



<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>Lab/Clinical Days/Times</b>  <b>Pre-requisites:</b>  <b>Co-requisites:</b>	Nursing Sheral L. Cain MSN-RN , Heidi Roberts, MSN-Ed Room 110 Virtual by appointment cains@unm.edu, <a href="mailto:scain53223@aol.com">scain53223@aol.com</a> (Sheral) <a href="mailto:Robertsh@unm.edu">Robertsh@unm.edu</a> (Heidy) 505-220-3959 (c) 505-925-8873 Office (Sheral). 505-414-2933 (Heidy) Wednesday 12-1400 Monday 0830-1400 & Tuesday 0830-1400, Friday Simulation TBD, Clinical Hours TBD  Admission to Nursing Program; NURS 1110 Introduction to Nursing Concepts; NURS 1135 Principles of Nursing Practice.  NURS 2320 Health and Illness Concepts I; NURS 1220 Health Care Participant; NURS 1230 Pharmacology
<b>(Spring 2021) Syllabus</b>	
<b>Title of Course:</b>	<b>NURS 1235 Assessment and Health Promotion</b>
<b>Course Description:</b>	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.
<b>Credit Hours and Contact Hours:</b>	4 CH: 1 credit didactic/3 credits lab & clinical 16 contact hours didactic-144 hours lab & clinical/semester
<b>Course Outcomes</b>	Upon successful completion of this course, the student will: <ul style="list-style-type: none"> <li>• Assess physical health including a focus on the health/illness beliefs, values, attitudes, developmental level, functional ability, culture, and spirituality of the participant.</li> <li>• Assess family health including a focus on family health history, environmental exposures, and family genetic history to identify current and future health problems.</li> <li>• Collaborate with a community to assess their health needs.</li> <li>• Utilize community assessment data and evidence-based practice as basis for identifying community health needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Document health assessments in the electronic health record or written formats.</li> <li>• Share community assessment data with other healthcare professionals to identify needed interventions.</li> <li>• Explain the role of the nurse in relation to advocacy for the health care recipient.</li> </ul>
<p><b>Required Text(s) and Supporting Materials:</b></p>	<p>-Jarvis, C. (2020). Physical Examination &amp; Health Assessment (8<sup>th</sup> ed.)          -Giddens, J. (2017). Concepts for nursing practice. (3rd Ed.).          -Potter, P.A. Perry, A.G. (2015). Essentials of Nursing Practice (9<sup>th</sup> ed.)          -McKinney, E., &amp; James, S. (2012) Nursing. 45h ed. St. Louis, MO: Elsevier          -McKinney, E., &amp; James, S. (2012). Study guide: Maternal-child nursing. 5th ed.          -Lewis, S., &amp; Bucher, L. (2016). Medical-Surgical nursing: Assessment and management of clinical problems. 12th ed.          -Halter, M. (2018). Varcarolis' foundations of psychiatric-mental health nursing. 8th Ed.          -Pagana, K., &amp; Pagana, T. (2016). Mosby's diagnostic and laboratory test reference. 13th ed.          - Kaplan Resources</p> <p><b>Online Components:</b> Evolve Nursing Concepts Online and UNM Blackboard Learn.</p>
<p><b>Course Communication</b></p>	<p>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.</p>
<p><b>Electronic Device Usage:</b></p>	<p>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.</p>

<p><b>Academic Integrity</b></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: <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:</p> <p><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 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</li> </ul>

	<p>concern about classroom, clinical or lab. You may check with your faculty if you are unsure if this process is necessary.</p> <ul style="list-style-type: none"> <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>
<b>STUDENTS WITH DISABILITIES:</b>	<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 Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or <a href="mailto:jmlujan@unm.edu">jmlujan@unm.edu</a>.</p>
<b>EQUAL OPPORTUNITY AND NON-DISCRIMINATION:</b>	<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 1235 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 1235 requirements :</b>  A cumulative average of all theory tests at 77% or higher  and  An overall course grade of 77% or higher</p>	

and  
A passing grade in lab and clinical  
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+**

**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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Exams	70%
Simulation	10%
Kaplan	10%
Adaptive Quizzing	10%



## 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

<b>Focused Review (practice) Test in Assigned Content Area</b>	<b>Points</b>
90-100%	25
80-89.9%	20
60-79.9%	15
40-59.9%	10
< 39.9%	0
<b>Integrated (proctored) Test in Content Area</b>	
≥ 70 <sup>th</sup> percentile	25
60- 69.99 <sup>th</sup> percentile	20
50-59.9 <sup>th</sup> percentile	15
40-49.9 <sup>th</sup> percentile	10
<40 <sup>th</sup> percentile	0
<b>Remediation of Focused Review Test(s)</b>	
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

<b>Remediation of Integrated Test</b>	
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
<b>Total points</b>	<b>100</b>

### NMNEC Medication calculation guidelines

Purpose: To assure medication dosage calculation accuracy in NMNEC graduates.

