
**NUR 2811C Professional
Leadership
NUR 2811C
4 Credits**

COURSE DESCRIPTION: This course provides the student with the theoretical and clinical knowledge necessary for the actualization of the role of the registered professional nurse, with an emphasis on delegation and management.

Pre-requisites: NUR 1025, NUR 1025C, NUR 1025L, NUR 1060C, NUR 1142, NUR 1211, NUR1211L, NUR1214C, NUR 1141, NUR 2420, NUR 2420L, NUR2520, NUR 2520L, NUR 2310, NUR 2310L NUR 2680L, NUR 2212, NUR2212L

MDC Learning Outcomes:

1. Communicate effectively using listening, speaking, reading, and writing skills
2. Use quantitative analytical skills to evaluate and process numerical data
3. Solve problems using critical and creative thinking and scientific reasoning
4. Formulate strategies to locate, evaluate, and apply information
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities
7. Demonstrate knowledge of ethical thinking and its application to issues in society
8. Use computer and emerging technologies effectively
9. Demonstrate an appreciation for aesthetics and creative activities
10. Describe how natural systems function and recognize the impact of humans on the environment

End-of-Program Student Learning Outcomes:

1. Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing.
2. Implement safety and quality initiatives in the delivery of holistic patient-centered care.
3. Utilize technological resources to effectively deliver care that enhances positive patient outcomes.
4. Deliver compassionate care to diverse populations with respect to individuality and clients' needs.
5. Uses relevant evidence to improve clients' outcomes within a dynamic environment.

Course Student Learning Outcomes:

At the end of the course the student will be able to:

1. Manage the care of patients, families, groups, communities, and populations while adhering to ethical, legal, and professional standards and maintaining accountability and responsibility for care provided. (Meets Unit Objectives/ Competencies 1 &4)
2. Apply leadership skills and empowerment strategies when managing the care of patients, families, and groups. (Meets Unit Objectives 2,3 & 5)

3. Apply the five rights of delegation in relation to appropriately delegating tasks to licensed and unlicensed personnel. (Meets Unit Objectives/Competencies 1,2 & 3)
4. Analyze selected leadership styles and the subsequent role of the manager. (Meets Unit Objectives/Competencies 2,3 & 5)

Course Content	Learning Outcomes
Unit 1: Legal and Professional principles	<ul style="list-style-type: none"> • Critical/creative thinking • Formulate strategies • Ethics
Unit 1 Objectives/Competency <ol style="list-style-type: none"> 1. Summarize the different laws that govern nursing practice 2. Analyze the relationship between accountability and liability 3. Explain how standards of care affect nursing practice 	
Unit 1 Content	
<ol style="list-style-type: none"> a. Nurse practice Act b. Patients' Rights c. HIPPA d. Nursing Ethics e. Standards of practice f. Health care policies 	
Course Objective – EPSLO- Competency (unit 1) <i>EPSLO:1 Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing. (MDC Learning Outcomes 1,6) (Core Components 3, 4 & 6)</i> <i>EPSLO:2 Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)</i> <ul style="list-style-type: none"> • Identify professional standards of nursing practice that guide practice. • Display professional accountability and responsibility in classroom and laboratory settings. • Describe how ethical principles and legal tenets guide nursing practice. 	

<ul style="list-style-type: none"> Describe how regulatory guidelines and institution policies guide nursing practice. 	
<p>Unit 2 – Principles of leadership and management</p>	<ul style="list-style-type: none"> Quantitative analytical Critical/creative thinking Formulate strategies
<p>Unit 2 Objective/Competency</p> <ol style="list-style-type: none"> Relate theories of leadership and management to nursing practice Assist other nursing personnel to develop skills in providing nursing care Utilize modern technology to enhance efficiency of client care 	
<p>Unit 2 Content</p>	
<ol style="list-style-type: none"> Decision making, problem solving, critical thinking Roles of the healthcare team Sources of conflict Conflict resolution Leadership theories Change theories Types of power Formal and informal leadership Health records 	
<p>Course Objective – EPSLO- Competency – Unit 2</p> <p><i>EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7).</i></p> <p><i>EPSLO 4: Deliver compassionate care to diverse populations with respect to individuality and client needs. (MDC Learning Outcomes 1, 2) (Core Components 1, 2, & 7)</i></p> <p><i>EPSLO 5: Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core Components 5 & 7)</i></p> <ul style="list-style-type: none"> Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. Model culturally sensitive care for patients, families, and groups from diverse backgrounds. 	

