



<b>Name of Division: Semester:</b>	<b>Nursing Fall 2020</b>
Instructor Name: Office Location Office Hours E-mail Telephone Class Meeting Days/Times Location	Heidy Roberts MSN/ED RN Valencia Campus Virtual Appointment Robertsh@unm.edu 505-414-2933 Tuesday 12:30 to 3:30pm and online ONLINE VIRTUAL
<b>Syllabus</b>	
Title of Course:	Professional Nursing Concepts I
Course Number:	NMNC 2320
Course Description:	This course covers foundational concepts for professional development, including selected professional attributes and care competencies.
Credit Hours and Contact Hours:	3 credit hours: 3 credits didactic = 3 hrs/week or 48 hrs/semester
Pre-requisites/co-requisites:	<b>Pre-requisites:</b> Successful completion of all Level 1 and Level 2 Nursing Courses, NURS 240 (Pathophysiology II) <b>Co-requisites:</b> NMNC ____ (Health & Illness Concepts II), NMNC ____ (Care of Patients with Chronic Conditions)

Learning Outcomes:	Upon successful completion of this course, the student will: <ol style="list-style-type: none"><li data-bbox="889 205 1611 310">1. Examine the ethical values, virtues, principles, and policies that guide the moral delivery of health care. [L3.1/P1]</li><li data-bbox="889 317 1611 422">2. Relate the nurse's interpretation of patient needs, concerns, and health problems with nursing decisions. [L3.2/P2]</li><li data-bbox="889 428 1611 533">3. Discuss the factors which motivate individuals, groups, and organizations to deliver quality nursing care. [L3.3/P3]</li><li data-bbox="889 539 1611 602">4. Determine how interactions of health care team members provide quality patient care. [L3.5/P5]</li></ol>

## FACULTY SYLLABUS STATEMENT FALL 2019

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 Hank Vigil the director of student services, or [hvigil@unm.edu](mailto:hvigil@unm.edu)

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 - [www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf) ). 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](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see <https://policy.unm.edu/university-policies/2000/2740.html>

### Course Outline

Teaching Methods (Lecture, Labs, Small Groups, On-Line Components)

- NMNC 2320 will use a variety of approaches to meet the course outcomes. These approaches may include but not limited to assigned reading, case-studies, audio-visual materials, online discussions, group projects, and written assignments.

Evaluation/Grading Methods

**Successful completion of NMNC 2320 requirements**

**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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**Rubrics SPECIFIC TO COURSE to be added**

**Evaluation/Grading Policies:**

**To successfully complete the course, the student must achieve 1) a minimum of 77% (C) test average 2) a minimum of 77% (C) overall course average, and 3) Pass in the clinical portion. Failure of any one or more of these components results in failure of the course. See the student handbook for progression policies. There is no rounding of any score or course grade (examples: a 76.99% is not rounded to a 77%. A score of 90.99% is not rounded to a 91%).**

**The course grade is based on the below listed components. Late assignments will result in a one (1) letter grade penalty for each calendar day the assignment is late. No assignment will be accepted if more than three (3) calendar days late.**

**Exams: 3 exams total : 60%**

**Weekly assignments: online discussion postings and NCLEX question with rationale (10%), Teaching assignment (advocacy ) (5%) Resume (5%)– Presentation live (5%), Group presentation (TBD) : total 25%%**

**Final paper: Nursing Research paper : 5 %**

**Kaplan: 10%**

### Required Text(s) & Supporting Materials

- Giddens, J. (2017). Concepts for nursing practice. (2nd Ed.). St. Louis, MO: Elsevier.
- Potter & Perry Essentials for Nursing practice (7<sup>th</sup> ed) . St. Louis, MO: Elsevier
- McKinney, E., & James, S. (2012). Maternal-child nursing. 4th ed. St. Louis, MO: Elsevier
- McKinney, E., & James, S. (2012). Study guide: Maternal-child nursing. 4th ed. St. Louis, MO: Elsevier.
- Lewis, S., & Bucher, L. (2016). Medical-Surgical nursing: Assessment and management of clinical problems. 10th ed. St. Louis, MO: Elsevier
- Lewis, S., & Bucher, L. (2016). Study Guide. Medical-Surgical nursing: Assessment and management of clinical problems. 10th ed. St. Louis, MO: Elsevier
- Lewis, S., & Bucher, L. (2016). Study Guide. Medical-Surgical nursing: Assessment and management of clinical problems. 10th ed. St. Louis, MO: Elsevier
- Halter, M. (2018). Varcarolis' foundations of psychiatric-mental health nursing. 8th Ed. St. Louis, MO: Elsevier.
- Yoder-Wise, P. (2015). Leading & Managing in Nursing E-book, 6th ed. St. Louis, MO: Elsevier
- Mosby, (2016). Mosby's dictionary of medicine, nursing & health professions. 10th ed. St. Louis, MO: Elsevier.
- Other required text such as journals articles are provided in the UNM Learn course.

