

Course Title

Assessment and Health Promotion

NMNEC Course Number

[ADN] NMNC 1235

[BSN] NMNC 3235

Instructor Information

Name: Morgan Samp (Nielson)

Contact Info:

505-554-8792 mnielson@unm.edu

This is my personal phone- please use it sparingly. Please email me with questions or concerns. You may text me that you emailed me if you need an immediate response, or if it is an emergency, however, the majority of communication needs to be done through email.

Office Hours: Wednesdays 12-4 or by appointment

Number of Didactic Credits - 1 credit

This is a four credit-hour course. Class meets once a week for 1h for the semester.

Please plan for at least 2 hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Number of Clinical Credits

3 credits

Total Course Credits

4 credits

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.

Prerequisites

- All Level 1 Nursing Courses
 - Evidence-Based Practice (BSN track only)
 - Introduction to Nursing Concepts NMNC 1110
 - Principles of Nursing Practice NMNC 1135

- Successful Completion of:
 - A & P 1 & 2 BioL 2210 & 2225
 - Patho Nurs 239 & Nurs 240

Co-requisites

- Health and Illness Concepts I NMNC 1210
- Health Care Participant NMNC 1220
- Nursing Pharm NMNC 1230
- [Pathophysiology course(s) (depending on individual school's program of study – ideally should be completed by end of Level 1 but no later than end of Level 2)]

Course Objectives (Mapping of Course Objectives with Corresponding Level Objectives [L#.O#]/Program Objectives [P#])

Upon successful completion of this course, the student will:

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]

Successful completion of NMNC requirements:

A cumulative average of all theory tests at 77% or higher

AND

an overall grade of 77% or higher

Please note that if the test average is not met, the overall grade is not sufficient to pass the course.

ALL WORK MUST BE COMPLETED. YOU MAY NOT "TAKE A ZERO."

LATE WORK: Late work will be accepted at a 10% penalty PER DAY LATE. Work is expected within the week, or at the final class meeting date, to be graded. Please communicate any special circumstances.

Evaluation/Grading Policies:

Grading Scale

A+ 98-100	B+ 87-89	C+ 79	D+ 73-76	F 0-67
A 93-97	B 83-86	C 77-78	D 70-72	
A- 90-92	B- 80-82	Below 77/fail	D- 67-69	

See the student handbook for complete grading policies across the nursing program.

Please note: There is **no rounding** of any score or course grade (examples: a 76.99% is not rounded to 77%. A score of 89.99% is not rounded to 90%).

Per the student handbook, reduced hours in attendance will be impactful to overall clinical course grade. Below is the chart for hours associated with points. Please refer to handbook for attendance, tardiness/leaving early, Trajecsys, leaving without notification, and being unprepared/off task policies.

Hours	Points	Hours	Points	Hours	Points
160	100	155	90	150	80
159	98	154	88	149	78
158	96	153	86	148	76
157	94	152	84	<148	0
156	92	151	82		

Please see the course calendar for list of assignments, points, and due dates. Subject to change per course instructor

Assigned Curricular Concepts and Exemplars with Population or Focus

Mega-Concept/Concept Category/Concepts • Exemplars	Population or Focus
<p>Professional Nursing Concepts/Professional Attributes/Health Promotion</p> <p>For Primordial Prevention:</p> <ol style="list-style-type: none"> 1. Reduction of barriers to physical activity for children 2. Healthy sleep in children <p>For Primary Prevention (Risk Reduction):</p> <ol style="list-style-type: none"> 1. Health Promotion: Nutrition and Exercise education across the lifespan 2. Disease Prevention: Immunization clinics 3. Risk Reduction: Helmet use in preventing head injuries (bicycling, ski/snowboard) <p>For Secondary Prevention (Screenings):</p> <p>Screenings as appropriate across the lifespan:</p> <ol style="list-style-type: none"> 1. Developmental screening 2. Hypertension (blood pressure screening) 3. Body Mass Index 4. Cancer screenings 5. Alcohol/substance abuse 6. Perinatal depression <p>For Tertiary Prevention (Harm Reduction)</p> <p>Health promotion programs to reduce harm:</p> <ol style="list-style-type: none"> 1. Smoking Cessation programs for persons with pulmonary disease 2. Weight reduction 3. Medication adherence 	<p>Lifespan</p> <p>Lifespan</p> <p>Lifespan inclusive of pregnancy</p> <p>Lifespan</p>
<p>Professional Nursing Concepts/Professional Attributes/Patient Education</p> <ul style="list-style-type: none"> • Health Literacy • Teaching/learning Principles • Motivation and Readiness to Change 	<p>Lifespan</p>

