

4637

NUR 1025
Fundamentals of Nursing

Course Number: NUR 1025

Course Reference Number: # 4637

Meeting Days/Time: Tuesdays 11:00 AM- 1:30 PM

Location: MDC LIVE

Instructor's Name: Hyacinth Sewell-Henry DNP, RN.

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Office Hours: TBA & Appointment

Course Description: This course provides an introduction to the profession of nursing. The student will learn the roles basic to the practice of nursing, the nursing process, and how nurses are involved in health promoting activities to meet client needs.

Course Credits: 3 Credits

Pre-requisites: BSC 2085- Anatomy and Physiology, BSC 2085L- Anatomy & Physiology lab, 2086- Anatomy & Physiology II 2086L- Anatomy & Physiology II Lab, CHM 1033- General Chemistry, 1033L- General Chemistry lab, ENC 1101- English Composition, HSC 0001- Health Survey, PPE 1005- General Physics.

Co-requisites: NUR 1025- Fundamental Nursing Lecture, NUR 1142 Introduction to Nursing

Math/ Pharmacology, NUR 1025C- Fundamentals Skills Lab, NUR 1025L Fundamentals of Nursing Clinical, NUR 1060C- Adult Health Assessment

Course Objectives:

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

1. Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing. (Meets Unit Objective/Competencies 1 & 3).
2. Implement safety and quality initiatives in the delivery of holistic patient-centered care. (Meets Unit Objective/Competencies 2, 3, 4, 5, 6, 7, 8, & 9).
3. Utilize technological resources to effectively deliver care which enhances positive patient outcomes. (Meets Unit Objective/Competencies 1 & 3).
4. Deliver compassionate care to diverse populations with respect to individuality and client needs. (Meets Unit Objective/Competencies 2, 3, 4, 5, 6, 7, 8, & 9).

5. Uses relevant evidence to improve client outcomes within a dynamic environment. (Meets Unit Objective/Competencies 2, 4, 5, 6, 7, 8, & 9).

Unit Course Competencies/Objectives/EPSLO/MDC Learning Outcomes/Core Components

Course Content	Learning Outcomes
Unit 1: Contemporary Nursing Practice	<ul style="list-style-type: none"> • Critical/creative thinking • Formulate strategies • Ethics
<p>Unit 1 Competencies</p> <ol style="list-style-type: none"> 1. Identify the concepts of health, health care delivery and the settings and resources available in the community. 2. Discuss the roles of the registered professional nurse 3. Identify roles of the members of the health care team including physician, social worker, case manager, dietitian, physical therapist, respiratory therapist, licensed practical nurse, and unlicensed assistive personnel 4. Discuss interactions between the registered professional nurse and other members of the health team. 	
Unit 1 Content	
<ol style="list-style-type: none"> a. Health and healthcare delivery b. Various settings that provide health care services c. Factors affecting health care delivery. d. Roles of various members of the health care team. e. Frameworks for health care delivery. f. Teamwork and collaboration 	
<p>Unit 1 EPSLO</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> <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 	
Unit 2 – Nursing Process and Critical thinking	<ul style="list-style-type: none"> Quantitative analytical Critical/creative thinking Formulate strategies
Unit 2 Competencies <ol style="list-style-type: none"> Identify the phases of the nursing process. Personalize the nursing care plan to meet individual client needs. Interpret assessment data and utilize evidence-based interventions. Demonstrate clinical decision-making, critical thinking, and prioritization. Integrate principles of teaching-learning with the phases of the nursing process. Identify the components of the critical thinking model Compare the relationship between critical thinking and the nursing process 	
Unit 2 Content	
<ol style="list-style-type: none"> Phases of the nursing process. Personalizing the nursing care plan Interpreting assessment data Utilize evidence-based interventions. Clinical decision-making, critical thinking, and prioritization. Principles of teaching-learning 	
Unit 2 EPSLO <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> <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> <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. 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. 	