#### Guidelines:

1. Calculation testing at each level.
2. Students must pass before administering medications in clinical.
3. Passing level is 90% or greater, determined by individual schools.
4. Students will be given at least one retest opportunity, as determined by individual schools.
5. The test will be on calculations, requiring interpretation of clinical data.
6. Calculations to be tested:
  - A. L1 & 2
    1. Interpret medication orders and standard abbreviations needed for dosage calculations;
    2. Convert within and between these selected measurement systems:
      - a. Metric
        - i. Convert weight between micrograms, milligrams, grams and kilograms
        - ii. Convert volume between milliliters and liters
      - b. Convert metric to Household
      - c. Convert weight between pounds and kilograms
      - d. Convert volume between ounces and milliliters
      - e. Convert volume between teaspoons and milliliters



3. Calculate dosages of oral medications.
  4. Calculate parenteral medication volumes and dosages.
  5. Determine if an ordered amount is within a safe/recommended range.
- B. L3 with increasing difficulty in later levels
6. Calculate infusion rates and times for intravenous administration.
  7. Calculate volumes between milliliters per hour and drops per minute.
  8. Calculate total/end infusion times for intravenous fluids.
  9. Calculate amounts/times to administer IV push medications.
  10. Calculate infusion rates/times for intermittent intravenous (piggyback) infusions.
  11. Determine dosages based on a patient's clinical data (age, weight, vital signs or lab results)
  12. Calculate rates/dosages/amounts for intravenous medication drips.
7. Rounding rules
- A. Dosage less than 1, round answers to nearest hundredth.
  - B. Dosage between 1-10, round answers to nearest tenth.
  - C. Dosage greater than 10, round answers to the nearest whole number.
  - D. For all weights, the final answer is rounded to the nearest tenth.
  - E. Pediatrics round dosage answers to nearest hundredth.
  - F. All IV hourly rates round to the nearest tenth.
  - G. All IV drops per minute rates round to the nearest whole number

<b>Date</b>	<b>Week: Topic</b>	<b>Lecture Wednesday 12-1400</b>	<b>Lab (Monday 0830-1400 &amp; Tuesday 0830-1400)</b>	<b>Clinical (See clinical schedule)</b>
1/18-1/22	1: Health Hx, Health Promotion	Read Jarvis, Ch. 4, Ch. 9, Ch. 10. Health History, General Survey, Vital Signs Sherpath	Health History General Survey and Vital Signs Dosage Calculation Review	All students on Zoom Tuesday. Sherpath EAQ
1/25-1/29	2: Assessment Techniques, Mobility	Read Jarvis, Ch. 8, Ch. 23, Ch. 32 Pgs. 52-54 McKinney Ch. 54 Sherpath	Practice assessment techniques Observe ROM, assess muscle strength and symmetry, assess gait Functional Ability Assessment Fall Risk Assessment	V Sim Vernon Russell Sherpath EAQ
2/1-2/5	3: Cognition, Gas Exchange	Read Jarvis, Ch. 19 Ch. 24, Sherpath  <b>Exam #1</b>	Mental status, LOC Evaluate speech, PERRLA, GCS Evaluate breathing effort, lung sounds, swallow, oxygen  Dosage Calculation Test #1	V Sim Christopher Parrish Sherpath EAQ <b>** If you do not pass your dosage calculation test, you will have a 2<sup>nd</sup> attempt on Monday/Tuesday, 2/15-16 IF a 3<sup>rd</sup> attempt is needed, arrangements will be made.</b>
2/8-2/12	4: Skin Integrity, Nutrition, Elimination	Read Jarvis, Ch. 12, Ch. 13, Ch. 22 Ch. 25 & 27 sections on elimination Sherpath	Inspect wounds, skin lesions, oral cavity, spine and skin. Height, weight, BMI Abdomen assessment, bowel sounds	Sherpath EAQ NG Insertion

2/15-2/19	5: Perfusion, Sensory Perception	Read Jarvis Ch. 15, Ch. 16, Ch. 20, Ch. 21 Sherpath <b>Exam #2</b>	Perfusion assessment, heart sounds. Inspect eyes and ears. Assess hearing and vision <b>Dosage Calculation Test #2</b>	V Sim Mona Hernandez V Sim Jared Griffin
2/22-2/26	6: Comfort	Read Jarvis Ch. 11 Sherpath <b>Exam #3</b> Perfusion	Pain assessment	V Sim Sara Lin Sherpath EAQ
3/1 -3/5	7: Mental Health	Read Jarvis Ch. 5, Ch. 6 Sherpath	Mental Health Assessment, Depression, ETOH/Drug screening, Violence Head-to-toe Practice Case Study	V Sim Rashid Ahmed
3/8-3/12	8: Physical Assessment No Class	Read Jarvis Ch.28. Sherpath <b>Exam #4</b>	Head-to-toe Assessment Practice	V Sim Josephine Morrow Sherpath EAQ
3/15-3/19		No Reading	<b>Spring Break</b>	
3/22-3/26	9:	Read Jarvis Ch.31	Pre and postpartum assessment Fundal Height, Leopold's maneuvers, Fetal Heart Rate	OB Simulation VC Campus
3/29-4/2	10:	Read Jarvis Ch. 29 Kaplan Practice	Newborn Assessment Apgar scoring	
4/5-4/9	11:	<b>Exam #5</b> Kaplan Due	Head-to-toe Assessment Check Offs	Peds Simulation VC Campus

4/12-4/16	12:	<b>Exam #6</b>		V Sim Marvin Hayes
4/19-4/23	13:	Kaplan Proctored		
4/26-4/30	14:	Kaplan Due		V Sim Kim Johnson
5/3- 5/7	15:			V Sim Edith Jacobson
5/10-5/14	16:	Finals Week		

Lab/Clinical Hours –

Lab - 50

Simulation /Clinical- 24

V Sim – 60

Case Study - 10

Virtual Disaster Drill 8

Total hours 152