



Name of Department:	Nursing
Instructor Name:	Julia Sedillo, MSN/Ed., RN
Office Location:	S111
Office Hours:	Tuesday 1430-1630. Wednesday 1130-1330 and by appointment
E-mail:	jusedillo@unm.edu (preferred method of contact)
Telephone:	505-925-8872 (O); 505-280-3027 (C) only for emergencies
Class Meeting	Thursday 0830-1130
Pre-requisites:	Admission to Nursing Program; NMNC 1110 Introduction to Nursing Concepts; NMNC 1135 Principles of Nursing Practice
Co-requisites:	NMNC 1230 Pharmacology; NMNC 1210 Health and Illness Concepts I; NMNC 1235 Assessment and Health Promotion
Spring 2023 Syllabus	
Title of Course	NMNC 1220 Health Care Participant
Course Description	This course introduces the nursing student to the attributes of the health care participant as an individual, a family, or a community.
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. Identify values, beliefs, and attitudes towards health and illness of the health care participant. 2. Articulate the role of nursing in relation to the health of vulnerable populations and elimination of health disparities. 3. Describe the protective and predictive factors which influence the health of families, groups, communities, and populations. 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. 5. Describe the use of information and communication technologies in preventive care. 6. Examine the health care and emergency preparedness needs of the local community and state of New Mexico. 7. Identify clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity.
Course Competencies	<ol style="list-style-type: none"> 1. Recognize one's own values, beliefs, and attitudes. 2. Recognize the need for health care access of diverse populations. 3. Identify sources for evidence-based practice. 4. Identify the difference between traditional or routine and evidence-based approaches to care. 5. Identify evidence-based protocols and/or pathways used in nursing care. 6. Define scope of practice in various education/practice environments. 7. Identify information sources for healthcare policy. 8. Describe ethics in relation to healthcare. 9. Demonstrate effective collaboration with peers and faculty. 10. Demonstrate effective communication with peers and faculty.
Required Text(s) and Supporting Materials	<ul style="list-style-type: none"> • Ackley, B.J. Ladwig, G.B. (2014). Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care (10th ed.). St. Louis: Mosby Elsevier. Giddens, J. (2019). Concepts for nursing practice (2nd Edition). St. Louis, MO: Mosby Elsevier. Lewis, S., Harding, M, Kwong, J., Roberts, D., Hagler, D., Reinisch, C. (2020). Lewis's Medical Surgical Nursing:

assessment and management of clinical problems (11th ed). St Louis, MO: Elsevier. McKinney, Perry, S., Hockenberry, M., Lowdermilk, D., Wilson, D. (2014). Maternal-Child Nursing (5th ed.). St.Louis, MO. Elsevier.

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 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 Device Usage:	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 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.
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 . 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 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</i>

	<p><i>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: "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.</p>
<p>Classroom Use/ Attendance/ Professional Behavior</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><i>Consequently, the outcome of all nursing classes is to complete required hours therefore, attendance is a necessity for completion of class hours including arriving to class on time.</i></p> <p>Undocumented Absences: If a student misses' class, and proper notification is not provided, and it is not a documented, excusable reason the absence will be considered undocumented. Undocumented absences cannot be made up. A Course grade lowered by a full letter grade will occur with greater than 2 undocumented absences.</p> <p>Documented absences: When a student misses' class, and the absence is for an excusable reason such as illness, emergency, or death in the family, the absence will be considered documented. This can constitute no more than 1 class day, (the present class day). Acceptable documents include a provider's note, obituary clipping, or any documentation of an event involving police or fire departments. Two (2) documented absences are allowed.</p> <p>Tardiness: Students are expected to be in class prepared to participate in the class as class is scheduled to begin and stay until class is dismissed. Students who arrive late, are unprepared, out of dress code, or leave early will incur a .5-point deduction from their grade for non-participation of class unless there is substantiating documentation. "Pop quizzes" will randomly be given throughout the semester with the start of class. Entrance to the class will be denied while the quiz is being administered.</p>

