



<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> <b>Pre-requisites:</b>	Nursing Michelle R. Kellywood, MSN, RN, CEN Nursing Education Tuesday 1300-1700, Thursday 0800-1500 Myazzie6@unm.edu 505-925-8519 Tuesday 0900-1200 NURS 251 Health and Illness Concepts I; NURS 203 Health Care Participant; NURS 221 L Assessment and Health Promotion; NURS 238 Pharmacology NURS 291 Professional Nursing Concepts; NURS 222L Care of Patients with Chronic Conditions; NURS 239 or 240 (Pathophysiology I or II)
<b>Fall 2019 Syllabus</b>	
<b>Title of Course:</b>	<b>NMNEC 2310 Health and Illness Concepts II</b>
<b>Course Description:</b>	This course will cover health and illness concepts across the lifespan with the focus on chronic conditions. Concepts covered are related to oxygenation and hemostasis, homeostasis and regulation, protection and movement, and cognition and behavior processes.
<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: <ul style="list-style-type: none"> <li>• Relate the scope, risk factors, physiologic processes, attributes, and clinical management of selected concepts and exemplars across the lifespan.</li> <li>• Investigate evidenced-based practice, standards of nursing care, and factors to improve safety related to selected concepts and exemplars.</li> <li>• Examine how members of the health care team collaborate in the delivery of care related to selected concepts and exemplars.</li> <li>• Discuss available technology for the delivery of nursing care.</li> <li>• Apply selected health and illness concepts to the nursing care of patients across the lifespan.</li> </ul>
<b>Required Text(s) and Supporting Materials:</b>	<ul style="list-style-type: none"> <li>• Giddens, J. (2017). Concepts for nursing practice. (2nd Ed.). St. Louis, MO: Elsevier.</li> <li>• Yoost, B., &amp; Crawford, L. (2015). Fundamentals of nursing. St. Louis, MO: Elsevier</li> <li>• McKinney, E., &amp; James, S. (2012). Maternal-child nursing. 4th ed. St. Louis, MO: Elsevier</li> </ul>

	<ul style="list-style-type: none"> <li>• McKinney, E., &amp; James, S. (2012). Study guide: Maternal-child nursing. 4th ed. St. Louis, MO: Elsevier. Optional</li> <li>• Lewis, S., &amp; Bucher, L. (2016). Medical-Surgical nursing: Assessment and management of clinical problems. 10th ed. St. Louis, MO: Elsevier</li> <li>• Lewis, S., &amp; Bucher, L. (2016). Study Guide. Medical-Surgical nursing: Assessment and management of clinical problems. 10th ed. St. Louis, MO: Elsevier Optional</li> <li>• Halter, M. (2018). Varcarolis' foundations of psychiatric-mental health nursing. 8th Ed. St. Louis, MO: Elsevier.</li> <li>• Yoder-Wise, P. (2015). Leading &amp; Managing in Nursing E-book, 6th ed. St. Louis, MO: Elsevier</li> <li>• Mosby, (2016). Mosby's dictionary of medicine, nursing &amp; health professions. 10th ed. St. Louis, MO: Elsevier.</li> <li>• Potter, P., &amp; Perry, A.G., (2019). Essentials for Nursing Practice. 9<sup>th</sup> ed. St. Louis, MO: Elsevier.</li> </ul>
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<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 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.
<b>Electronic Device Usage:</b>	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.
<b>Academic Integrity</b>	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:  <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</i>

	<p><i>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.  <a href="https://valencia.unm.edu/academics/nursing/applications/student-handbook-2016.docx">https://valencia.unm.edu/academics/nursing/applications/student-handbook-2016.docx</a></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 hardship on the operation of the University. If you have a documented disability,</p>

	<p>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 Stacie Kirtley, the coordinator for Equal Access Services at 925-8560 or <a href="mailto:skirtley@unm.edu">skirtley@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> NURS 252 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, decision-making exercises, laboratory exercises and clinical experiences.</p>	
<p><b>Successful completion of NURS 252 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> <p><b>98-100 A+</b>  <b>93-97 A</b>  <b>90-92 A-</b>  <b>87-89 B+</b>  <b>83-86 B</b>  <b>80-82 B-</b>  <b>79 C+</b></p>	

**77-78 C**

**73-76 D+**

**70-72 D**

**67-69 D-**

**0-67 F**

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Tests: 75%

Assignment: 15% (To err is human paper)