<ul style="list-style-type: none"> • 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 	
Unit 3 – Professional Nursing and Roles	<ul style="list-style-type: none"> • Critical/creative thinking • Formulate strategies
Unit 3 Competencies <ol style="list-style-type: none"> 1. Discuss the role of the nurse as educator, advocate, collaborator, and manager of care. 2. Explain independent, dependent and collaborative/interdependent functions of the professional nurse. 3. Recognize the nurse’s role in identifying and reporting medical errors 4. Analysis cause of sentinel events 5. Differentiate between active and latent errors 	
Unit 3 Content	
<ol style="list-style-type: none"> a. Role of the nurse as educator, advocate, collaborator, and manager of care. b. Independent, dependent and collaborative/interdependent functions of the professional nurse. c. Sentinel events – root cause analysis d. Types of errors - (medication, latent, active) e. Reporting of errors 	
Unit 3 EPSLO <p><i>EPSLO1: 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> <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><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. • 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 4 – Values Clarification</p>	<ul style="list-style-type: none"> • Quantitative analytical • Critical/creative thinking
<p>Unit 4 Competencies</p> <ol style="list-style-type: none"> 1. Define the concept of holistic being 2. Identify the interrelated physiological, psychologic, sociocultural, spiritual, and environmental dimensions of the client 3. Discuss the concept of delivering culturally competent care 4. Identify the impact of cultural diversity on the delivery of health care. 	

Unit 4 Content	
<ul style="list-style-type: none"> a. Holistic Being b. Cultural diversity c. Culturally Competent d. Bio-psycho-social being 	
<p>Unit 4 EPSLO</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. • 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 	
Unit 5 - Therapeutic communication/ Teaching -Learning Process	<ul style="list-style-type: none"> • Communication • Quantitative analytical • Critical/creative thinking • Formulate strategies • Culture

<p>Unit 5 Competencies</p> <ol style="list-style-type: none"> 1. Explain the elements of the communication process 2. Distinguish therapeutic, non-therapeutic and social communication 3. Discuss teaching and learning with respect to the communication process 4. Integrate principles of teaching and learning with the phases of the nursing process 	
<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. Teaching-Learning and the nursing process 	
<p>Unit 5 EPSLO</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. • 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. 	

<ul style="list-style-type: none"> Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice 	
Unit 6 - Client Centered Care – Physical (general)	<ul style="list-style-type: none"> Quantitative analytical Critical/creative thinking Formulate strategies
<p>Unit 6 Competencies</p> <ol style="list-style-type: none"> Discuss the components of health history. Discuss factors that influence or impact: <ol style="list-style-type: none"> Oxygenation Immobility Bowel elimination Urinary elimination Nutrition Skin integrity and wound care Pain and comforts Fluids, electrolytes, and acid-base balance Sensory perception Infection prevention and control Surgical asepsis The surgical client - preoperative, intraoperative, and postoperative phases 	
Unit 6 Content	
<ol style="list-style-type: none"> Body mechanics, ergonomics and mobility Oxygenation; immobility; activity and rest; bowel elimination; urinary elimination; nutrition; skin integrity and wound care; pain and comfort; fluids, electrolytes, and acid-base balance; sensory perception; hygiene; infection prevention and control; surgical asepsis Needs of surgical client - preoperative, intraoperative, and postoperative phases 	
<p>Unit 6 EPSLO</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. • 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 	
Unit 7 - Client Centered Care – Psychosocial	<ul style="list-style-type: none"> • Communicate • Critical/creative thinking • Formulate strategies
Unit 7 Competencies <ol style="list-style-type: none"> 1. Describe the physiological and psychological responses to stress. 2. Discuss the concepts death and dying. 3. Explain special needs of the aging client 4. Identify client needs throughout the life cycle 5. Discuss the legal and ethical implications in end of life care. 	
Unit 7 Content	
<ol style="list-style-type: none"> a. Stress and adaptation b. Coping mechanisms c. Death and dying. d. Aging client e. Life cycle needs f. End of Life care 	
Unit 7 EPSLO	

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)

