remediation due
#15	11/27/19	Group project presentations		Professional Journal assignment #4 due
#16	12/4/19	Kaplan Integrated Exam		
Finals week	12/11/19	Test #4 - comprehensive		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 (9/11, 10/2, 10/23, 11/27)

	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	



## 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.**

### NM BON Reflective Statement Rubric

Required components: reflection and analysis of events that occurred during all of the proceedings as well as discussion of how anything changed how you think or how you think it will affect your nursing career

	Excellent	Good	Fair	Poor	Points
Depth of reflection	Writing demonstrates an in-depth reflection on the event, including supporting details and examples. <b>60</b>	Writing demonstrates a general reflection on the event, including some supporting details and examples. <b>40</b>	Writing demonstrates a minimal reflection on the event, including a few supporting details and examples. <b>20</b>	Writing demonstrates lack of reflection on the event, with no details. <b>5</b>	
Required components	Writing surpasses the required components of the selected topic. <b>20</b>	Writing includes the required components of the selected topic. <b>15</b>	Writing includes the a few components of the selected topic. <b>10</b>	Writing does not include the required components of the selected topic. <b>5</b>	
Structure & Organization	Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner. <b>10</b>	Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner. <b>7</b>	Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner. <b>5</b>	Writing unclear, disorganized. Thoughts make little to no sense. <b>2</b>	
Grammar	There are no spelling or grammar errors in the reflective statement. <b>10</b>	There are no more than three spelling or grammar errors in the reflective statement. <b>7</b>	There are more than five spelling or grammar errors in the reflective statement. <b>5</b>	There are numerous spelling or grammar errors per page of writing reflection. <b>2</b>	
				Total points awarded	