<ul style="list-style-type: none"> • Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. • Advocate for patients, families, and groups regarding nursing care issues and health care decisions. • Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. • Analyze best current evidence for its application to practice when providing and managing patient-centered care. • Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice 	
<p>Unit 3 – Principles of Delegation and Supervision</p>	<ul style="list-style-type: none"> • Quantitative analytical • Critical/creative thinking • Formulate strategies
<p>Unit 3 Objectives/Competency</p> <ol style="list-style-type: none"> 1. Identify the clinical competencies of the members of the health care team. 2. Establish priorities for nursing care for a group of workers commensurate with their educational backgrounds. 3. Assign nursing personnel to client care based on level of expertise accepting accountability for nursing care delegated to other workers. 	
<p>Unit 3 Content</p> <ol style="list-style-type: none"> a. Importance of teams b. Teamwork and collaboration c. Team performance d. Interdisciplinary communication e. Delegation 	
<p>Course Objective – EPSLO- Competency – Unit 3</p> <p><i>EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7).</i></p> <ul style="list-style-type: none"> • Identify safety risks and environmental hazards in health care settings. • Practice performance of psychomotor skills that minimize safety risks and environmental hazards. 	
<p>Unit 4 – Ethical framework</p>	<ul style="list-style-type: none"> • Quantitative analytical

	<ul style="list-style-type: none"> • Critical/creative thinking • Formulate strategies
<p>Unit 4 Objectives/ Competency</p> <ol style="list-style-type: none"> 1. Value cultural diversity in all individuals under their care 2. Analyze selected ethical theories and principles 3. Use principles of ethics for resolving dilemmas in nursing practice 	
<p>Unit 4 Content</p> <ol style="list-style-type: none"> a. Cultural diversity b. Culturally Competent c. Bio-psycho-social being d. Clinical ethics e. Patient Advocacy 	
<p>Course Objective – EPSLO- Competency Unit 4</p> <p><i>EPSLO 1: Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing. (MDC Learning Outcomes 1,6) (Core Components 3, 4 & 6)</i></p> <p><i>EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)</i></p> <p><i>EPSLO 3: Utilize technological resources to effectively deliver care which enhances positive client outcomes. (MDC Learning Outcomes 4, 8 & 9) (Core Component 4)</i></p> <p><i>EPSLO 4: Deliver compassionate care to diverse populations with respect to individuality and client needs. (MDC Learning Outcomes 1, 2) (Core Components 1, 2, & 7)</i></p> <p><i>EPSLO 5: Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core Components 5 & 7)</i></p> <ul style="list-style-type: none"> • Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. • Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. • Model culturally sensitive care for patients, families, and 	

<p>groups from diverse backgrounds.</p> <ul style="list-style-type: none"> • Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. • Advocate for patients, families, and groups regarding nursing care issues and health care decisions. • Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. • Analyze best current evidence for its application to practice when providing and managing patient-centered care. • Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice 	
<p>Unit 5 – Transition to professional nurse</p>	<ul style="list-style-type: none"> • Quantitative analytical • Critical/creative thinking • Formulate strategies
<p>Unit 5 Objectives/Competency 5:</p> <ol style="list-style-type: none"> 1. Identify strategies to ease their transition 2. Demonstrate clinical competence when providing client care 3. Analyze methods that increase public awareness of potential medical errors and ways of preventing them 4. Make decisions and taking actions that are consistent with standards for nursing practice and licensing laws 	
<p>Unit 5 Content</p>	
<ol style="list-style-type: none"> a. Process of communication b. Therapeutic, non-therapeutic, and social communication. c. Teaching-Learning process d. Nursing process e. Clinical Judgement f. Continuing education g. Medication errors 	
<p>Course Objective – EPSLO- Competency - Unit 5</p> <p><i>EPSLO 1: Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing. (MDC Learning Outcomes 1,6) (Core Components 3, 4 & 6)</i></p> <p><i>EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)</i></p> <p><i>EPSLO 4: Deliver compassionate care to diverse populations with respect to individuality and client needs. (MDC Learning Outcomes</i></p>	

1, 2) (Core Components 1, 2, & 7)

EPSLO 5: Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core Components 5 & 7)

- Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings.
- Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.
- Model culturally sensitive care for patients, families, and groups from diverse backgrounds.
- Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes.
- Advocate for patients, families, and groups regarding nursing care issues and health care decisions.
- Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups.
- Analyze best current evidence for its application to practice when providing and managing patient-centered care.
- Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.

MEANS OF OUTCOME ASSESSMENT

Please review the following grading criteria. Your grade for Professional Nursing Leadership will be based on the completion of these requirements.

Achievement of Grades

I will complete mandatory attendance/assignments in seminar, clinical, and complete required comprehensive testing.

I will:

- ✦ Prepare for, attend, and participate in all scheduled seminars.
- ✦ Attend all scheduled clinical days and achieve a **Satisfactory** clinical evaluation
- ✦ Adhere to professional behaviors as stated in the School of Nursing Manual of Clinical Performance.
- ✦ Meet EPSLO and course objectives
- ✦ Complete required seminar assignments by the due dates.
- ✦ Maintain a clinical journal according to course guidelines
- ✦ Submit an Electronic Portfolio (E-Portfolio)
- ✦ Submit a resume and cover letter
- ✦ Submit a Nursing Philosophy Assignment (QEP assignment)
- ✦ Complete at least 1500 NCLEX practice questions in **ATI BoardVitals ONLY**. Averaging 250 questions per week utilizing higher level questioning (analysis, application, and evaluation) format.
- ✦ Complete the **Virtual ATI (VATI) 50% completion by the required due date**
- ✦ Complete **ALL Remedial CONTENT and NCLEX questions** in **ATI BoardVitals**
- ✦ Achieve at or above a Level 2 on the Proctored Leadership and Management Exam
- ✦ Achieve at or above the designated score of 71.3.% as a determinant of **Predictor of Probability Passing (PoP) Exam**.
- ✦ **All assignments will be graded on the first submission ONLY**

Comprehensive Examinations

Diagnostic Exam:

A **Diagnostic Comprehensive Practice Assessment A & B** will be administered by your faculty member or other designated member. The **Diagnostic Comprehensive Practice Assessment A & B** will generate an individual remediation plan that will be utilized in the Virtual ATI modules.