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

Unit 8 - Client-Centered Care – Safety	<ul style="list-style-type: none"> • Quantitative analytical • Critical/creative thinking • Formulate strategies
Unit 8 Competencies <ol style="list-style-type: none"> 1. Define the concept of patient safety. 2. Discuss personal and environmental factors that impair a patient’s ability to protect themselves from injury. 3. Review interventions that can assist in reducing risk of patient injury: <ol style="list-style-type: none"> a. properly identifying patient, b. using six rights of medication administration, c. performing fall risk assessment, d. communicating patient information to appropriate team member. 4. Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care. 5. Recognize the role of the nurse in monitoring own care and that of others in promoting a safe environment for the patient. 	
Unit 8 Content	
<ol style="list-style-type: none"> a. Safe Medication b. Fall risk assessment/prevention c. Communication of patient safety risk d. Standardized policies and procedures e. Restraints f. Fire Safety g. Environmental Safety h. Infection control 	
Unit 8 EPSLO <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"> • Anticipate safety risks to patients, self and others in healthcare, home, and community settings • Implement actions that minimize safety risks and environmental hazards in healthcare settings. 	
Unit 9 - Client-Centered Care – Body Equilibrium	<ul style="list-style-type: none"> • Quantitative analytical

	<ul style="list-style-type: none"> • Critical/creative thinking • Formulate strategies
<p>Unit 9 Competencies</p> <ol style="list-style-type: none"> 1. Describe the physiological processes involved in normal vision and hearing. 2. Identify common abnormalities of the visual and auditory systems. 3. Review interventions for managing the care of clients with selected visual and auditory pathologies, 4. Describe the role of fluid and electrolytes in body function 5. Compare signs and symptoms of specific fluid and electrolyte imbalances 6. Identify nursing management of specific fluid and electrolyte imbalances 7. Compare and contrasting types of intravenous solutions and indications for use 8. Describe pH and the mechanisms that regulate acid-base balance 9. Analyze arterial blood gases 10. Identify normal and abnormal manifestations of respiratory and metabolic acidosis and alkalosis 	
<p>Unit 9 Content</p>	
<ol style="list-style-type: none"> a. Assessing hearing and vision b. Common disorders of vision and hearing c. Intervention for vision and hearing conditions d. Fluid and electrolytes – labs, IV fluids, hyper and hypo conditions e. Acid-base balance – labs, compensation, acidosis, and alkalosis f. Arterial blood gas 	
<p>Unit 9 EPSLO</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"> • Anticipate safety risks to patients, self and others in healthcare, home, and community settings • Implement actions that minimize safety risks and environmental hazards in healthcare settings. 	

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)

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.
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- 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

The Standardized Proctored Assessment is a mandatory course requirement. Failure to complete the Standardized Proctored Assessment will result in no points being awarded. Failure to complete the assigned remediation plan and Practice Assessment A and B will result in no points being awarded.

TEXTBOOKS:**Required:**

Faculty. *Associate degree nursing curriculum* (2001). (Reviewed & Revised 2014).
Miami: MDC

Potter, P. A., Perry, A., Stockert, P., & Hall, A. (2021). *Fundamentals of Nursing*. (10th ed). St. Louis, Mo: Elsevier. ISBN: 978-0-323-67772-1

Mobile uCentral applications include: *Davis's Drug Guide, Nurse's Pocket Guide, Davis's Laboratory and Diagnostic Tests, Taber's Medical Dictionary, Medline Journals, and Grasp Study System.*

EVALUATION METHODS:**Grading Policy:****Components of Course Grade:**

Pre-lecture Quiz	5%
3 Test (15% each)	45%
Midterm Test	20%
1 Final Examination	20%
<u>Standardized Test</u>	<u>10%</u>
Total	100%

EVALUATION/GRADING SCALE

The course grade scale is outlined below:

GRADE	PERCENTAGE
A	93 – 100
B	85 - 92
C	77 - 84
D	60 – 76
F	59 and Below

- 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.

Regardless of Course Modality: ALL EXAMS/ TEST WILL BE DONE ON CAMPUS

METHOD OF COMMUNICATING GRADES:

Grades for each test will be distributed to each individual one week after taking the test.

COURSE/DEPARTMENTAL POLICIES

MAKE UP TEST:

There are no make-up tests for this course. Students are expected to take all tests and examinations *when they are scheduled*. Faculty should be notified beforehand if there is a problem. If a student is unable to attend class the day a test is scheduled, the weight of the Final examination will be increased by the weight of the missed test. If more than one test is missed, the student will receive a grade of zero on subsequent exams and may be recommended to withdraw.

