**NUR 1025C Fundamentals of Nursing Skills**

**Course Number: NUR 1025C**

**Course Reference Number:** 4656

**Meeting Days/Time:** MONDAYS 8 – 10:45 AM

**Location:** Skills Lab (Bldg. 3 on the 4th Floor)

**Instructor’s Name:** Hyacinth Sewell-Henry

**E-mail Address:**  hsewellh@mdc.edu

**Office Phone:** 305-2374513

**Office Hours:** TBA

**Course Description**: Students will learn of the opportunities for the explanation, demonstration, and practice of care provider activities essential to the basic practice of nursing. Learning experiences are provided in the skills laboratory.

**Course Credits:** 2 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 of Nursing, NUR 1025L Fundamentals of Nursing

Clinical, NUR 1141 Math/ Pharmacology, NUR 1025C- Fundamentals Skills Lab, NUR 1060C- Adult Health Assessment

**Course Objectives:**

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

1. Discuss the role of the nurse and scope of practice related to established code of ethics, nurse practice acts, and professional registrations/certifications. (Meets Unit Objective/Competencies 1, 2, 3, 4, 6, & 7)
2. Illustrate the importance of selected concepts related to patient-centered care as they pertain to providing and directing safe, quality patient care. (Meets Unit Objective/Competencies 6, & 7).
3. Describe the nurse’s role in identifying and supporting physiologic and psychosocial needs of patients considering their diverse backgrounds, preferences, and values. (Meets Unit Objective/Competencies 3, 4, & 5).
4. Demonstrate the nurse’s role in implementing strategies to promote an environment that is safe for the patient, self, and others. (Meets Unit Objective/Competencies 6, & 7).
5. Apply the various elements of the nursing process to clinical decision-making. (Meets Unit Objective/Competencies 1, 2, & 3).

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

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| --- | --- |
| **Course Content** | **Learning Outcomes** |
| **Unit 1: Contemporary Nursing Practice** | * Critical/creative thinking
* Formulate strategies
* Ethics
 |
| **Unit 1 Competencies** 1. Apply various documentation techniques in simulated

 experiences |  |
| **Unit 1 Content** |  |
| a. Documentation skills lab/ subjective and objective datab. Documentation skills lab/ narrative chartingc. Documentation skills lab/ flow sheets and trending recordsd. Documentation skills lab/ computer information systems and computerized records |  |
| **Unit 1 EPSLO***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)** 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.
* Describe how regulatory guidelines and institution policies guide nursing practice
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| **Unit 2 – Nursing Process and Critical thinking** | * Quantitative analytical
* Critical/creative thinking
* Formulate strategies
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| **Unit 2 Competencies** 1. Use the phases of the nursing process in writing a nursing care plan for a simulated patient
2. Use the nursing process in discussing a simulated client care scenario
3. Personalize the nursing care plan to meet individual client needs for a simulated patient
 |  |
| **Unit 2 Content** |  |
| 1. Phases of the nursing process.
2. Personalizing the nursing care plan
3. Interpreting assessment data
4. Utilize evidence-based interventions.
5. Clinical decision-making, critical thinking, and prioritization.

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| **Unit 2 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 3 –** Therapeutic communication/ Teaching -Learning Process | * Quantitative analytical
* Critical/creative thinking
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|  **Unit 3 Competencies**1. Identify a target group within the community
2. Plan and deliver a teaching/learning presentation to a group in the community
3. Practice therapeutic communication techniques