Predictor of Probability (PoP) Exam:

Students are expected to devote time to remediation of identified areas of weakness in preparation for the **Predictor of Probability (PoP) Exam**. This review should include practice NCLEX questions by using one of the NCLEX review books, relevant review materials, and/or required related computer software in conjunction with the completion of the required remediation modules and supporting resources.

The **Predictor of Probability (PoP) Exam** is the proctored examination used to assess the student's readiness for the NCLEX-RN exam.

*Students must achieve **at or above 71.3.%** as the designated score as a determinant of predictor of probability of passing NCLEX on the 1st attempt.*

Any students who achieve a 71.2% or lower on the **Predictor of Probability (PoP) exam** on the **First Attempt** will have **one additional opportunity** to repeat the test prior to the end of the semester. Before repeating the test, the student should review concepts and content independently.

Any student scoring 71.3.% or higher on the 2nd attempt can only receive a grade of 77%.

Any student who achieves 71.2 % or lower on the 2nd attempt of the **Predictor of Probability (PoP)** will receive zero percent of the PoP 20%.

Any student who does not take the **1st attempt Predictor of Probability (Pop) Exam** will forfeit that attempt and be eligible to take the 2nd attempt of the **Predictor of Probability (Pop) Exam** as their **ONLY** attempt and will achieve their earned percentage/grade.

Make-up Tests:

There are no make-up exams for this course. Students are expected to take all examinations **when they are scheduled**. The Predictor of Probability (PoP) and Leadership and Management Exam are mandatory exams. Faculty should be notified beforehand if there is a problem.

Late Assignment Submission

Late assignment submissions will include a deduction of 5pts. Due dates are designated per the course calendar.

REQUIRED TEXT

- Weiss, Tappen, Grimley (2019). *Essentials of Nursing Leadership and Management*. (7th edition). F.A. Davis, Philadelphia
- Assessment Technologies Institute, Nursing Education. (2019). (7th edition) Content Mastery Series Review Module; Nursing Leadership and Management.
- Assessment Technologies Institute, Nursing Education. (2019). (18th edition). The Comprehensive NCLEX-RN Review.

Recommended:

- LaCharity, L, Kumagai, C., Bartz, B. (2020). *Prioritization Delegation, & Assignment*. (4th ed). Elsevier; St. Louis, MO.
- Silvestri, L. (2022). *Saunders Comprehensive Review for the NCLEX-RN Examination*. (9th ed). Elsevier, St. Louis, MO.

Course Evaluation

Grading Criteria

Component of Grades:

ATI Predictor of Probability (PoP) Exam	20%
Proctored ATI Leadership & Management Exam	10%
VATI 50% Completion	20%
Eportfolio(resume/philosophy)	15%
Journal Assignment	10%
Seminar Assignment	10%
BoardVitals NCLEX Questions	15%

Note: Failure to achieve a **Satisfactory** Clinical Evaluation will result in a grade of “F”

Achievement of Predictor of Probability (PoP) Exam Scoring

Individual Score	Predictor of Probability (PoP)	Grade
76.7% - 100%	PoP of 97% - 100%	A (100%)
74% -76.0%	PoP of 94% -96%	B (92%)
71.3 % -73.3	PoP of 90% -93%	C (84%)
71.2% or below	PoP of below 90% - must retake 2nd attempt	If 2 nd attempt at or greater than 71.3% , student will receive a grade of “77%”. If 2nd attempt 71.2% or less student will receive 0%

Standardized ATI Leadership and Management Exam Scoring

Level Range	Percentage
Level 3	10%
Level 2	8%
Level 1	5%
Below Level	0%

EVALUATION/GRADING SCALE

The course grade scale is outlined below:

GRADE	PERCENTAGE
A	93 – 100
B	85 - 92
C	77 – 84
D	69– 76
F	68-0

- A grade of “A” indicates clearly superior work in every area of evaluation.
- A grade of “B” indicates competency in all areas of evaluation plus superior work in some areas of evaluation.
- A grade of “C” indicates competency in all areas of evaluation.
- A grade of “D” indicates clear problems in several areas of evaluation.
- A grade of “F” indicates clear problems in most or all areas of evaluation.