STANDARDIZED TEST

Practice Assessment and Remediation

1. At designated times during the course, the student will take two Practice Assessment tests from home.
2. The results of the Practice Assessment A will generate a remediation plan.
3. The student must complete the assigned ATI Remediation Plan prior to taking the Practice Assessment B.
4. At the completion of the assigned ATI Remediation Plan, the student will complete Practice Assessment B.
5. In order to receive the full points, the student must complete all areas of the 2 Practice Assessments and the remediation Plan.

PRACTICE ASSESSMENT AND REMEDIATION

2 POINTS	2 POINTS	2 POINTS
<i>Practice Assessment A</i> Complete Practice Assessment A.	<i>Remediation Plan</i> <ul style="list-style-type: none"> • Complete ATI Assigned Remediation Plan. • For each topic missed complete: <ul style="list-style-type: none"> ○ An active learning template ○ Identify three critical points to remember 	<i>Practice Assessment B</i> Complete Practice Assessment B

STANDARDIZED PROCTORED ASSESSMENT

The Standardized Proctored Assessment is mandatory and is given towards the end of the course (*courses include Fundamentals, Pharmacology, Obstetrics, Pediatrics, Psychiatric, Medical Surgical, and Advanced Medical Surgical*). The student can earn up to a total of 4 points based on the level achieved on the Standardized Proctored Assessment. The following scale will be used for the Standardized Proctored Assessment:

STANDARDIZED PROCTORED ASSESSMENT
Level 3 = 4 points (Grade= 100%)
Level 2 = 3 points (Grade= 75%)
Level 1 = 1 point (Grade= 25%)
Below Level 1 = 0 points (Grade= 0%)

Special Note: The Standardized Proctored Assessment is a mandatory course requirement. Failure to complete the Standardized Proctored Assessment will result in zero points being awarded. Failure to complete the assigned **remediation plan** and **Practice Assessment A and B** will result in zero points being awarded.

TESTING ROOM POLICY:

Refer to student handbook

<http://www.mdc.edu/nursing/docs/Associate-in-Science-Nursing-Student-Handbook.pdf>

BLACKBOARD

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.
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

Students thinking of withdrawing from a class should first speak with the course instructor. If you still choose to withdraw, please keep the following in mind:

- A course withdrawal is not an automatic process; the student will need to withdraw either online or at the registration office.
- If the student withdraws from a course after the 100 percent refund date, it counts as an attempt and it will remain on the official transcript.
- The student 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 the assigned advisor for more information.
- Withdrawals are not official until processed online or at the Registrar’s Office. A copy of the student’s schedule will confirm this transaction.
- Withdrawal deadlines are published in the official College calendar.
- Dropping a course may jeopardize the student’s 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 remote-learning, 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 and 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>

COURSE OUTLINE

<u>Week/ Date</u>	<u>Topic and Disorders</u>	<u>Reading Assignments</u> <u>Book: Potter & Perry- Fundamentals of Nursing</u>	<u>Learning Activities/ Quizzes/ Exams</u>
<u>Objective:</u> <u>Unit Competency:</u>			
Week 1 8/24/2021 Unit 1 & 2	<ul style="list-style-type: none"> • Orientation • Contemporary Nursing • Professional Nursing and Roles <ol style="list-style-type: none"> 1. Identify the concepts of health, health care delivery and the settings and resources available in the community. 2. Discuss the roles of the registered professional nurse 3. Identify roles of the members of the health care team including physician, social worker, case manager, dietitian, physical therapist, respiratory therapist, licensed practical nurse, and unlicensed assistive personnel 4. Discuss interactions between the registered professional nurse and other members of the health team. 5. Discuss the role of the nurse as educator, advocate, collaborator, and manager of care. 6. Explain independent, dependent and collaborative/ interdependent functions of the professional nurse. 	<p>Curriculum: U-Central (when available)</p> <p>Chapter 1- Nursing Today Chapter 2- The Health Care Delivery System Chapter 3- Community Based Nursing Practice Chapter 4- Theoretical Foundations of Nursing</p> <p>Chapter 5- Evidence Based Practice (<i>see section</i>)</p> <ul style="list-style-type: none"> ○ <i>Performance Improvement (p. 63-65)</i> <p>Chapter 6- Health & Wellness (<i>see sections</i>)</p> <ul style="list-style-type: none"> ○ <i>Maslow's Hierarchy (p.69 & Fig. 6.3)</i> ○ <i>Levels of Prevention & Risk Factors (p. 74-75)</i> ○ <i>Stages of Change (Table 6.2)</i> 	