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)

Level 2 Competencies (Mapping of Course Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#])

(Competencies mapped with corresponding Level Objectives [L#.O#]/Program Objectives [P#])

Upon successful completion of Level 2, the student will:

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]
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]

General Information	
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 Student Code of Conduct: https://pathfinder.unm.edu/code-of-conduct.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 opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center (https://arc.unm.edu/) at arcsrvs@unm.edu or by phone at 505-277-3506.

<p>Non-discrimination, Title IX Statement:</p>	<p>UAP 2720 and 2740. Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. If you ever need assistance or have concerns about incidents that violate this principle, please access campus support resources. These include confidential services at LoboRESPECT Advocacy Center, the Women’s Resource Center, and the LGBTQ Resource Center. The University of New Mexico prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). UNM faculty and graduate teaching assistants are considered “responsible employees.” “Responsible employees” must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information on the campus policy regarding sexual misconduct, reporting, and reporting for “responsible employees,” please see UAP 2720 and UAP 2740.</p>
<p>Ai Policy:</p>	<p>All students in the nursing program must comply to the Ai policy set by your individual instructor.</p> <p>Restricted Ai Usage for Specific Tasks:</p> <ul style="list-style-type: none"> • Students are expected to use Ai responsibly and critically evaluate the outputs of Ai tools ensuring transparency, accountability, and ethical considerations in their utilization. • Students can use basic Ai tools for specific tasks approved by the instructor, such as grammar checking or citation formatting. • The use of Ai should be justified based on its relevance to the learning objectives, and students must demonstrate a clear understanding of both the Ai methods employed and their academic application. • Students are encouraged to consult with the instructor if they have any questions or concerns regarding the appropriate use of Ai in this course. <p>If a student is caught using Ai inappropriately, a zero will be given on the assignment per the academic integrity policy. Student will be required to meet with course instructor or success coach and sign and success plan.</p>

<p>Student Support</p>	<p>PASOS Resource Center (505) 925-8546, pasos@unm.edu. The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students.</p> <p>COVID: 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.</p> <p>LoboRESPECT Advocacy Center (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.</p> <p>Confidential services for students are available at LoboRESPECT Advocacy Center, Women's Resource Center, and the LGBTQ Resource Center. The Women's Resource Center supports all students, including those who are pregnant or are parents. UNM Pregnancy and Parenting Support information is available.</p> <p>UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center.</p>
<p>Respectful and Responsible Learning</p>	<p>Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a Student Code of Conduct violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource. Student Pathfinder (https://pathfinder.unm.edu) and the Faculty Handbook (https://handbook.unm.edu).</p> <p>Support: Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and other resources, including support on how to cite a source, are available through Student Learning Assistance at the Center for Teaching and Learning.</p> <p>Student Health and Counseling (SHAC) at (505) 277-3136. TimelyCare: Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support). LoboRESPECT Advocacy Center (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM</p>

<p>Wellness:</p>	<p>If you do need to stay home due to illness or are experiencing a wellness challenge, please take advantage of the resources below. You can communicate with me at [] and I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class.</p>
<p>Connecting to Campus and Finding Support</p>	<p>UNM has many resources and centers to help you thrive, including opportunities to get involved, mental health resources, academic support such as tutoring, free food at Lobo Food Pantry, and jobs on campus. Your advisor, staff at the resource centers and Dean of Students, and I can help you find the right opportunities for you.</p>
<p>Land Acknowledgement</p>	<p>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 also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.</p>
<p>Citizenship and/or Immigration Status</p>	<p>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. 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/</p>