



**NMNC 1235 Assessment and Health Promotion Syllabus
Spring 2024**

Course Description:	This course introduces the nursing student to the assessment of and the health promotion for the health care participant as an individual, a family, or a community. This course uses seminar, laboratory and/or clinical settings.
Credits:	4 credits total; 3 clinical credits and 1 didactic credit 144 lab/clinical hours and 16 didactic hours
Prerequisites:	All level 1 Nursing Courses Anatomy and Physiology Pathophysiology
Corequisites:	NMNC 1210 Health and Illness I NMNC 1220 Health Care Participant NMNC 1230 Pharmacology
Meeting Times:	Mondays and Tuesdays 0830-1415 until March 5, 2024. The clinical portion will change these meeting hours. We will have hospital clinical on Mondays from March 18-April 29. The tentative hours are 0630-1430. We will continue to meet on some Tuesdays after spring break from 0830-1415. There will be some Tuesdays that we don't meet. See calendar and course module for most up to date information. There is also one simulation date where attendance is expected on one of the following Fridays: 3/8, 3/22, 3/29, or 4/5. This will be from 0800-1500.
Lead Instructor:	Audrey Morton MSN RN 505-250-4890 (be respectful of my personal cell phone number) amorton1@unm.edu
Office Hours:	Mondays and Tuesdays: 1430-1630 Wednesdays: 1130-1330 I will be present in my office. Please contact me in advance if possible. I am also willing to meet by appointment via Zoom or telephone as needed.
Co-Faculty:	Stephanie Dominguez, sdominguez6@unm.edu 575-636-4070 (Mondays and Tuesdays) Jen Graham, jgraham13@unm.edu 971-276-8027 (Mondays)

	<p>Morgan Samp, mnielson@unm.edu 505-554-8792 (Tuesdays)</p> <p>There will be additional clinical faculty for hospital clinical experience (after spring break)</p>
Program Director:	Joe Poole MSN RN, jrpoole1@unm.edu
Course Objectives:	<p>Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> 1. Assess physical health including a focus on the health/illness beliefs, values, attitudes, developmental level, functional ability, culture, and spirituality of the participant. [L2.1/P1] 2. Assess family health including a focus on family health history, environmental exposures, and family genetic history to identify current and future health problems. [L2.2/P2] 3. Collaborate with a community to assess their health needs. [L2.1/P1] 4. Utilize community assessment data and evidence-based practice as basis for identifying community health needs. [L2.3/P3] 5. Document health assessments in electronic health record or written formats. [L2.5/P5, L2.6/P6] 6. Share community assessment data with other healthcare professionals to identify needed interventions. [L2.5/P5] 7. Explain the role of the nurse in relation to advocacy for the health care recipient. [L2.2/P2]
Course Competencies:	<p>Upon successful completion of Level 2, the student will:</p> <ol style="list-style-type: none"> 1. Identify patient’s values, beliefs, and attitudes. [L2.1/P1] 2. Effectively communicate patient’s values, preferences and expressed needs. [L2.1/P1] 3. Recognize the need for health care access related to diverse populations. [L2.1/P1] 4. Perform medication administration safely and accurately. [L2.2/P2] 5. Anticipate, identify, and eliminate potentially harmful situations in a wellness setting with guidance. [L2.2/P2] 6. Identify system contributions to clinical errors and near misses in a wellness setting, with guidance. [L2.2/P2] 7. Implement evidence-based procedures to reduce harm, promote safety, and improve care in a wellness setting with guidance. [L2.2/P2] 8. Describe the relationship between evidence and clinical practice. [L2.3/P3] 9. Assess outcomes of care when using evidence-based approaches, with guidance. [L2.3/P3] 10. Demonstrate knowledge of evidence-based protocols/pathways when providing nursing care. [L2.3/P3]