	<ol style="list-style-type: none"> 7. Recognize the nurse’s role in identifying and reporting medical errors 8. Analysis cause of sentinel events 9. Differentiate between active and latent errors 10. Discuss Maslow’s hierarchy of needs, levels of prevention, and risk factors 		
<p>Objective: Unit Competency:</p>			
<p>Week 2 08/31/2021 Unit 2</p>	<ul style="list-style-type: none"> • Critical Thinking • Nursing Process <ol style="list-style-type: none"> 1. Identify the components of the critical thinking model 2. Identify the phases of the nursing process. 3. Interpret assessment data 4. Personalize the nursing care plan to meet individual client needs. 5. Utilize evidence-based interventions. 6. Demonstrate clinical decision-making, critical thinking, and prioritization. 7. Compare the relationship between critical thinking and the nursing process 	<p>Chapter 15- Critical Thinking Chapter 16- Nursing Assessment Chapter 17- Nursing Diagnosis Chapter 18- Planning Nursing Care Chapter 19- Implementing Nursing Care Chapter 20- Evaluation</p>	<p><i>10 question Pre-Lecture Quiz completed prior to class</i></p>

Week 3 9/7/2021	<i>Test will cover week 1 & week 2 content</i>		<u>Test # 1</u>
Objective: Unit Competency:			
Week 4 9/14/2021 Unit 5, 6 & 7	<ul style="list-style-type: none"> • Client Centered Care- Physical (general) • Client Centered Care- Psychosocial • Discuss factors that influence or impact: <ul style="list-style-type: none"> ○ Oxygenation ○ Immobility ○ Infection prevention and control ○ Surgical asepsis 	Chapter 28- Infection Prevention & Control Chapter 39- Immobility Chapter 41- Oxygenation	<i>10 question Pre-Lecture Quiz completed prior to class</i>
Objective: Unit Competency:			
Week 5 9/21/2021 Unit 4 & 5	<ul style="list-style-type: none"> • Therapeutic Communication • Teaching-Learning Process • Client Centered Care- Safety <ol style="list-style-type: none"> 1. Explain the elements of the communication process 2. Distinguish therapeutic, non-therapeutic and social communication 	Chapter 24- Communication Chapter 25- Patient Education Chapter 27- Patient Safety & Quality	<i>10 question Pre-Lecture Quiz completed prior to class</i>

	<ol style="list-style-type: none"> 3. Discuss teaching and learning with respect to the communication process 4. Integrate principles of teaching and learning with the phases of the nursing process 5. Discuss the domains of learning and patient education 6. Define the concept of patient safety. 7. Discuss personal and environmental factors that impair a patient’s ability to protect themselves from injury. 8. Review interventions that can assist in reducing risk of patient injury: <ul style="list-style-type: none"> ○ properly identifying patient, ○ performing fall risk assessment, ○ communicating patient information to appropriate team member. 9. Recognize the role of the nurse in monitoring own care and that of others in promoting a safe environment for the patient. 		
<p>Week 6 9/28/2021</p>	<p><i>Test 2 will cover week 4 & week 5 content</i></p>		<p><u>Test # 2</u></p>
<p>Objective: Unit Competency:</p>			

Week 7 10/5/2021 Unit 7	<ul style="list-style-type: none"> • Client Centered Care- Physical (general)- Fluid and Electrolyte/ Acid-Base Balance <ol style="list-style-type: none"> 1. Describe the role of fluid and electrolytes in body function 2. Compare signs and symptoms of specific fluid and electrolyte imbalances 3. Identify nursing management of specific fluid and electrolyte imbalances 4. Compare and contrasting types of intravenous solutions and indications for use 5. Describe pH and the mechanisms that regulate acid-base balance 6. Analyze arterial blood gases 7. Identify normal and abnormal manifestations of respiratory and metabolic acidosis and alkalosis 	Chapter 42- Fluid, Electrolyte, Acid-Base Balance	<i>10 question Pre-Lecture Quiz completed prior to class</i>
Objective: Unit Competency:			
Week 8 10/12/2021 Unit 7	<ul style="list-style-type: none"> • Client Centered Care- Nutrition • Client Centered Care- Physical (general) Bowel & Bladder Elimination 	Chapter 45- Nutrition Chapter 46- Urinary Elimination Chapter 47- Bowel Elimination	<i>10 question Pre-Lecture Quiz completed prior to class</i>