	<p>Remediation Sequence:</p> <p>At 1.0 undocumented absence—required to meet with success coach.</p> <p>At 2.0 undocumented absences—written success plan, notifying the student of the potential for overall course grade being lowered, and potential course failure.</p> <p>Greater than 2.0 undocumented absences—the student grade will be lowered by one letter grade and course failure.</p> <p>At (2) documented absences, make-up work will be at the discretion of the instructor of record.</p> <p>At 3.0 documented absences, a student written success plan will occur notifying the student of the potential that their grade will be lowered by ½ letter grade.</p> <p>Greater than (3) documented absences, the overall grade will be lowered ½ letter grade. No makeup work will be allowed to raise the grade. Each subsequent absence will constitute an unexcused absence and will result in continued lowering of the overall grade of ½ letter grade. This may result in course failure.</p> <p>See the current Student Nurse Handbook for a complete listing of attendance and professional behavior policies including dress code.</p>
<p>Assessment and Grading</p>	<p>Instructor Expectations</p> <p>We will give each of you 100% of our commitment to help you successfully complete the class, and we expect 100% of your commitment to this class. This includes attending all classes, reading the textbook/assigned articles, using the resources available in watching any assigned videos, participating in in-class group work, preparing for exams, and following up with questions to the instructor.</p>
<p>Graded Components</p>	<p>Graded Work %</p> <p>Exam 1 20</p> <p>Exam 2 20</p> <p>Exam 3 20</p>

	<p>Participation points; pre-class quizzes .5-1.0 points (total of 10 points possible) Case Studies 5 Dependence/Mortality assignment 5 Synthesis Paper 20 Total 100% <u>Exams</u> The UNM-Valencia Nursing Program and all NMNEC programs require that students earn a course grade of $\geq 77\%$ to pass all courses. Exams are proctored, computerized, secure assessments (tests) comprising questions using various formats. Review of exams can be done individually the week after the exam is taken. An exam score lower than 77% requires a meeting for remediation with the instructor or peer tutors. There will be no review of previous exams for the Final Exam. The Final Exam is cumulative.</p>
<p>Student Concerns or Grievances</p>	<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: SBAR: To be used as a tool for professionally communicating student concerns. 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>Netiquette and Behavior Expectations</p>	<p>One of the most overriding principles in online conversations is to “craft your responses effectively.” Please, follow these guidelines in all responses and discussion postings.</p> <ul style="list-style-type: none"> ○ Honor every one’s right to an opinion ○ Respond honestly but thoughtfully and respectfully; use language which others will not consider foul or abusive.

	<ul style="list-style-type: none"> ○ Be prepared to clarify statements which might be misunderstood or misinterpreted by others. ○ Do not send messages that are written all in upper case; this is the equivalent of SHOUTING. It is considered aggressive and unruly behavior. If you want to shout a message, take a deep breath, and wait until you have calmed down before responding.
<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 the instructor with a letter outlining your accommodations. Faculty 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 Student Services, for Equal Access Services at 925-8560.</p>
<p>EQUAL OPPORTUNITY AND NON-DISCRIMINATION:</p>	<p>To meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education. www2.ed.gov/about/offices/list/ocr/docs/ga-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). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html.</p>
<p>Teaching Methods NURS 1220 will use various approaches to meet the course outcomes. These instructional methods may include lectures, audio-visual materials, guided discussions, group projects, role playing, self-evaluation, written assignments, computer and online activities, and decision-making exercises.</p>	
<p>Successful completion of NURS 1220 requirements:</p> <p>A cumulative average of all theory tests at 77% or higher</p> <p>and</p>	

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 instructor's discretion 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

Course exams (3)	20%
Professional article analysis (1)	20%
Graded Work Assignments (2)	10%
Case Study /I-Human assignment (2)	5%
Dependence/Mortality assignment	5%

Total 100%

Mega-Concept/Concept Exemplars	Population or Focus
Participant Attribute/Health Care Participant/ Individual <ul style="list-style-type: none"> • Patient-Centered Care 	Lifespan
Participant Attribute/Health Care Participant/ Family Family Assessment <ul style="list-style-type: none"> • Family Centered Care 	Lifespan
Participant Attribute/Health Care Participant/ Community <ul style="list-style-type: none"> • Population Health • Disaster Preparedness • Vulnerable Populations • Environmental Health Assessment 	Lifespan
Participant Attribute/Diversity/ Development <ul style="list-style-type: none"> • Developmental Assessment • Developmental Implications of Patient Education • Nursing Implications of Individual Developmental Stages 	Lifespan
Participant Attribute/Diversity/ Functional Ability <ul style="list-style-type: none"> • Functional Assessment Across the Lifespan 	Lifespan
Participant Attribute/Diversity/ Culture <ul style="list-style-type: none"> • Cultural Competence • Cultural Self-Awareness • NM Cultures, especially Anglo, Hispanic, Native American, Military 	Lifespan
Participant Attribute/Diversity/ Spirituality <ul style="list-style-type: none"> • Spiritual Beliefs and Relationship to Health and Illness • Spiritual Needs Assessment 	Lifespan
Participant Attribute/Diversity/ Health Disparities <ul style="list-style-type: none"> • Social Determinants of Health • NM Health Disparities • US and Global Health Disparities • Health Disparities in Local Community • Social Justice/Health Care Equity 	Lifespan

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 at 505-280-3027; 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 me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. 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.

