



**NMNC 1235 Assessment and Health Promotion Syllabus  
Spring 2023**

<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>Credits:</b>	4 credits total; 3 clinical credits and 1 didactic credit 144 lab/clinical hours and 16 didactic hours
<b>Prerequisites:</b>	All level 1 Nursing Courses Anatomy and Physiology Pathophysiology
<b>Corequisites:</b>	NMNC 1210 Health and Illness I NMNC 1220 Health Care Participant NMNC 1230 Pharmacology
<b>Meeting Times:</b>	Mondays and Tuesdays 0845-1430  The clinical portion will change these meeting hours. We will have hospital rotations on Mondays and Tuesdays for the final 5-7 weeks of the course and the meeting times could be any time during the day or evening for 6 hours per day.  There is also one simulation date where attendance is expected on one of the following Fridays: 4/7, 4/14, or 4/21. This will be from 0800-1500.
<b>Lead Instructor:</b>	Audrey Morton MSN RN 505-250-4890 (be respectful of my personal cell phone number) <a href="mailto:amorton1@unm.edu">amorton1@unm.edu</a>
<b>Office Hours:</b>	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.
<b>Co-Faculty:</b>	Julia Sedillo MSN RN, <a href="mailto:jusedillo@unm.edu">jusedillo@unm.edu</a> Shenna Lizzi RN, <a href="mailto:slizzi@unm.edu">slizzi@unm.edu</a> Almareena Garcia RN, <a href="mailto:agiddings@salud.unm.edu">agiddings@salud.unm.edu</a> Jordan Henson RN, <a href="mailto:jthenson@salud.unm.edu">jthenson@salud.unm.edu</a>
<b>Program Director:</b>	Joe Poole MSN RN, <a href="mailto:jrpoole1@unm.edu">jrpoole1@unm.edu</a>

<p><b>Course Objectives:</b></p>	<p>Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> <li>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]</li> <li>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]</li> <li>3. Collaborate with a community to assess their health needs. [L2.1/P1]</li> <li>4. Utilize community assessment data and evidence-based practice as basis for identifying community health needs. [L2.3/P3]</li> <li>5. Document health assessments in electronic health record or written formats. [L2.5/P5, L2.6/P6]</li> <li>6. Share community assessment data with other healthcare professionals to identify needed interventions. [L2.5/P5]</li> <li>7. Explain the role of the nurse in relation to advocacy for the health care recipient. [L2.2/P2]</li> </ol>
<p><b>Course Competencies:</b></p>	<p>Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> <li>1. Identify patient's values, beliefs and attitudes. [L2.1/P1]</li> <li>2. Effectively communicate patient's values, preferences and expressed needs. [L2.1/P1]</li> <li>3. Recognize the need for health care access related to diverse populations. [L2.1/P1]</li> <li>4. Anticipate, identify, and eliminate potentially harmful situations in a wellness setting with guidance. [L2.2/P2]</li> <li>5. Identify system contributions to clinical errors and near misses in a wellness setting, with guidance. [L2.2/P2]</li> <li>6. Implement evidence-based procedures to reduce harm, promote safety, and improve care in a wellness setting with guidance. [L2.2/P2]</li> <li>7. Describe the relationship between evidence and clinical practice. [L2.3/P3]</li> <li>8. Assess outcomes of care when using evidence-based approaches, with guidance. [L2.3/P3]</li> <li>9. Demonstrate knowledge of evidence-based protocols/pathways when providing nursing care. [L2.3/P3]</li> <li>10. Illustrate scope of practice within assigned education/practice environments. [L2.4/P4]</li> <li>11. Use various communication styles appropriate to team member roles. [L2.4/P4]</li> </ol>