	<ol style="list-style-type: none"> 1. Discuss factors that influence or impact: <ol style="list-style-type: none"> a. Nutrition b. Urinary elimination c. Bowel elimination 		
Objective: Unit Competency:			
Week 9 10/19/2021	<ul style="list-style-type: none"> • <u>Midterm Exam</u> 		
Week 10 10/26/2021 Unit 5	<ul style="list-style-type: none"> • Client Centered Care- Safety Medication Administration <ol style="list-style-type: none"> 1. Define the concept of patient safety. 2. Review interventions that can assist in reducing risk of patient injury: <ol style="list-style-type: none"> a. properly identifying patient, b. using six rights of medication administration, c. performing fall risk assessment, d. communicating patient information to appropriate team member. 3. Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care. 4. Recognize the role of the nurse in monitoring own care and that of others in promoting a safe environment for the patient. 	Chapter 31- Medication Administration	<i>10 question Pre-Lecture Quiz completed prior to class</i>

Objective: Unit Competency:			
Week 11 11/2/2021 Unit 4	<ul style="list-style-type: none"> • <u>ATI Assessment Practice A</u> • Client Centered Care- Safety <ol style="list-style-type: none"> 1. Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care. 2. Recognize the role of the nurse in monitoring own care and that of others in promoting a safe environment for the patient. 3. Discuss legal implications of nursing 	Chapter 23- Legal Implications in Nursing Chapter 26- Informatics & Documentation	<i>10 question Pre-Lecture Quiz completed prior to class</i>
Week 12 11/9/2021	<u>Test 3</u>		<i>Test 3 will cover week 10 & 11 content</i>
Objective: Unit Competency:			
Week 13 11/16/2021 Unit 7	<ul style="list-style-type: none"> • Client Centered Care- Physical (general) • Client Centered Care- Safety <ol style="list-style-type: none"> 1. Describe the physiological and psychological responses to stress 	Chapter 37- Stress & Coping Chapter 44- Pain Management Chapter 48- Skin Integrity & Wound Care Chapter 50- Perioperative Nursing	<i>10 question Pre-Lecture Quiz completed prior to class</i>

	<p>2. Discuss factors that influence or impact:</p> <ul style="list-style-type: none"> ○ Pain and comfort ○ Skin integrity and wound healing/ care ○ The surgical client (pre, intra, & post-operative phases) 		
<p>Objective: Unit Competency:</p>			
<p>Week 14 11/23/2021 Unit 2 & 7</p>	<ul style="list-style-type: none"> ● <u>ATI Practice Assessment B</u> ● Client Centered Care- Psychosocial ● Client Centered Care-Physical (general) <ol style="list-style-type: none"> 1. Explain special needs of the aging client 2. Identify client needs throughout the life cycle 3. Describe the physiological processes involved in normal vision and hearing. 4. Identify common abnormalities of the visual and auditory systems. 5. Review interventions for managing the care of clients with selected visual and auditory pathologies 	<p>Chapter 11- Developmental Theories Chapter 14- Older Adults Chapter 49- Sensory Alterations</p>	<p><i>10 question Pre-Lecture Quiz completed prior to class</i></p>
<p>Objective:</p>			

Unit Competency:			
Week 15 11/30/2021 Unit 2 & 6	<ul style="list-style-type: none"> • Value Clarification • Client Centered Care-Physical (general) • Client Centered Care- Psychosocial • Define the concept of holistic being • Identify the interrelated physiological, psychologic, sociocultural, spiritual, and environmental dimensions of the client • Discuss the concept of delivering culturally competent care • Identify the impact of cultural diversity on the delivery of health care. • Discus the components of health history. • Describe the concepts of death and dying • Discuss the legal and ethical implications in end of life care. 	Chapter 9- Cultural Competence Chapter 35- Spiritual Health Chapter- 36- Loss & Grief	
Week 16 12/7/2021	<u>Standardized Proctored Assessment</u>		<u>Exam Time: TBA</u>
Week 17 12/14/2021	<u>Final Exam</u>		