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| **Unit 3 Content** |

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| 1. Process of communication
2. Therapeutic, non-therapeutic, and social communication.
3. Teaching-Learning process
4. Teaching-Learning and the nursing process
 |  |
| **Unit 3 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.
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 |  |
| **Unit 4 – Client Centered Care - Physical**  | * Quantitative analytical
* Critical/creative thinking
* Formulate strategies
 |
|  **Unit 4 Competencies**1. Demonstrate correct body mechanics, ergonomics and mobility;
2. Practice methods that prevent deterioration in skin integrity
3. Simulate methods of delivering oxygen
4. Practice intake and output assessments with required documentation
5. Practice obtaining a nutritional assessment
6. Demonstrate accurate assessment and documentation of vital signs
7. Demonstrate accurate assessment of activities of daily living
8. Demonstrate procedures for standard precautions
9. Demonstrate correct procedure for enema administration
10. Demonstrate procedure for bed bath
11. Demonstrate procedures for making an occupied and unoccupied hospital bed
12. Demonstrate procedure for hand washing
13. Apply concepts of hazards of immobility and their relationship to simulated client settings
14. Demonstrate the procedure for preparing a client for surgery
15. Document with a preoperative checklist

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| **Unit 4 Content** |

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| 1. Body mechanics, ergonomics and mobility
2. Baths and bed making
3. Handwashing and Universal precautions
4. Oxygen delivery methods
5. Enemas
6. Bedpans and urinals
7. Intake and output
8. Activities of daily living
9. Pressure ulcers
10. Surgical asepsis
11. Hospital acquired infections
12. Needs of surgical client - preoperative, intraoperative, and postoperative phases
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| **Unit 4 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.
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 |  |
| **Unit 5 – Client Centered Care - Psychosocial** | 1. Communicate
2. Critical/creative thinking
3. Formulate strategies
 |
| **Unit 5 Competencies** 1. Discuss stress and adaptation
2. Discuss maladaptation and the impact on patient wellbeing.
 |  |
| **Unit 5 Content** |  |
| 1. Stress and adaptation
2. Relaxation techniques
3. Coping techniques
 |  |
| **Unit 5 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.
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* Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice
 |  |
| **Unit 6 - Client Centered Care – Safety** | * Quantitative analytical
* Critical/creative thinking
* Formulate strategies
 |
| **Unit 6 Competencies**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;a. properly identifying patient, b. using six rights of medication administration, c. performs basic drug calculations,d. proper technique for administering oral, topical, and parenteral medication4. Demonstrate proper procedures for documentation of medications. |  |
| **Unit 6 Content** |  |
| 1. Proper patient identification
2. Safe Medication
3. Topical medications
4. Oral medications
5. Parenteral medications
6. Basic drug calculations
7. Medication administration charting
8. Fall risk assessment/prevention
9. Communication of patient safety risk
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| **Unit 6 EPSLO***EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)** 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 7 - Client Centered Care – Body Equilibrium** | * Communicate
* Critical/creative thinking
* Formulate strategies
 |
| **Unit 7 Competencies**1. Describe the physiological processes involved in normal visual and hearing.
2. Review interventions for managing the care of clients with selected visual and auditory pathologies,
3. Describe the role of fluid and electrolytes in body function
4. Discuss client situations relating to sensory deficits
5. Demonstrate a safe environment for a client with auditory or visual deficits
6. Practice intake and output assessment
 |  |
|  |  |
| **Unit 7 Content** |  |
| 1. Assessing hearing and vision
2. Intervention for vision and hearing conditions
3. Intake and output
4. Sensory deficits, overload and deprivation
 |  |
| **Unit 7 EPSLO***EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)** 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)** 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.
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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.

**Means of ouTCOME Assessment**

**Required Text**

Elkin, M.K., Perry, A.G., Potter, P.A., (2020). *Nursing Interventions and Clinical Skills*

 (7th ed.). St. Louis, MO: Elsevier.

 Faculty. (2001). Associate Degree Nursing Curriculum. Miami: MDC

**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.

**Evaluation Methods:**

***Grading Policy:***

Please review all requirements listed in the ***Manual of Clinical Performance*** carefully. This information explains how skills performance examination for this course is determined.