	<ol style="list-style-type: none"> <li>12. Identify resources related to healthcare policy, finance, and regulatory environments. [L2.4/P4]</li> <li>13. Identify ethical issues within assigned education or practice environments. [L2.4/P4]</li> <li>14. Advocate health promotion for healthcare consumers. [L2.4/P4]</li> <li>15. Demonstrate understanding of the nursing role within an interprofessional team. [L2.5/P5]</li> <li>16. Communicate effectively with the inter-professional team members in order to initiate shared decision making. [L2.5/P5]</li> <li>17. Illustrate awareness of own strengths and limitations as a team member. [L2.5/P5]</li> <li>18. Illustrate ability to work effectively as a team member. [L2.5/P5]</li> <li>19. Demonstrate planning and documentation of nursing care using available technology in health promotion settings. [L2.6/P56]</li> <li>20. Identify appropriate resources that will aid patients in continuing wellness or decreasing exacerbations of diseases. [L2.6/P6]</li> <li>21. Safely operate appropriate technology in the wellness setting. [L2.6/P6]</li> </ol>
<b>Required Texts, Materials, and Resources:</b>	<p>Nursing Book Bundle previously purchased  Kaplan Program  Internet Access</p>
<b>Course Communication:</b>	<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 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>
<b>Electronic Device Usage:</b>	<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><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="https://pathfinder.unm.edu/campus-policies/academic-dishonesty.html">https://pathfinder.unm.edu/campus-policies/academic-dishonesty.html</a></p>
<p><b>Respectful and Responsible Learning:</b></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 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 (<a href="https://pathfinder.unm.edu">https://pathfinder.unm.edu</a>) and the Faculty Handbook (<a href="https://handbook.unm.edu">https://handbook.unm.edu</a>).</p>
<p><b>Attendance and Professionalism Amendment:</b></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 <b>2 hours prior to the time</b> of the absence.</p> <p><b>Undocumented Absences:</b> 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><b>Documented absences:</b> When faculty are notified at least 2 hours prior to clinical/lab is scheduled to begin <b>and</b> 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</p>

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.

**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 arrive late, are unprepared (for example, out of dress code/missing supplies), or leave early will incur a ½ undocumented occurrence, unless there is substantiating documentation. 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.

**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.

**Remediation Sequence:**

At 1.0 undocumented absence—required to meet with success coach.

At 2.0 undocumented absences—written success plan, notifying the student of the potential for course failure/withdrawal

At 2.5 undocumented absences—the student will not complete the course.

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.

If you miss the final class meeting day, it will be an undocumented absence as there is insufficient time to make-up the hours.

**Student Lab Responsibilities**

**It is expected students WILL:**

- Leave the mannequins and beds clean. Supplies put away and repackaged appropriately.
- Keep all reference materials, lab equipment and sharps in the nursing labs.

	<ul style="list-style-type: none"> <li>• Report any problems with the lab equipment, supplies, beds and mannequins to the simulation lab assistant or instructors.</li> <li>• Be considerate of those around you — keep noise/voice level under control.</li> <li>• Always exhibit professional conduct. Lab is Clinical and the attendance and professionalism policy applies.</li> <li>• Keep conversations at a professional level (no off-colored jokes, profanity, touching other’s property or any other action deemed to be uncivil)</li> <li>• Bring required equipment to each lab/clinical session. (Being unprepared will be considered a ½ undocumented absence.)</li> <li>• Adhere to all lab, student handbook and university policies.</li> <li>• Respect possessions of the school and other students. Do not touch items that do not belong to you.</li> </ul> <p><b>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.</b></p>
<b>Title IX:</b>	<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 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: <a href="https://policy.unm.edu/university-policies/2000/2740.html">https://policy.unm.edu/university-policies/2000/2740.html</a>.</p>
<b>Covid-19 Health and Awareness:</b>	<p>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 current Centers for Disease Control (CDC) guidelines. If you do need to stay</p>

	<p>home, please communicate with me via email or text for promptness; 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.</p> <p>The nursing program follows the current health care facility recommendation and masking is required in the lab and clinical environments.</p>
<b>PASOS Resource Center:</b>	<p>The Resource Center is an on-campus center that serves as a “one-stop” for all <b>non-academic needs</b> of UNM-Valencia students. If you have food insecurity or other needs, they can help. 505-925-8546 <a href="mailto:Pasos@unm.edu">Pasos@unm.edu</a></p>
<b>The Learning Center at UNM-VC</b>	<p>Writing and Math tutoring as well as other learning resources can be found here: <a href="https://valencia.unm.edu/campus-resources/learning-commons/index.html">https://valencia.unm.edu/campus-resources/learning-commons/index.html</a></p>
<b>Accommodations:</b>	<p>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.</p> <p>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 <a href="mailto:sjclawson@unm.edu">sjclawson@unm.edu</a></p>
<b>Student Nurse Handbook:</b>	<p>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. <a href="https://valencia.unm.edu/academics/divisions/Health-Sciences/nursing-program/applications/unmvc-student-handbook-2022-2023.pdf">https://valencia.unm.edu/academics/divisions/Health-Sciences/nursing-program/applications/unmvc-student-handbook-2022-2023.pdf</a></p>
<b>Success Course Completion:</b>	<p>A cumulative average of all theory tests at 77% or higher AND An overall course grade of 77% or higher AND</p>

