



Name of Department: Instructor Name: Office Location: Office Hours: E-mail: Telephone: Class Meeting Lab/Clinical Pre-requisites: Co-requisites:	Nursing Julia Sedillo MSN-Ed, RN Tuesday 9-12, Wednesday 13-1500, Virtual Zoom and by appointment jusedillo@unm.edu 505-925-8872 OR 505-280-3027 Cell Wed 0830-1130, Tech Center 101 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) <i>You can contact me in person, via email, or via telephone/text. Due to FERPA guidelines, only limited texting should occur. If you send an email with a short notice request to meet, please also text me. Please be respectful of time of day and content when using my personal cell phone.</i>
Fall 2021 Syllabus	
Title of Course:	NMNC 1110 Introduction to Nursing Concepts
Course Description:	This course introduces the nursing student to the concepts of nursing practice and conceptual learning.
Credit Hours and Contact Hours:	3 CH: 3 credits didactic = 3 hours/week or 48 contact hours

Course Outcomes	<p>Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> 1. Integrate knowledge from nursing pre and co-requisites into a conceptual learning model. 2. Apply conceptual learning to select nursing concepts. 3. Define personal values, beliefs, and attitudes about health and wellness. 4. Describe importance of identifying patient safety issues. 5. Describe roles and values of nursing and members of the healthcare team. 6. Describe standards and regulations that apply to nursing practice.
Course Competencies	<p>Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> 1. Express one's own values, beliefs and attitudes in a respectful manner. [L1.1/P1] 2. Identify potentially harmful situations. [L1.2/P2] 3. Identify near misses and clinical errors. [L1.2/P2] 4. Perform identified skills to promote patient safety. [L1.2/P2] 5. Perform medication administration safely and accurately. [L1.2/P2] 6. Perform medication calculations safely and accurately. [L1.2/P2] 7. Verbalize awareness of patient/family preferences and values. [L1.3/P3] 8. Identify and compare various communication styles. [L1.4/P4] 9. Identify interpersonal communication styles for the situation. [L1.4/P4] 10. Identify appropriate advocacy role related to patient safety using nursing interventions. [L1.4/P4] 11. Demonstrate effective collaboration with peers in the learning environment. [L1.5/P5] 12. Demonstrate effective communication with peers and faculty. [L1.5/P5] 13. Identify own areas for personal and professional growth. [L1.5/P5] 14. Identify or discuss the differences in the roles of health care team members. [L1.5/P5] 15. Document interventions using available technology. [L1.6/P6] 16. Select appropriate equipment for use in patient care. [L1.6/P6]
Required Text(s) and Supporting Materials:	Text bundle for level 1
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

	<p>need to check their UNM and Canvas 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>
Electronic Device Usage:	<p>Cellphones and other devices except laptop computers are not permitted in the classroom setting. They must be silenced and put away. Cellphones 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 currently.</p>
Classroom Use/ Attendance/ Professional Behavior	<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. This includes familiarity of the UNM Valencia Nursing Program Dress Code.</p>
Student Concerns or Grievances	<p>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:</p> <p>SBAR: To be used as a tool for communicating student concerns in a professional manner.</p> <p>Instructions:</p>

	<ul style="list-style-type: none"> • 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.
<p>STUDENTS WITH DISABILITIES:</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, 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 the coordinator for Equal Access Services at 925-8910.</p> <p>Accommodations: UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office/drop-in hours (I am not legally permitted to inquire about the need for accommodations). We can meet your needs in collaboration with UNM Valencia Campus community (505) 925-8910 and/or the Accessibility Resource Center (https://arc.unm.edu/) at arcsrvs@unm.edu or by phone (505) 277-3506.</p> <p>Support: The nursing program director, Joe Poole and any of your instructors.</p>
<p>EQUAL OPPORTUNITY AND NON-DISCRIMINATION:</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 - 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</p>

member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu

Title IX: Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus.). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Teaching Methods: 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. Class participation is extremely important in student success of this class.

Successful completion of NMNC 1110 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+	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

Grade weighting/graded work	
Test Average (must be ≥ 77 %)	75%
Discussion Post	5%
Journal Articles (2)	10%
Genomics Case Study	10%
Other component assignments for completion of course:	
Case Studies, Class activities for participation	

COVID-19 Health and Awareness: UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's [Administrative Mandate on Required COVID-19 vaccination](#). If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the [Centers for Disease Control \(CDC\) guidelines](#). If you do need to stay home, please communicate with me via email (jusedillo@unm.edu) or Canvas course messaging; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let us know that you need support so that we can connect you to the right resources and please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

Support:

[Student Health and Counseling](#) (SHAC) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC.

[LoboRESPECT Advocacy Center](#) (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.

[Center for Academic Program Support](#) (CAPS). Many students have found that time management workshops can help them meet their goals (consult (CAPS) website under "services").

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Resource: [Division for Equity and Inclusion](#).

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website:

<http://undocumented.unm.edu/>.

Respectful and Responsible Learning: We all have shared responsibility for ensuring that learning occurs safely and equitably. UNM has important policies to preserve and protect the academic community, especially policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>). Please ask for help in understanding and avoiding plagiarism or academic dishonesty, which can both have very serious consequences.