Course objectives and end-of-program student learning outcomes will be met via the following:

* Students are expected to attend class on campus as scheduled unless MDC issues guidelines for strictly remote learning.
* If the College moves to strictly remote learning, online sessions will be conducted by the instructor through Blackboard Collaborate Ultra.
* Students must be present and participate in all sessions (students will practice skills in lab with instructor)
* Students must complete the ATI Skills modules (including pre-test, skill overview and video, and post-test) as assigned in the course calendar.
* ***The student is expected to achieve a passing grade (> 77%) in each Skill Module to demonstrate competency. The grade will reflect the level achieved by due date.***

**NETIQUETTE POLICY**

Netiquette, or network etiquette, is concerned with the "proper" way to communicate in an online environment. While it can be argued that standards of behavior may be different in the virtual world, they certainly should not be lower. You should do your best to act within the laws and ethical manners of society whenever you inhabit "cyberspace."

**Please review the guidelines at:**

**https://mdc.edu/remote-learning-students/remote-learning-strategies/netiquette/**

***ATI SKILLS MODULES/VIDEOS CASE STUDIES:***

* Students should expect to spend an hour completing a review of the tutorial, including the overview, step-by-step viewing, and accepted practice components of the module.
* Review of the practice challenges, evidence-based practice information, and frequently asked questions requires an additional hour.
* ATI skill module and Video Case Studies pre- and post-tests must be completed for each skill assigned. Student should achieve > 77% on each test for the assigned module as outlined in the course calendar to demonstrate competency.
* Students are required to upload the ATI report for each skill module into a Blackboard drop box on date stipulated in course calendar.

***Method of Communicating Grades:***

Grade for each test will be distributed to student within one week of taking the test. Students may schedule an appointment to review test no later than two weeks after it has been administered.

***Make-Up Tests:***

There will be no make-up examinations. If a student does not complete test #1 then test #2 will be cumulative and contain 100 items and count for the weight of both exams.

**Grading Criteria:**

 ***Regardless of course modality- all testing will be on Campus***

|  |  |
| --- | --- |
| **Component of Grade:** | **Overall Grade Weight:** |
| 1. **Assigned Skills Modules:**
* *Personal Hygiene*
* *Ambulation, Transfer & ROM*
* *Nutrition, Feeding & Eating*
* *Infection Control*
* *HIPPA*
* *Vital Signs*
* *Specimen Collection*
* *Surgical Asepsis*
* *Wound Care*
* *Oxygen Therapy*
* *Medication Administration1, 2 & 3*
* *Enema*
* *Pain Management*
* *Enteral Tube Feeding*

*(skip section on inserting enteral feeding tubes)* | **40%** |
| 1. **Test (Each Test 50 items):**
* *Test #1*
* *Test #2*

(If student misses test #1 then test #2 will consist of 100 items and content will be cumulative and the grade will count for the weight of both exams) | **15%****15%** |
| 1. **Performance Exam: Medication Administration**
* 1st Attempt Pass= Grade 100%
* 2nd Attempt Pass= Grade 92%
* 3rd Attempt Pass= Grade 77%
* Unsuccessful after 3 attempts= Grade 0%
 | **20%** |
| 1. **LAB: SKILLS PRACTICE DAYS**

(If student misses skills practice day- need to schedule makeup with the skills lab and email sent to Instructor from lab- otherwise a grade of zero will be entered for missed days) | **10%** |

|  |  |
| --- | --- |
| ***Guidelines for taking an online exam using Respondus LockDown Browser:**** User should select a well-lit testing location where there is no interruptions or distractions.
* All course exam should only be completed on LockDown Browser.
* User should log into Blackboard utilizing LockDown Browser in preparation for the exam at the designated time.
* All mobile devices, phones, etc. should be turned off and removed from reach during the exam.
* During the environment check, users should record a full view of the environment to include over and underneath tables.
	+ User should wear proper attire during testing.
	+ Testing area should be cleared of all external materials — books, papers, other computers, or devices.
	+ One single math scratch sheet is permissible but must be recorded front and back on the environment check.
	+ Calculator will be enabled in LockDown Browser for math calculation
* User should remain at the desk or workstation for the duration of the test.
	+ View correct testing position
* LockDown Browser will prevent accessing other websites or applications
* User will be unable to exit the test until all questions are completed and submitted.
* Students that do not use LockDown Browser for course exam or suspected of suspicious activity will brought for disciplinary action.
 | ***Correct Testing Position for Recording*** |

**BlackBoard**

All assignments will be administered via 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.