COURSE OUTLINE

<u>Week/ Date</u>	<u>Topic and Disorders</u>	<u>Reading Assignments</u>	<u>Learning Activities and Exams</u>
Objective: 1, 2, 3, & 4 Unit Outcomes: 1, 2, 3, 4, 5, & 6			
Week 1	<ul style="list-style-type: none"> • Nursing Practice and the Law (Fla Rules & Laws) & Legal Issues • Delegation of Client Care/Prioritization & Time Management/Scope of Practice 	Textbook Ch. 3 pg 35-51 Textbook Ch 6, pg 81-97 ATI_Content Mastery Review Module Nursing Leadership & Management 7.0 ed, Ch 1 & 2	<p style="text-align: center;">Clinical Day 1</p> Course Orientation/Health Records Compliance Terminal Simulation REQUIRED ATI RN Comprehensive Exam Practice A ATI Leadership Exam 2019 Practice A 125 questions ATI BoardVitals Begin Virtual ATI 50% completion (VATI)
Objective: 1, 2, 3, & 4 Unit Outcomes: 1, 2, 3, 4, 5, & 6			
Week 2	<ul style="list-style-type: none"> • Communication/Conflict Management • Impairment in the Workplace & Ethical Issues • Professional Nursing Organizations & Evolution of Nursing 	Textbook Ch. 7 & 8 pgs 99-116 /117-129 Textbook. Ch 6, pg 81-97 Textbook Ch. 9 & 10, pg 133-148 /149-161 ATI_Content Mastery Review Module Nursing Leadership & Management 7.0 ed, Ch 1 & 2	<p style="text-align: center;">Clinical Day 1</p> Clinical ATI Leadership Exam 2019 Practice B Journal Activity 125 question ATI Boardvitals
Objective: 1, 2, 3, & 4 Unit Outcomes: 1, 2, 3, 4, 5, & 6			
Objective: 1, 2, 3, & 4 Unit Outcomes: 1, 2, 3, 4, 5, & 6			

Week 3	ATI Proctored Leadership Exam 2019- November 14, 2022		<p align="center">Clinical Day 1</p> <p>Clinical 125 questions ATI BoardVitals Journal Activity</p> <hr/> <p align="center">Clinical Day 2</p> <p>Clinical 125 questions ATI Boardvitals Journal Activity Resume & Cover Letter Due</p>
<p>Objective: 1, 2, 3, & 4 Unit Outcomes: 1, 2, 3, 4, 5, & 6</p>			
Week 4	<ul style="list-style-type: none"> • Magnet Status & other issues • Change Theory • QSEN/Quality Improvement/Safe Work Environment 	<p>Textbook Ch. 10, 11, 12, pgs 149-161 /163-179 / 181-196 ATI_Content Mastery Review Module Nursing Leadership & Management 7.0 ed, Ch 1 & 2, and 4 & 5</p>	<p align="center">Clinical Day 1</p> <p>Clinical 125 questions ATI BoardVitals ATI RN Comprehensive Exam Practice B Journal Activity Nursing Philosophy (QEP)</p> <hr/> <p align="center">Clinical Day 2</p> <p>Clinical Journal Activity 125 questions ATI Boardvitals</p>
<p>Objective: 1, 2, 3, & 4 Unit Outcomes: 1, 2, 3, 4, 5, & 6</p>			
Week 5	ATI RN Comprehensive Exam 2019 (1st attempt)- November 28, 2022		<p align="center">Clinical Day 1</p> <p>Clinical 125 questions ATI Boardvitals Journal Activity</p> <hr/> <p align="center">Clinical Day 2</p> <p>Clinical Journal Activity 125 questions ATI Boardvitals E-Portfolio due</p>

Objective: 1, 2, 3, & 4 Unit Outcomes: 1, 2, 3, 4, 5, & 6			
Week 6	<ul style="list-style-type: none"> • Furthering your nursing education (BSN, MSN, DNP, PhD) • Facility Protocols • <i>FL State Board of Nursing: NCLEX Applications</i> 	Textbook Ch 1, 15 pgs 3-12 / 235-248 ATI_Content Mastery Review Module Nursing Leadership & Management 7.0 ed, Ch 4 & 5	Clinical Day 1 Clinical 125 questions ATI Boardvitals Journal Activity <hr/> Clinical Day 2 All Assignments Due 125 question ATI Boardvitals <i>Virtual ATI 50% Completion due no later than December 9, 2022</i> Clinical, Course & Program Evaluation: Online
Objective: 1, 2, 3, & 4 Unit Outcomes: 1, 2, 3, 4, 5, & 6			
Week 7	2nd attempt RN Comprehensive Exam 2019 -December 12		
Objective: Unit Outcomes:			
Week 8			
Objective: Unit Outcomes:			
Week 8			
Objective: Unit Outcomes:			
Week 9			
Objective: Unit Outcomes:			
Week 10			
	*****ALL practice exams are open from Wednesday at 1200 am thru Thursday Midnight of the week they are due*****		<u>VATI 50% completion due no later than December 9, 2022</u>

	Leadership Practice A -November 2-November 3 Comprehensive Practice A- November 2- November 3 Leadership Practice B- November 9-November 10 Comprehensive Practice B- November 23-November 24		
--	--	--	--

Guidelines for Course Assignments

Assignments - All assignments/exams for the course will be submitted to and graded by your clinical instructor and graded via assignment rubric.

Seminar Assignment- Students are required to participate in a presentation of designated topic (s) utilizing creativity. The student is required to utilize the assignment rubric to achieve maximum points.