Course Schedule (Spring 2023)

Week	Date	Concept/exemplars	Preparation	Assignments due/Special Attention topics
#1	1/19	Individual/patient centered care	Reading Assignments: Giddens, Professional Identity: Chapter 37	Review the ANA position statement on <i>Incivility, Bullying, and Workplace Violence</i> . "What is the purpose of this statement and why is it important?"
#2	1/26	Family/ Family Centered Care	Reading Assignment: Giddens, <u>Concepts for Nursing Practice</u> Chapter 3 "Family Dynamics" McKinney, <u>Maternal Child Nursing</u> Chapter 3 "The Childbearing Family" and Chapter 4 "Communicating with Children and Families"	Read, learn, and understand the Characteristics of Healthy Families Read, learn, and understand the Factors that interfere with Family Functioning Case Study. Due 1/26/2023 @ 11:59pm
#3	2/2	Continue Family Centered Care	Reading Assignment: (continued)	
#4	2/9	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"	.
#5	2/16	Concepts on exam #1: individual, family, functional ability	Exam #1 2/16/2023 @ 0900	
#6	2/23	Culture/ cultural competence, cultural self-awareness, New Mexico cultures	Reading assignment: Potter, <u>Essentials for Nursing Practice</u> Chapter 21 "Cultural Competence" Lewis, <u>Medical Surgical Nursing</u> Chapter 2 "Health Disparities and Culturally Competent Care" Varcarolis, <u>Foundations of Psychiatric Mental Health Nursing</u> Chapter 5 "Cultural Implications" Giddens, <u>Concepts for Nursing Practice</u> Chapter 4 "Culture"	

#7	3/2	Culture/ cultural competence, cultural self-awareness, New Mexico cultures	Continue with reading assignments from previous week	
#8	3/9	Development/Developmental assessment, developmental implications of patient education, nursing implications of individual developmental stages	Reading assignment: Gawande, A. Being Mortal , "Dependence" Reading assignment: Giddens, Concepts for Nursing Practice Chapter 1 "Development" Lewis, Medical Surgical Nursing Chapter 4 "Patient and Caregiver Teaching" McKinney, Maternal-Child Nursing Chapter 5 "Health Promotion for the Developing Child"	Complete a short synopsis of the questions of your opinion after reading the assignment. Please write legibly or you may type this assignment. This assignment is due March 11,2023 @ 1159pm
		SPRING BREAK	MARCH 13- 19, 2023	
#9	3/23	Development/Developmental assessment (continued)		I-Human Assignment -Mary Chen
#10	3/30	Development/Developmental assessment, developmental implications of patient education, nursing implications of individual developmental stages	Reading assignments: continued from previous week.	
#11	4/6	Concepts on Exam #2, Development, Culture	Exam #2 on 4/6/2023 @ 0900	
#12	4/13	Spirituality/Spiritual beliefs and relationship to health and illness, spiritual needs assessment	Giddens, Spirituality Chapter 5	
#13	4/20	Community/population health, disaster preparedness, vulnerable populations, environmental health assessment	Reading assignment: Potter, Essentials for Nursing Practice Chapter 4, "Community-based Nursing Practice" Lewis, Medical Surgical Nursing Chapter 68 "	Professional Analysis Journal Article due 4/16 @ 1159 pm
#14	4/27	Community/population health, disaster preparedness, vulnerable populations, environmental health assessment	Continue with readings not completed	
#15	5/4	Health Care Disparities/Social determinants of health	Reading assignment:	

			Giddens, <u>Concepts for Nursing Practice</u> Chapter 54 "Health Disparities"	
#16	May	Concepts on Exam #3: spirituality, community, health care disparities	Exam #3 – May 8 th , 2023	FINALS WEEK

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, at least two pages of content and correct citation of the article itself as well as one other reference to support your article. Include at least:

- Identify concept that article addresses
- 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 in your future nursing practice.
- Include the article you used for this journal assignment. You can submit it with your journal article or deliver the article to me in person or to my office.

GRADING RUBRIC:

	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	Clearly states how the three key points identified 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 at least 2 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 – three APA errors	More than three APA error	No APA formatting and no inclusion of the article of interest.	