Support: [Center for Academic Program Support](#) (CAPS). Many students have found that time management workshops can help them meet their goals (consult (CAPS) website under "services").

Connecting to Campus and Finding Support: UNM-Valencia has many resources and centers to help you thrive, [including opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), [resource centers](#), free food at [Valencia Campus Food Pantry](#), and [jobs on campus](#). Your advisor, staff at the resource centers and your instructors can help you find the right opportunities for you.

Course Schedule (Fall 2022)

Week	Date	Objectives	Concept/Exemplar	Preparation / due dates
#1	8/22/22	Orientation to course and schedule Understanding the importance of professionalism in the nursing professional Begin to define nursing as a profession (SLO 5 & 6) Discuss contributions of nurse leaders (SLO 5 & 6)	Professional Identity	Bring text: Concepts for Nursing Practice Giddens: Chapter 37 Professional Identity NMNEC Concept Overview Professionalism Lewis: Chapter 1 Professional Nursing
#2	8/29/22	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) Discuss the nurse's responsibly in making clinical decisions (SLO 5 & 6)	Professional Identity/Nursing Process Critical Thinking – Clinical Judgment	Ackley: Section 1, part A. Nursing Diagnosis Lewis Chapter 1 & 2 Giddens Chapter 38 Clinical Judgment Lewis pg. 1653
#3	9/5/22	Describe and practice the process of developing a nursing care plan and concept map. (SLO 2)	Professional Identity/Nursing Process Conceptual Learning	Potter: Chapter 8,9 & 20 Discussion Board Instruction

Week	Date	Objectives	Concept/Exemplar	Preparation / due dates
#4	9/12/22	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) Methods of communication	Professional identity/Caring	Giddens Chapter 45 Potter Chapter 28 In-class Case Study
#5	9/19/22	Test #1	Evidence Based Practice	Giddens: Chapter 47 Potter Chapter 7 Guidelines Plagiarism UNM Main https://owl.purdue.edu
#6	9/26/22	Explore safety standards in current nursing practice (SLO 4) Discuss specific safety risks that relate to various developmental stages and settings. (SLO 4)	Evidence Based Practice Safety (Part 1 of 2) NPSG Nursing Process	Giddens: Chapter 47 Lewis: pg 13-16 Lewis: Chapter 2 Potter: Chapter 7 Look at NPSG websites/ Lewis Chapter 1
#7	10/3/22	Health Care Law - 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	Giddens Chapter 56 & 57 Potter Chapter 1, 5, 17 Chapter 57 Quiz Discussion Board Start Professional Journal assignment # 1 due
#8	10/10/22	Discuss the nurse's responsibility in making clinical decisions. (SLO 5 & 6)	Health Care Law	Essentials: Chapter 5 Giddens Chapter 57 Discussion Board Topic Due

#9	10/17/22	Test # 2 Genomics (SLO 1 & 2)	Genomics	Lewis: Chapter 12 Genomics Case Study due 11/3
#10	10/24/22	Understand the role of genes in diseases Apply the concept to a case study Explain the concept of genomics	Genomics	Lewis Chapter 12 Lewis Chapter 28 pgs. 541, 576-580 Lewis p 288 Giddens Chapter 9 & 19 CF Quiz Due 11/10
#11	10/31/22	Explore safety standards in current nursing practice (SLO 4) Discuss specific safety risks that relate to various developmental stages and settings. (SLO 4) Develop plan of care specific to safety issues. (SLO 4)	Safety (Part 2 of 2) QSEN	Potter: Chapter 30 Giddens Chapter 45 Look @ QSEN
Week	Date	Objectives	Concept/Exemplar	Preparation / due dates
#12	11/7/22	Test # 3	Technology and Informatics	Giddens Chapter 46 Potter pg. 397-400 Potter pg. 158-163 Potter pg. 43-45 Potter pg. 997-998 Potter pg. 289 Potter pg. 674

#13	11/14/22	Clinical Informatics – Medication Storage and dispensing systems Supply Dispensing systems Barcode medication administration Electronic health records (EHRs) Telehealth Tools Clinical Health Care Informatics Clinical decision support system System life cycle Practice guidelines Direct Nursing Care Delivery Technology Physiologic monitoring ECG monitoring Pulse oximetry Glucometer	Technology and Informatics	Case Studies Clinical Informatics and clinical judgment
#14	11/21/22	Continuation of Tech.& Informatics	Technology and Informatics	Case Studies Clinical Informatics and clinical judgment
#15	11/28/21	Final Review	Final Review of Concepts Class	Professional Journal assignment 2 # due
#16	12/5/21	Test # 4		Final Exam

Finals week	12/15/21	Kaplan		Kaplan (test date to be determined)
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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 (10/3 & 11/28)

POINTS	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. To receive credit, students must complete the focused review tests as assigned and during the designated time specified in individual course syllabi. 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	
≥ 70 th percentile	25

60- 69.99 th percentile	20
50–59.9 th percentile	15
40–49.9 th percentile	10
<40 th 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	

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.