The following is a list of topics to be selected for the presentation:

- Leadership and Management
- Time Management
- Quality and Safety Education for Nurses (QSEN)
- Delegation and Prioritization of client and Scope of practice
- Ethical Issues in Nursing
- Impairment in the workplace
- Florida laws and rules and legal issues in nursing
- Communication
- Conflict Management
- Change and change theories
- Professional Organizations
- Other issues in Nursing and Healthcare

The following is a list of suggestions and strategies to incorporate in your presentation: PowerPoint, Prezi, or Sway

- Stage a debate with pros and cons
- Use multimedia
- Develop a list of frequently asked questions about your topic
- Case studies/critical thinking exercises
- Build a diorama
- Write and perform a skit
- Incorporate music
- Use a graph to illustrate the information gathered
- Write a newscast and simulate a live broadcast

Resume and Cover Letter-Each student is required to submit a typed resume and a cover letter by the due date.

Daily Journal – Students are required to maintain a written journal of their activities in the clinical area. The journal should include how you are meeting course and is intended to give you a systematic way of documenting the activities and experiences throughout the course. This also provides a vehicle for communicating with the clinical instructor as well as a means of evaluating your progress. Entries should be made for each clinical day and dated. Your clinical instructor will expect the journal to be kept up to date and may ask to read it at any time while in the hospital. Please obtain a small notebook or as

designated by the clinical instructor to be used for your journal. Utilize the assignment rubric to achieve maximum points on each journal assignment. Write as if you were writing a letter or speaking to someone. Include events of the day and how you responded to new challenges and conflicts. Be sure to include:

Responsibilities of the day (unit and patient)
Procedures performed and new learning
Evaluation of your actions and nursing care
Progress toward meeting course objectives
Actual or perceived problems along with resolutions

EXAMPLE OF ENTRY:

“I was assigned three patients and had one nursing technician to work with. The tech had an attitude because she has been here forever and doesn’t like students, and I felt intimidated. She didn’t do the work and I was accountable. At noon, I decided to talk to her. I started by saying I really needed her help because I was just learning. Surprise! She listened to me, and we were able to work things out. She was a big help this afternoon when I had a new admission and a discharge. My three patients are all telemetry patients, and I can tell I don’t have enough experience reading EKGs. Will try to brush up on heart blocks. All in all, this was a good day because I did handle everything without any major mistakes. The best part was when a patient’s wife told me she was so thankful I was caring for her husband.”

Nursing Philosophy/QEP Writing Assignment The personal philosophy must include the following domains: **Nursing**, **Environment**, **Health** and **Person**. You should include your personal definition of each domain and how these fit into your philosophy of nursing. In preparing your philosophy the faculty require that you review the philosophies of Miami Dade College, Benjamin Leon School of Nursing and at least one hospital. A limit of 1 to 2 pages is acceptable in APA format. The guidance of the assignment rubric should be utilized to achieve maximum points. **QEP guidelines/prompt will be in a separate document and adherence is REQUIRED to achieve a passing score.**

E-Portfolio with Professional Development Plan –

- The purpose of the e-portfolio is to:
 - Showcase the student’s learning and clinical experience during NUR 2811C Professional Nursing Leadership.
 - Students have a document that will give future employers or admission counselors a broader view of the student's experiences.
 - Provide a platform for reflective journaling.
 -

The purpose of the Professional Development Plan

Provide a platform for students to explore and gain knowledge about a future nursing career.

Provide a platform for students to develop career goals

Provide a platform for students to understand the standards and scope of practice of their desired field in the profession of nursing.

Provide a platform for students to share with future employers their future career goals
Provide the students with a timeline to achieve their career goals.

The E-Portfolio must contain the following tabs

- ❖ Welcome
- ❖ Resume and Cover Letter
- ❖ Nursing Philosophy
- ❖ Journal entries and/or summary
- ❖ Professional Development Plan
- ❖ Seminar presentations

The Professional Development Plan must contain:

What are your goals for the next 6 months?

How do you plan to achieve your goals for the next 6 months?

What are your goals for the next 3 years?

How do you plan to achieve your goals for the next 3 years?

Where do you see yourself in 10 years?

Which professional organizations do you belong to?

Do you presently belong to an organization which is related to your future nursing career such as the Critical Care Nursing Organization, Emergency Room Nurses Org, Pediatric Nursing Association, etc.

What are the Standards and Scope of Practice of the Nurses in your future career?

What are the requirements to be certified in your future career?

How do you plan to achieve the certification?

Which professional competencies do you hold? Such as BLS, ACLS, PALS, etc.?

Which professional competencies do you plan to obtain in the next 6 months?

Have you participated in a professional activity? If so what have you done?

The E-Portfolios will be evaluated on creativity, and professionalism. Utilize E-portfolio rubric to achieve maximum points. E-Portfolios are to be completed by the last week of the course and or time designated by instructor

Evaluation:

During this course you will simulate the role as a member of the health care team under the direct supervision your seminar and clinical instructor. Your clinical instructor will be accessible to you and will evaluate your ability to accomplish identified objectives. The specific roles of the student, and clinical instructor, are outlined in the syllabus.

ROLES AND RESPONSIBILITIES

Student's Role:

The role of the student, during the leadership experience, will be to:

1. Complete the required course assignments and submit them on the due dates.
2. Read the required textbook assignments and be prepared for seminar discussion.
3. Become familiar with the roles and responsibilities of the members of the health care team at your facility (RN, LPN, and UAP).
4. Inform your daily preceptor of your level in this program and your capabilities. Students are capable of doing nursing care within the guidelines of Miami-Dade College School of Nursing and the policies and procedures of the clinical agency. This means students are capable of doing all nursing care **EXCEPT**:

Hang blood or blood products

Administer RhoGAM injections

Witness consents

Access the hospital's narcotic system

Entering COVID positive (or suspected) without N95 mask

5. Practice standard precautions and observe the basic five rights of medication administration at all times.

Students should verify all insulin doses and anticoagulant doses (once drawn up) by bringing the MAR, medication vial, and syringe to their preceptor and another RN on the unit.