Kaplan 10%

*Syllabus and schedule are subject to change as necessary*

<b>Course Schedule (semester)</b>					
<b>Week</b>	<b>Date</b>	<b>Concepts</b>	<b>Exemplars/Topic</b>	<b>Assigned Readings</b>	<b>Exam:</b>
1	8/20	Intro to Course and Conceptual Learning		Introductions/Expectations  Syllabus review Concept mapping	
2	8/27	Oxygenation & Hemostasis: Gas Exchange	Atelectasis	Gas Exchange: Giddens, Chapter 19 Atelectasis: pgs. 455, 455f, 468 (Chapter 25) pgs. 503, 528 (Chapter 27) pgs. 333, 334, 335f (Chapter 19) McKinney: Chapter 45	
3	9/3	Oxygenation & Hemostasis: Gas Exchange	COPD (Elders) Asthma (Peds) Pneumonia (Lifespan)	Chapter 28 Obstructive Pulmonary Diseases Chapter 27 Lower Respiratory Problems McKinney: Chapter 45	
4	9/10	Homeostasis and Regulation	ABGs	Giddens: Concept 9 Lewis: Chapter 16	
4	9/10	Homeostasis & Regulation: Metabolism	DM Adults and pediatrics	Giddens Concept15 Lewis: Chapter 48 Diabetes Mellitus McKinney: Chapter 51 p 1253-1254, 1260-1273 DKA Diabetes Insipidus	Test # 1 Gas Exchange: Atelectasis, COPD Asthma Pneumonia
5	9/17	Homeostasis & Regulation: Metabolism	Thyroid imbalances Exogenous adrenocortical dysfunction (Lifespan)	Giddens: Concept 14 Lewis: Chapter 49 Endocrine Problems McKinney: Chapter 51	
6	9/24	Protection & Movement:	Acute inflammation (Lifespan)	Giddens: Concept 27 Chapter 11 Inflammation and wound healing.	Test # 2 Metabolism:

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		Inflammation Protection & Movement: Inflammation	Pressure ulcers (Elders) Cutaneous traumas (Adolescents)	McKinney; Chapter 49	DM, thyroid imbalances, exogenous adrenocortical dysfunction
7	10/1	Protection & Movement: Tissue Integrity And Inflammation	Surgical incisions (Lifespan) Inflammatory bowel disease	Lewis; Chapter 19 Postoperative Care Lewis; Chapter 42 Lower Gastrointestinal Problems McKinney; Chapter 43	
8	10/8	Protection & Movement: Mobility	Spinal cord injury/defects (Military) Skeletal traumas (Adolescents; Young Adults)	Giddens: Concept 26 Lewis; Chapter 60 Spinal Cord and Peripheral Nerve Problems Chapter 62 Musculoskeletal Trauma and Orthopedic Surgery	Test # 3 Inflammation & Tissue Integrity: Acute inflammation, pressure ulcers, cutaneous traumas
9	10/15	Chapter 60 Spinal Cord and Peripheral Nerve Problems Chapter 62 Musculoskeletal Trauma and Orthopedic Surgery	Spinal cord injury/defects (Military) Skeletal traumas (Adolescents; Young Adults)	Continuation	Test # 4 Tissue integrity & Inflammation: Surgical incisions, inflammatory bowel disease
10	10/22	Protection & Movement: Comfort	Pain Nausea (Lifespan)	Giddens; Concept 29 Pain Lewis; Chapter 8 Pain McKinney: Chapter 39 Pain management in children. *Nausea Carrieri-Kohlman, V., Lindsey, A. M., & West, C. M. (2003). Nausea, vomiting, and retching. In V. A. Rhodes, & McDaniel, R. W. (Eds.),	

Course Schedule (semester)					
Week	Date	Concepts	Exemplars/Topic	Assigned Readings	Exam:
				Pathophysiological phenomena in nursing (pp. 255-272). St. Louis, Missouri: Saunders. *Reading material will be provided by instructor.	
11	10/29	Emotional Processes: Grief	End of Life (Lifespan)	Giddens; Concept 53 Palliative Care Lewis; Chapter 9 Palliative Care at End of Life McKinney; Chapter 36	Test # 5 Mobility & Comfort: Spinal cord injury/defects, skeletal traumas
12	11/5			Continuation of grief unit.  <b>To Err is Human Assignment due at 1700</b>	
13	11/12	Emotional Processes: Mood & Affect	Suicide Major depression Mania & Hypomania (Lifespan) Postpartum depression (Pregnancy)	Giddens: Concept 33 Varcarolis: Chapter 25 Suicide and Nonsuicidal Self-Injury Chapter 14 Depressive Disorders Chapter 13 Bipolar and Related Disorders  McKinney; Chapter 28 The Woman with Postpartum Complication Chapter 53; Psychosocial Problems in Children and Families	Test #6 Comfort & Grief: Pain, end of life
14	11/19			Continuation of Mood and Affect Unit	
15	11/26			No Discussion: testing	Test # 7 Mood & affect, Grief: Suicide, major depression, mania & hypomania, postpartum depression Practice Test



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16	12/3			Kaplan Test	
17	12/10			Finals Week Kaplan if necessary	