	<ol style="list-style-type: none"> 11. Illustrate scope of practice within assigned education/practice environments. [L2.4/P4] 12. Use various communication styles appropriate to team member roles. [L2.4/P4] 13. Identify resources related to healthcare policy, finance, and regulatory environments. [L2.4/P4] 14. Identify ethical issues within assigned education or practice environments. [L2.4/P4] 15. Advocate health promotion for healthcare consumers. [L2.4/P4] 16. Demonstrate understanding of the nursing role within an inter-professional team. [L2.5/P5] 17. Communicate effectively with the inter-professional team members to initiate shared decision making. [L2.5/P5] 18. Illustrate awareness of own strengths and limitations as a team member. [L2.5/P5] 19. Illustrate ability to work effectively as a team member. [L2.5/P5] 20. Demonstrate planning and documentation of nursing care using available technology in health promotion settings. [L2.6/P6] 21. Identify appropriate resources that will aid patients in continuing wellness or decreasing exacerbations of diseases. [L2.6/P6] 22. Safely operate appropriate technology in the wellness setting. [L2.6/P6]
Required Texts, Materials, and Resources:	<p>Nursing Book Bundle previously purchased Kaplan Program Internet Access</p>
Course Communication:	<p>Email must originate from your student email account and include your student ID number</p> <p>Use of my cell number is only limited to notification of email that has been sent. (This is encouraged as I don't check my email as promptly as you would probably like.)</p> <p>An absence CANNOT be excused ("documented") unless it has been communicated at least 2 hours prior to the meeting time. This will be true in the professional environment, so we practice the same policy.</p>
Electronic Device Usage:	<p>You are preparing to be a professional. Your phone must be silenced and will not be used during course time or in the hospital clinical area. If the phone must be used, you must step out of the classroom or "off-stage" into a break room or bathroom at the hospital.</p>

	<p>Lectures may be recorded with instructor permission.</p> <p>Observance of “off-task” use of computer or laptop will result in ½ occurrence towards an undocumented absence. This is considered being “unprepared” in the attendance policy.</p>
<p>Academic Integrity:</p>	<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: https://policy.unm.edu/regents-policies/section-4/4-8.html</p> <p>The policy states:</p> <p>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.</p> <p>Academic Dishonesty is defined as:</p> <p>"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>Respectful and Responsible Learning:</p>	<p>We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your own work. UNM preserves and protects the integrity of the</p>

	<p>academic community through multiple policies including 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).</p>
<p>Attendance and Professionalism Amendment:</p>	<p>Clinical/lab attendance is mandatory. There are some circumstances under which students should not be in the clinical setting. These include, but are not limited to, hospitalization and communicable illnesses. It is always the responsibility of the student to notify the clinical instructor and the course faculty member 2 hours prior to the time of the absence.</p> <p>Undocumented Absences: If proper notification is not provided, the absence will be considered undocumented. Undocumented absences cannot be made up. Course failure/withdrawal will occur with greater than 2 undocumented absences.</p> <p>Documented absences: When faculty are notified at least 2 hours prior to clinical/lab is scheduled to begin 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 2 days and must be made up within 1 week after the scheduled time. Acceptable documents include a provider’s note, obituary clipping, or any documentation of an event involving police or fire departments.</p> <p>Tardiness/Leaving Early: Students are expected to be at the clinical site (or in lab) prepared to participate at the time clinical or lab is scheduled to begin and stay until dismissed by the instructor. Students who are unprepared (for example, out of dress code/missing supplies) will incur a ½ undocumented occurrence. Tardiness or leaving early will be deducted in 15minute increments and will only be made up at faculty discretion. Again, greater than 2 undocumented absences will result in course failure. For example, at 2.5 occurrences, the student will be forced to withdraw/fail.</p> <p>Leaving Without Notification: Under no circumstances is a student to leave the clinical setting without first notifying the instructor. If a student leaves clinical or lab without notification, this is similar to patient abandonment and will result in an undocumented absence regardless of how much time was already spent at clinical/lab.</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 course failure/withdrawal</p> <p>At 2.5 undocumented absences—the student will not complete the course.</p> <p>Two (2) documented absences will be permitted if make-up work is submitted within 7 days, or 24 hours prior to the last class meeting day (whichever is first). Make-up work is required, or the absence will be converted to an undocumented absence.</p> <p>If you miss the final class meeting day, it will be an undocumented absence as there is insufficient time to make-up the hours.</p> <p>Student Lab Responsibilities</p> <p>It is expected students WILL:</p> <ul style="list-style-type: none"> • Leave the mannequins and beds clean. Supplies put away and repackaged appropriately. • Keep all reference materials, lab equipment and sharps in the nursing labs. • Report any problems with the lab equipment, supplies, beds and mannequins to the simulation lab assistant or instructors. • Be considerate of those around you — keep noise/voice level under control. • Always exhibit professional conduct. Lab is Clinical and the attendance and professionalism policy applies. • Keep conversations at a professional level (no off-colored jokes, profanity, touching other’s property or any other action deemed to be uncivil) • Bring required equipment to each lab/clinical session. (Being unprepared will be considered a ½ undocumented absence.) • Adhere to all lab, student handbook and university policies. • Respect possessions of the school and other students. Do not touch items that do not belong to you. <p>Absences, including leaving clinical early, are unacceptable. Attendance and timeliness are required for course success. Professionalism requires adequate and timely notification and a commitment to be present. Extenuating circumstances will be addressed through collaboration between the student success team, faculty, and the program director.</p>
<p>Title IX:</p>	<p>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. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including</p>

	sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see: https://policy.unm.edu/university-policies/2000/2740.html .
Wellness	UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class.
PASOS Resource Center:	The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students. If you have food insecurity or other needs, they can help. 505-925-8546 Pasos@unm.edu
The Learning Center at UNM-VC	Writing and Math tutoring as well as other learning resources can be found here: https://valencia.unm.edu/campus-resources/learning-commons/index.html
Accommodations:	UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and the opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact the UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu
Student Nurse Handbook:	The Student Nurse Handbook addresses all additional student rules and responsibilities not addressed here. You signed that you have reviewed the handbook prior to level 1, and the expectation is you continue to follow all outlined behaviors. https://valencia.unm.edu/academics/divisions/Health-Sciences/nursing-program/applications/nursing-student-handbook-2023.pdf
Success Course Completion:	A cumulative average of all theory tests at 77% or higher AND An overall course grade of 77% or higher AND Completion of all coursework (you may not “skip” an assignment or “take a zero”).
Grading Scale:	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																																																								
Course Breakdown:	<p>Tests (40% of grade):</p> <table border="1"> <tr> <td>100 Points</td> <td>10%</td> <td>Exam 1</td> <td>Feb 5</td> </tr> <tr> <td>100 Points</td> <td>10%</td> <td>Exam 2</td> <td>Feb 19</td> </tr> <tr> <td>100 Points</td> <td>10%</td> <td>Head-to-Toe Assessment</td> <td>March 4</td> </tr> <tr> <td>100 Points</td> <td>10%</td> <td>Exam 3</td> <td>March 5</td> </tr> </table> <p>400 Points/40%</p> <p>Assignments (60% of grade):</p> <table border="1"> <tr> <td>60 Points (10 points each/6)</td> <td>6%</td> <td>EAQs</td> <td>Week 2-7</td> </tr> <tr> <td>80 Points (20 points/4)</td> <td>8%</td> <td>I-Humans</td> <td>Feb 2, Feb 16, Mar 29, Apr 12</td> </tr> <tr> <td>50 Points (25 points/2)</td> <td>5%</td> <td>Focused Kaplan Exam and Remediation</td> <td>March 5</td> </tr> <tr> <td>20 Points</td> <td>2%</td> <td>Lab Assignment</td> <td>March 15</td> </tr> <tr> <td>140 Points (20 each/7)</td> <td>14%</td> <td>7 Care Plans/clinical assignments</td> <td>Week 10-16</td> </tr> <tr> <td>80 Points</td> <td>8%</td> <td>Health Promotion Paper</td> <td>April 19</td> </tr> <tr> <td>25 Points</td> <td>2.5 %</td> <td>Integrated Kaplan Exam</td> <td>April 23</td> </tr> <tr> <td>20 Points</td> <td>2%</td> <td>Health Promotion Presentation</td> <td>April 23</td> </tr> <tr> <td>100 Points</td> <td>10%</td> <td>Clinical Lab Log</td> <td>April 30</td> </tr> <tr> <td>25 Points</td> <td>2.5 %</td> <td>Integrated Kaplan Exam Remediation</td> <td>May 3</td> </tr> </table> <p>600 Points/60%</p>	100 Points	10%	Exam 1	Feb 5	100 Points	10%	Exam 2	Feb 19	100 Points	10%	Head-to-Toe Assessment	March 4	100 Points	10%	Exam 3	March 5	60 Points (10 points each/6)	6%	EAQs	Week 2-7	80 Points (20 points/4)	8%	I-Humans	Feb 2, Feb 16, Mar 29, Apr 12	50 Points (25 points/2)	5%	Focused Kaplan Exam and Remediation	March 5	20 Points	2%	Lab Assignment	March 15	140 Points (20 each/7)	14%	7 Care Plans/clinical assignments	Week 10-16	80 Points	8%	Health Promotion Paper	April 19	25 Points	2.5 %	Integrated Kaplan Exam	April 23	20 Points	2%	Health Promotion Presentation	April 23	100 Points	10%	Clinical Lab Log	April 30	25 Points	2.5 %	Integrated Kaplan Exam Remediation	May 3
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Kaplan:	<p>See Handbook for additional information regarding Kaplan grading process. There are four (25 point) parts to this testing. You will take a focused test, remediate that section, take a proctored test, and remediate that section. The purpose is to begin to expose you to the style of questions to expect on the NCLEX. It is expected that you keep your Kaplan account active (paid for) every semester.</p>																																																								