6. Successfully complete the leadership course by performing all mandatory behaviors as stated in the Clinical Evaluation Manual/Tool.
7. Students should insert intravenous lines according to the agency policy and procedure.

Preceptor's Role:

A preceptor is defined, for the purpose of the Professional Nursing Leadership course, as a registered nurse currently employed by the cooperating institution that either volunteers or is appointed to assume daily responsibility for assisting the nursing student to become socialized to the practice of nursing. The role of the preceptor during the leadership experience will be to:

1. Assist the student in his/her attempts to become familiar with the geographical plan of the unit.
2. Provide the student with his/her own schedule for the duration of the leadership course.
3. Familiarize self with the course objectives, the student's personal learning objectives, and assist the student in identifying ways to achieve them.
4. Supervise the student's performance in the delivery of care to selected patients and with specific skills as time permits.
5. Understand that students have been educated and tested on all nursing skills but may not have had the opportunity to physically do them all in a clinical setting.
6. Guide the student in the organization of daily patient assignments.
7. Provide oral feedback to the student and instructor on a daily basis regarding progress toward course and personal objectives.

Faculty Role:

The role of the clinical faculty, during the leadership experience, will be to:

1. Accompany all assigned students to their clinical areas and introduce each student to his/her assigned preceptor, nurse manager, nurse clinician or educator.
2. Assist the student in identifying learning experiences for the leadership course that reflect student and course objectives.
3. Assure all students have reported to their assigned clinical areas at the beginning of the shift.
4. Make periodic rounds to each assigned clinical unit and be available and accessible in-house to the student and preceptor.
5. Confer with the student and preceptor often to determine the student's progress.
6. Assist the student in scheduling time for their teaching presentations.
7. Provide time for students to share learning experiences.
8. Determine the final grade to be received by the student, based on clinical performance, preceptor input, and the grading contract.

POLICY AND PROCEDURES TITLE: CLINICAL ABSENCE/TARDINESS

RATIONALE: The school of nursing needs to establish a process to ensure consistency with student absences from course clinical.

POLICY AND PROCEDURES:

Clinicals are **MANDATORY**. **Students are expected to have 100% attendance for all clinical rotations.**

1. In the event of an emergency or illness, the student must notify the faculty member of the absence as soon as possible but no later than one hour prior to starting the clinical and consideration regarding alternative assignments/experiences will be made at the discretion of the faculty member. Students missing more than one clinical day related to an illness must have medical provider approved clearance prior to returning to clinical
2. In the event of an absence, faculty must document on the anecdotal form the unmet objectives and the clinical day missed. Documentation on the anecdotal form must include: reason for absence and supporting documentation (medical, bereavement, etc...).
3. Faculty members must develop a plan of how the student will meet the objectives missed within the time frame specified. Decisions as to the need for alternative assignments/experiences are based on the student's progress in meeting the course objectives. If a student does not meet course objectives within the course time frame, the course will need to be repeated.
4. An alternative assignment to assist the student in meeting the course objectives may be assigned by the faculty member. However, a student cannot attend another clinical group to make up for missed days.
5. **Despite the circumstance, a student is not allowed to miss more than 1 day for a clinical rotation of less than or equal to 6 weeks, or 2 days for a clinical rotation greater than 6 weeks. Exceeding these criteria will automatically result in an unsatisfactory grade for the clinical course.**
6. The student is tardy if he or she arrives after the designated start time. Tardiness may result in an unexcused clinical absence.
7. It is the students' responsibility to disclose any changes in medical, psychiatric, and other conditions that may impact clinical attendance/performance and/or the safety of self or others. Written medical clearance must be provided to the faculty member and the School of Nursing before the next experience.

Testing Policy

Prohibited Items in Testing

The following items are prohibited while taking a test administered by the Testing Department at Miami Dade College (MDC) and by MDC students taking tests at other institutions. In addition to the following items, the College reserves the right to exclude other items as appropriate. Miami Dade College ID is REQUIRED to enter the testing center and initiation of a proctored exam.

1. Books, dictionaries, and notes/papers of any kind, unless previously authorized
2. Language translators and spell checkers
3. Calculators, unless previously authorized
4. Watches and timers of any kind
5. Mechanical pencils, mechanical erasers and erasers with sleeves
6. Highlighters, ink pens, felt-tip markers, colored pens or pencils, and correction fluid/tape
7. Earplugs, earmuffs, and headphones of any kind
8. Hats and other head coverings, except those for religious purposes
9. Rulers
10. Sunglasses and any reading/sunglass cases and sleeves
11. Listening devices (including Bluetooth)
12. Cellular phones and paging devices (beepers)
13. Electronic tablets and personal computers
14. Recording or photographic devices and other aids
15. Any electronic device listed above or not, should be notified to the proctor and subject to inspection and approval
16. Tobacco or tobacco products (in any form), alcoholic beverages, illicit drugs, and any other substance, including e-cigarette devices and paraphernalia of any kind
17. Firearms and weapons of any kind, as per College and State policy
18. All beverages (including water bottles)
19. Briefcases, purses, handbags, backpacks, and bags of any kind