## **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. The Kaplan program is 10% of the student's grade.

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

### **Focused Review (practice) Test in Assigned Content Area Points**

90-100%	25
80-89.9%	20
60-79.9%	15
40-59.9%	10
< 39.9%	0

### **Integrated (proctored) Test in Content Area**

≥ 70th percentile	25
60- 69.99th percentile	20
50-59.9th percentile	15
40-49.9th percentile	10
<40th percentile	0

### **Remediation of Focused Review Test(s)**

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

### **Remediation of Integrated Test**

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

Total points 100

## **COURSE COMMUNICATION**

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.

### **ELECTRONIC USEAGE:**

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.

### **ACADEMIC INTEGRITY:**

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:

[policy.unm.edu/regents-policies/section-4/4-8.html](http://policy.unm.edu/regents-policies/section-4/4-8.html). The policy states:

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.

Academic Dishonesty is defined as:

"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.

### **Classroom Use/ Attendance/ Professional Behavior:**

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:

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**STUDENT CONCERNS and GRIEVANCES :**

**UNM-Valencia nursing program follows the specific Grievance Procedure as provided in the UNM-Valencia Catalog. Prior to participating in the campus procedure, the student is encouraged to review their complaint within the nursing department by following these steps:**

**SBAR: To be used as a tool for communicating student concerns in a professional manner.**

**Instructions:**

- **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.**
- **Email the completed SBAR to the instructor.**
- **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.**



**Grading Rubrics – see rubric in Discussion posting section**

Discussion posting rubric:

2 discussion postings are required for each weekly discussion topic. A student can get a total of 100 points in a weekly discussion posting.

**1<sup>st</sup> discussion posting:** *total points = 50 points*

**2<sup>nd</sup> discussion posting:** *total points = 50 points (this is a reply to a classmate's post)*

**Research paper grading rubric:**

*Total points = 40 points*

Criteria	10 points	7 points	3 points	0 points
<b>Content knowledge: Quality of Research</b>	Paper is exceptionally researched, contains 3 peer reviewed articles, the 3 articles relate to the thesis argument in a logical manner.(1,000 word minimum-1500 word maximum) Information relates to the main topic.	Paper is well-researched in detail and from 3 good sources. Information relates to the main topic, but few details and/or Examples are given. Shows a limited variety of sources.	Information has little or nothing to do with the thesis.	Information has weak or no connection to the thesis.
<b>Writing</b>	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. Many ideas require clarification and/or are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the paper. The paper is very challenging to read due to poor writing flow.	Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic).		
<b>Conclusion</b>	Excellent summary of thesis argument with concluding ideas that impact reader. Good summary of topic with clear concluding ideas.	Basic summary of topic with some final concluding ideas.	Lack of summary of topic.	
<b>References and Citations</b>	The paper follows the APA guidelines for margin, font, font size, page specifications, headings, page numbers, main body, and references. All references and citations are present and follow the APA guidelines.	All references and citations are present but there are errors (e.g. citations and/or references do not follow the APA guidelines.) Some references and/or citations are missing. The references and citations do not follow the APA guidelines.	Does not follow the APA guidelines for margin, font, font size, page specifications, headings, page numbers, main body, and references.	All references and citations are missing.



Course Outline

Week	Starting Date	Concept and Exemplars	Assignments
1	August 18th	<p>Course Introduction  <b>Concept: Ethics(ch 42 giddens) &amp; Leading Managing Nursing (ch 3)</b>                       Exemplar: <i>ANA Code of Ethics</i></p>	<ul style="list-style-type: none"> <li>• <b><u>week 1 NCLEX style question (due Sunday at midnight )</u></b></li> <li>• <b><u>Live lecture</u></b></li> </ul>
2	August 25th	<p><i>Concept ETHICS</i>                      Exemplar: <i>ANA Code of Ethics with Interpretive Statement</i></p>	<ul style="list-style-type: none"> <li>• Week 2 Discussion Question DUE (midnight) Tuesday – must reply to 1 peer by Saturday Mid-night same week</li> <li>• <i>ONLINE THIS WEEK NCLEX Question and rationale (2)</i></li> <li>• <i>LECTURE live</i></li> </ul>
3	Sep 1st	<p><b>Concept : ETHICS</b>  <b>Exemplar ANA Code of Ethics with Interpretive Statement</b>  <b>Nursing Care of the patient using medical marijuana : ethical considerations</b></p>	<ul style="list-style-type: none"> <li>• Ethics concept</li> <li>• Week 3 Discussion question due NCLEX Question and rationale (2)</li> <li>* LECTURE live</li> <li>* Gabby lectures live and Chloe (not together )</li> </ul>
4	Sep 8th	<p><b>Exam #1 (Ethics)</b>  <b>Concept: Collaboration</b>                      Exemplar: <i>Nurse-Interorganizational: Working on the state nurse practice act to ensure nurses have the authority to practice at their level of training (cont.) Giddens Ch 46 &amp; Leading Managing Nursing chapter 9)</i></p>	<ul style="list-style-type: none"> <li>• <i>Exam # 1(Ethics 42Gid/3Leading)</i></li> <li>• <i>NCLEX style questions due</i></li> <li>• <i>first exam this week..</i></li> <li>• <i>D’Ana and Daniel and alexis Lecture (not together )</i></li> </ul>