	Completion of all coursework (you may not “skip” an assignment or “take a zero”).
<b>Grading Scale:</b>	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
<b>Course Breakdown:</b>	100 Points/10% Content Exam I <b>Feb 13</b> 100 Points/10% Head to Toe Assessment <b>March 6</b> 100 Points/10% Content Exam 2 <b>March 7</b> 100 Points/10% Kaplan (4 parts, 25 points each) <b>May 1</b> (Integrated/Proctored Test) 100 Points/10% Final Exam/Project/TBD <b>May 2</b> 125 Points/12.5% Clinical Lab Log <b>May 2</b> 375 Points/37.5% Assignments/Care plans/Skills/Case Studies/I-Human  <b>Dates for Exams might change due to clinical assignments</b>
<b>Kaplan:</b>	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.
<b>Head to Toe Assessment:</b>	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.
<b>Participation:</b>	This course is a skills course. Active participation is expected and required to be successful in this course. This is so important, that 37.5% of the grade will derive from regular in-class and out-class assignments, quizzes, case studies, concept maps, discussions, etc. that will facilitate information synthesis.



<b>Clinical Lab Log:</b>	An additional 12.5% 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 hours log and turn it in at the end of the semester with 160 total hours accounted for. To stay on track, we need roughly 12 hours per week dedicated to these activities.
<b>Simulation Day:</b>	April 7, 14, and 21. 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.
<b>Exam Absence:</b>	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 prior to the time of the test, the faculty member may reschedule the test or offer an alternate format, such as an essay test. 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.
<b>Student Success Plan:</b>	<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 will have a success plan put in place and are required to meet with the Success Coach and the Peer Tutors. The Tutors and Success Coach will sign the success plan verifying that they have met with the student. The success plan will be filed with the instructor, the success coach and with administrative assistant.</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 Psychomotor Skills' Competencies

General Physical Assessment Category	Physical Assessment Techniques	Related NMNEC Concept
Health History Interview		Individual
General Inspection	Inspect overall skin color	Perfusion
	Obtain and interpret vital signs	Perfusion
	Pain Assessment	Comfort
	Assess mental status and level of consciousness	Cognition
	Evaluate speech	
	Pupils equal, round, reactive to light and accommodation (PERRLA)	
	Glasgow Coma Scale	
Mental Health Assessment	Depression assessment	Mood and Affect
	Alcohol and drug screening	Behavior
	Violence screening	
Nutritional Assessment	Height and weight (pediatric and adult) Body Mass Index (BMI)	Nutrition
	Inspect wounds	
	Inspect skin lesions	
	Inspect the oral cavity	
	Inspect skin tone	
Musculoskeletal Assessment	Inspect the spine	Mobility
	Observe range of motion of joints	
	Assess muscle strength	
	Inspect muscles and extremities for size and symmetry	
	Assess gait	

Functional Ability Assessment		Functional Ability
Respiratory Assessment	Evaluate breathing effort (rate, patterns, chest expansion)	Gas Exchange
	Auscultate lung sounds	
	Inspect chest shape	
	Gag, swallow, cough	
Circulatory Assessment	Inspect and palpate extremities for edema	Perfusion
	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	Inspect abdomen	Elimination
	Palpate abdomen for tenderness and distension	
	Auscultate abdomen for bowel sounds	
	Inspect and examine stool	
Hearing and Vision Assessment	Inspect external eyes	Sensory Perception
	Assess hearing on the basis of conversation	
	Hearing using whisper and/or finger rubbing test	
	Assess visual acuity	
	Inspect external ear	
Pregnancy Assessment	Fundal height	Reproduction