Please Note:

- The use of any medical device, such as an asthma inhaler or insulin pump, within the examination room, will be inspected by the testing center staff prior to entering the testing room.
- Any item not allowed in the testing room must be stored inside a locker or kept in a designated area until the end of the testing session. Weapons cannot be stored inside a testing locker.
- The Testing Department is not responsible for items left in a testing locker.
- If the student is overhead while verbalizing with other students about ANY content related to any Proctored Exam after leaving the testing center, their exam score will be nullified immediately per the academic dishonesty testing policy (Student Handbook procedure 4035)

- Leaving and re-entering the testing site during an IN-PROGRESS proctored exam for ANY REASON will not be permitted unless escorted by faculty/and or testing center staff for a restroom privilege.
- If a student is absent for any reason for the Predictor of Probability (Pop) Exam on the 1st attempt, the student will forfeit this attempt. If the student is absent on the 2nd attempt, the student will receive zero.

BLACKBOARD/CANVAS

All assignments will be administered via Blackboard/Canvas. Students are expected to adhere to the instructions provided along with assigned due dates.

ACADEMIC HONESTY

This procedure establishes a process for addressing charges of academic dishonesty in a manner that preserves the professional integrity of the faculty member as well as the due process rights of the student. Academic dishonesty includes the following actions and those that are similar in nature, with respect to a student's academic performance.

- A. Cheating on an examination including unauthorized sharing of information
- B. Collaborating with others in work to be submitted, if contrary to the stated rules of the course
- C. Plagiarizing, taking and claiming as one's own the ideas, writings, or work of another, without citing the sources
- D. Submitting work from another course unless permitted by the instructor

Some related actions of academic dishonesty, such as stealing examinations or course material and falsifying records, may be directly addressed through Procedure 4030 Student Disciplinary Procedures. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4035.pdf>

STUDENT DISCIPLINARY ACTIONS

All alleged student violations of the Code of Conduct of the College are referred to the Office of the Student Dean at the respective campus. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4030.pdf>

STANDARDS OF ACADEMIC PROGRESS (SOAP)

The main purpose for the Standards of Academic Progress (SOAP) Procedure is to establish a formal process through which the faculty, staff, and administration at Miami Dade College may identify and provide support to students who experience academic difficulty and fall below a Combined Cumulative Grade Point Average (GPA) of 2.0 (Calculated from the combined graded units for GPA). The combined Cumulative GPA includes computation of grades for both MDC and posted transfer courses. Good Academic Standing is defined as 2.0 or higher for the Combined Cumulative GPA. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4010.pdf>

GUIDELINES FOR APPEAL OF THE STANDARDS OF ACADEMIC PROGRESS

To establish a procedure for review and consideration regarding adjustment to students' academic standing of suspension or dismissal as outlined in College Procedure 4010 Standards of Academic Progress (SOAP). A detailed review of the procedure can be viewed at

<https://www.mdc.edu/procedures/Chapter4/4015.pdf>

SERVICES PROVIDED FOR STUDENTS WITH DISABILITIES

To provide general information and guidelines concerning services available for students with disabilities, including the granting of auxiliary aids, substitutions, modifications, academic adjustments or waivers of requirements for admission to the College, its programs of study, its entry requirements to the upper division, or graduation for students with disabilities. To provide the College with procedures relating to students that may pose a direct threat to the health and safety of others. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4055.pdf>

STUDENT APPEAL OF GRADES

This College procedure for the student appeal of grades ensures that both students and faculty will be aware of the processes that are to be followed when a course grade is challenged. The responsibility for academic evaluation and the assignment of grades is that of the faculty member who has been assigned responsibility for a course. When a student believes that he/she has not been evaluated as prescribed in the course syllabus, an avenue of appeal must be provided. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter8/8301.pdf>

INCOMPLETE GRADES

An incomplete grade is submitted when the student's work in a course is incomplete, and the student has obtained the instructor's permission to finish the course. An Incomplete is normally given only where extenuating circumstances exist, or where research or performance needs to be extended beyond the normal limits of the term. If a grade of B-D is possible, this grade may be granted, even though the student and instructor may agree that a higher grade is possible with further effort on the part of the student.

Student may request a grade of Incomplete only after the drop/withdraw date has passed. The decision to grant such a request will rest with the individual course instructor. The students have an opportunity to appeal the course instructor's decision, if it is negative, to the immediate supervisor of the course instructor. This would be a one-step final appeal process.

If the decision is reached by the course instructor to grant an Incomplete, this must be accompanied by a written and signed agreement between the course instructor and the student. The Agreement Form will contain the following points:

1. The time period in which the course requirements must be completed. As a standard rule, this work should be completed by the last day of the next major term (Fall or Winter). An extension of this time limit may be granted by the appropriate Department Head after consultation with the instructor, if the reasons are determined to be beyond the control of the student – severe illness, accident, etc. (In the event the Incomplete grade is carried past the next major term, faculty must maintain course records for the student up until the next major term from the time at which the grade is recorded on the student transcript.)
2. The specific requirements that must be completed and the manner in which they are to be completed.
(This might include some reference to grading criteria).