Head to Toe Assessment:	This will be an assessment of a peer of the required level two skills. Pairs will check off with each other and one faculty member. It is an opportunity to practice the flow of assessment and including patient interview. More information will follow.
Participation:	This course is a skills course. Active participation is expected and required to be successful in this course. Lack of Participation in class may result in not having the clinical lab log signed for that day.
Clinical Lab Log:	An additional 10% will also be participation-based for clinical and didactic hours. We are required to meet for 160 hours between didactic hours, lab hours, clinical hours, and simulation. It is your responsibility to keep your clinical lab log and turn it in at the end of the semester with 160 total hours accounted for.
Simulation Day:	Each student will attend on one Friday for roughly 7 hours, 0800-1500. We will assign groups on the first day of class, so you have plenty of time to make accommodations to attend.
Exam Absence:	If a student must miss an exam, the instructor for the course must be notified as soon as possible prior to the exam. If the notification is received before the test, the faculty member may reschedule the test or offer an alternate format. If the student does not notify the instructor prior to the exam, the test grade will be zero (0). The opportunity to make-up any exam, whether notification is received or not, is at the FULL discretion of the instructor.
Student Success Plan:	<p>Students who are experiencing academic difficulty or have a handbook infraction must complete a student success plan and review it with the Success Coach and their Peer Tutor. This plan can be initiated by either the student or a faculty member.</p> <p>Students who score below 77% on any exam are required to meet with lead faculty (Audrey), the Success Coach (Julia) and/or the Peer Tutors.</p> <p>If at any point the student is at risk of failing the course for low test grades or low cumulative grades, a success plan will be initiated, and the student will be required to meet with faculty.</p>

It is my goal to have each of you be successful in this course. Please reach out if you have any unanswered questions.

This syllabus is subject to change as the course progresses and needs are identified. Changes will be communicated with an acknowledgement assignment in Canvas.

Required NMNEC Level 2 Psychomotor Skills

Concept	Skill	Standard
Elimination	Enemas	
Gas Exchange	Oxygen adjuncts: non-rebreather mask, VM	NPSG 15
Nutrition	Enteral tube insertion and placement check, decompression, maintenance, feedings, and removal	
Perfusion	Electrocardiogram (ECG): apply 5 leads and identify normal sinus rhythm (NSR)	CM 2.1
Reproduction	Fundal assessment/massage	
Safety	Integrate nursing assessment: physical head to toe assessments across the lifespan with common abnormalities (See 'NMNEC L2 Psychomotor Skills' for list of Physical Assessment Techniques)	NPSG 2
	Medication calculations based on clinical data (all routes except IV)	NPSG 3
	Medication administration: all routes except IV	NPSG 3

General Physical Assessment Category	Concept	Physical Assessment Techniques
Health History	Individual	Health History: Interview
General Inspection	Perfusion	Inspect overall skin color
		Obtain and interpret vital signs
	Comfort	Pain assessment
	Cognition	Assess mental status and level of consciousness
		Evaluate speech
		Assess for PERRLA
Assess using Glasgow Coma Scale		
Mental Health Assessment	Mood and Affect	Depression and suicide risk assessments
	Stress and Coping	Trauma screening
	Behavior	Alcohol and drug screening
Violence screening		
Nutritional Assessment	Nutrition	Height and weight across lifespan, Body Mass Index (BMI)
		Nutrition assessment
Skin Assessment	Tissue Integrity	Inspect wounds
		Inspect skin lesions

		Inspect the oral cavity (also part of Nutritional assessment)
		Inspect skin color/tone
Musculoskeletal Assessment	Mobility	Inspect the spine
		Observe range of motion of joints
		Assess muscle strength
		Inspect muscles and extremities for size and symmetry
		Assess gait
Functional Ability	Functional Ability	Functional Ability Assessment
Respiratory Assessment	Gas Exchange	Evaluate breathing effort (rate, patterns, chest expansion)
		Auscultate lung sounds
		Inspect chest shape
		Gag, swallow, cough
Circulatory Assessment	Perfusion	Inspect and palpate extremities for edema
		Palpate extremities for temperature
		Palpate and inspect capillary refill
		Palpate distal pulses for circulation
		Auscultate heart sounds
		Inspect extremities for skin color and hair growth
		Evaluate face for movement for symmetry and sensation
		Palpate extremities for tenderness
		Inspect for jugular venous distension (JVD)
Gastrointestinal Assessment	Elimination	Inspect and examine stool
		Palpate abdomen for tenderness and distension
		Auscultate abdomen for bowel sounds
		Inspect abdomen
Hearing and Vision Assessment	Sensory Perception	Inspect external eyes
		Assess hearing on the basis of conversation
		Hearing using whisper and/or finger rubbing test
		Assess visual acuity
		Inspect external ear
Pregnancy Assessment	Reproduction	Fundal height
		Fetal heart rate (FHR)