5	Sep 15th	<p><b>Concept: Collaboration (cont.)</b>  Exemplar: <i>Nurse-Nurse: Implementing a plan to improve statistics on patient falls</i>  Exemplar: <i>Nurse-Patient: Discharge Planning</i>  Exemplar: <i>Nurse-Interprofessional: Care Conference, and;</i></p>	<ul style="list-style-type: none"> <li>• <i>week 5 DQ due</i></li> <li>• <i>NCLEX Question and rationale (2)</i></li> <li>• <i>live lecture</i></li> <li>• <i>Reflection paper due at the end of week 5 Sunday at midnight</i></li> </ul>
6	Sep 22	<p><b>CONCEPT: ADVOCACY( ch 45 giddens) and Leading book (ch 22)</b>  <b>Exemplar:</b></p>	<ul style="list-style-type: none"> <li>• <i>NCLEX question with rationale due</i></li> <li>• <i>Live lecture</i></li> <li>• <i>Danayara and Misti, Anella lecture (not together)</i></li> </ul>
7	Sep 29	<p><b>Concept: Advocacy</b>  Exemplar: <i>Chain of Command</i></p>	<ul style="list-style-type: none"> <li>• <i>Week 7 Discussion Question due</i></li> <li>• <i>NCLEX Question and rationale (2)</i></li> <li>• <i>Melissa and Annemarie lecture (not together )</i></li> </ul>
8	Oct 6	<p>Concept: Advocacy  Exemplar: <i>Informed Consent</i>•<i>Patient Bill of Rights</i>•<i>Chain of Command</i></p>	<ul style="list-style-type: none"> <li>• <i>NCLEX question with rationale due</i></li> <li>• <i>Present advocacy – For your nursing staff..</i></li> </ul>
9	Oct 13	<p><b>Concept: Advocacy (cont.)</b>  Exemplar: <i>Informed Consent and Patient Bill of Rights</i></p>	<ul style="list-style-type: none"> <li>• <i>Week 9 Discussion Question due.</i></li> <li>• <i>NCLEX Question and rationale (2)</i></li> <li>• <i>Melissa, Elizabeth, and Rachel Lecture</i></li> </ul>
10	Oct 20	<p><b>Concept: Leadership (ch 41 Giddens) Leading book ch 17)</b>  Exemplar: <i>Delegation</i>  EXAM #2 (chapter 45, 46 ,Giddens, Leading ch 9,22))</p>	<ul style="list-style-type: none"> <li>• <i>exam 2 (Collaboration and advocacy)</i></li> <li>• <b>RESUME WRITING - Guest speaker - ZOOM</b></li> <li>• <b>Assignment (write resume)- DUE at the end of this week Sunday at midnight</b></li> </ul>

11	Oct 27	Concept : leadership CONT. Exemplar: Delegation	<ul style="list-style-type: none"> <li>• Leadership Concept</li> <li>• <i>NCLEX Question and rationale (2)</i></li> <li>• Week 11 DQ due this week</li> </ul>
12	Nov 3	<b>Concept: Leadership (cont.)</b> Exemplar: <i>Change Management and Team Building</i>	<i>GROUP assignment due end of week 12 -NCLEX style questions due this week</i>
13	Nov 10	<b>Concept: Leadership (cont.)</b> Exemplar: <i>Negotiation</i> <i>KAPLAN practice DUE</i> <i>KAPLAN</i>	• <i>KAPLAN PROCTORED</i>
14	Nov 17	Exam # 3& KAPLAN practice Remediation due	<ul style="list-style-type: none"> <li>• Exam # 3 (leadership) Chap 41 Gidden/Ch 17 lead)</li> <li>• REFLECTION in place of NCLEX style questions due this week</li> </ul>
15	Nov 24	<b>Kaplan remediation(proctored exam)</b> Due Sunday at midnight –	
16	Dec 1		