3. A provision that if the requirements have not been met by the end of the next major term, a Failure will be recorded as the grade for the course. A student does not remove an Incomplete by registering in a subsequent term to re-take the course.

WITHDRAWALS

If you are thinking of withdrawing from a class, speak first with your professor. If you still choose to withdraw, please keep the following in mind:

- A course withdrawal is not an automatic process; you need to withdraw either online or at the registration office.
- If you withdraw from a course after the 100 percent refund date, it counts as an attempt and it will remain on your transcript.
- You may withdraw with a grade of “W” up to the withdrawal date. Withdrawals after that date would be considered only through the petition process. Check with your advisor for more information.
- Withdrawals are not official until processed online or at the Registrar’s Office. Get a copy of your schedule to confirm this transaction.
- Withdrawal deadlines are published in the official College calendar.
- Dropping a course may jeopardize your athletic eligibility, financial aid, veteran benefits, student visa status or participation in student activities.

STUDENT COMPLAINTS

Prospective or enrolled students may voice a complaint about a College rule/regulation, procedure, or experience. The complaint may also be raised by a group of students or student government. Students must first voice their complaint to front-line staff and/or their supervisors. If the complaint cannot be resolved at that level, then the supervisors will communicate it to the next leadership level and notify the student(s). Students are expected to follow this chain of command within the complaint process and not elevate their complaint to the senior executive level of the College. Students who are unable to resolve their concerns/issues with the front-line staff and/or their supervisors may file a complaint in writing to the appropriate division head as listed in the table in this procedure. If the complaint is against a first or second level individual in the chain of command, the student should present the concern to the next level. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4032.pdf>

VETERANS AFFAIRS

Our Veterans Affairs offices are available to assist all eligible U.S. veteran students and dependents who are using their V.A. educational benefits to further their education. You can get information about entitlements, filing claims to the Department of Veterans Affairs (DVA) and certifying enrollment at MDC. Connect to MDC staff/contacts, specialized services, and certification information and processing. For more information, please contact Veterans Information at 305-237-2790.

ACCESSIBILITY AND DISABILITY SERVICES

ACCESS (A Comprehensive Center for Exceptional Student Services) Disability Services provide and coordinate accommodations for students with documented disabilities. Federal and state laws and regulations guarantee students with disabilities equal access and equal opportunity in post-secondary education. The College has developed special support services and accommodations to assist students with disabilities in achieving equal opportunities.

TUTORING

To support the college's transition to diverse learning opportunities, we will be providing tutoring through Blackboard Collaborate Ultra.

How to access a virtual tutor:

1. Select the campus where you typically meet with a tutor

2. Select the discipline you are requesting tutoring from
 3. You will be connected to a Collaborate Ultra room and a staff member will further direct you
- Need a tutor outside of the scheduled hours?** Check to see if your professor has activated Smarthinking virtual tutoring in their Blackboard course. Smarthinking will pair you with a subject specific tutor 24/7.

SMART PLAN POLICY:

The Benjamin Leon School of Nursing's goal is for every student to be successful throughout the nursing program. Nursing students are only allowed to repeat a course one time, if failed the second time, the student will be dismissed from the program. To avoid this from happening, and to remediate the student, a SMART Action Plan for Remediation has been developed for each nursing course. Each SMART Plan is specific for the failed course and focuses on student preparation and success. It is mandatory in the School of Nursing that any student who is unsuccessful in a course the first time must complete a Smart Plan before being allowed to re-take/re-register for the course. To initiate the SMART Plan, students must:

- a. Be advised and referred by their course instructor.
- b. Meet with a Retention Specialist who will initiate the SMART Action Plan.
- c. Complete all assignments with the Retention Specialist, who will verify your work and send a completion release to the student's program Department Chairperson.
- d. The Chairperson will be responsible for re-enrolling the student into courses and notifying the student's instructor of your completion status.
- e. Please see your Department Chairperson for more information.

FOR MORE INFORMATION CONCERNING LABS BY CAMPUS, PLEASE VISIT

<https://libraryguides.mdc.edu/c.php?g=636897&p=4456609>

TITLE IX: DISCRIMINATION, HARASSMENT, AND SEXUAL MISCONDUCT REPORTING:

Miami Dade College is committed to providing an institutional environment where all persons may pursue their studies, careers, duties, and activities in an atmosphere free of threat of unwelcome unwanted sexual offenses and violence. The College prohibits offenses of Sexual Assault, Domestic Violence Dating Violence and Stalking on its campuses and has developed policies and procedures to be followed once it has been determined that a sexual offense has occurred.

A list of resources is available at <https://www.mdc.edu/preventsexualviolence/know-your-rights.aspx>.

If you wish to report misconduct or have questions about school policies and procedures regarding Sexual Assault, Dating Violence, Domestic Violence and Stalking, please refer to MDC's Title IX Coordinator and/or for more information, please review the procedure with contact listing information at <https://www.mdc.edu/policy/Chapter1/01-I-20-Non-Substantive-Revised-8-17-16.pdf>