(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.

**WITHDRAWLS**

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 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/****Date****MONDAYS** | **Topic and Disorders** | **Reading Assignments** | **Learning Activities and Exams*****(Modules Due 1 week after assigned)*** |
| **Week 1****8/23/21** | * **Orientation**
* **Asepsis, Hand washing, Vital Signs**
 | **Curriculum Semester 1****Chapter 5: Pg. 55-60;****Chapter 7: Pg. 101-131** | **ATI Skill Module:** **\*Vital Signs****\*Infection Control** |
|  |
| **Week 2****8/30/21** | * **Body Mechanics**
* **Environmental Safety**
* **Protective Precautions**
* **OSHA**
 | **Chapter 17: Pg. 439-442, 443-458****Chapter 4 :Pg. 28-54;** **Chapter 5: Pg. 61-69** | **ATI Skills Module:****\*HIPPA****\*Ambulation, Transfer & ROM** |
|  |
| **Week 3****9/6/21** | **NO CLASSES- LABOR DAY HOLIDAY** |  |  |
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| **Week 4****9/13/21** | * **Making Beds**
* **Moving in Bed**
* **Turning**
* **Positioning**
* **Moving Out of Bed**
* **Transfer**
* **Ambulation**
* **Wheel Chairs**
* **Walkers, Canes**
 | **Chapter 11: Pg. 278-281****Chapter 17: Pg. 439-458** **Chapter 18: Pg. 459-466; 475-482** |  |
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| **Week 5****9/20/21** | * **Personal Hygiene**
* **Complete/Partial Bath**
 | **Chapter 11: Pg. 252-277** | **ATI Skills Module:****\*Personal Hygiene** |
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| **Week 6****09/27/21** | * **Oxygen Administration**
* **Application Hot/Cold**
* **TED Hose/Ace Wraps**
* **Post-Mortem Care**
 | ***Chapter 16: Pg. 389-396******Chapter 15: Pg. 376-385******Chapter 18: Pg. 471-475*****Chapter 31: Pg. 835-841** | **ATI Skills Module:****\*Oxygen Therapy** |
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| **Week 7****10/4/21** | **LAB: SKILLS PRACTICE DAY** |  |  |
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| **Week 8****10/11/21** | **TEST 1*** **Medications Administration**
 | **Chapter 23: Pg. 568-602****Chapter 24: Pg. 605-648** | **ATI Skills Module:****\*Medication Administration 1** |
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| **Week 9****10/18/21** | * **Non-Parenteral Medications**
* **Parenteral Medication**
 |  | **ATI Skills Module:****\*Medication Administration 2****\*Medication Administration 3** |
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| **Week 10****10/25/21** | **LAB: SKILLS PRACTICE DAY****MEDICATION ADMINISTRATION** |  |  |
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| **Week 11****11/1/21** | **PERFORMANCE EXAM:** **MEDICATION ADMINISTRATION** |  |  |
| **Week 12****11/8/21** | * **Feeding, Enteral Feeding**
* **Bowel Elimination, Enemas**
 | **Chapter 13: Pg. 299-310; 322-328****Chapter 20: Pg. 520-528** | **ATI Skills Module:*** **Nutrition, Feeding & Eating**
* **Enteral Nutrition**

 **(skip insertion of feeding tubes)*** **Enema**
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| **Week 13****11/15/21** | * **Urinary Elimination**
* **Specimen Collection,**
* **I & O**
 | **Chapter 20: Pg. 520-528****Chapter 19: Pg. 489-496** | **ATI Skills Module:*** **Specimen Collection**
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| **Week 14****11/22/21** | * **Sterile Dressing Change**
 | **Chapter 9: Pg. 190-223** **Chapter 7: Pg. 145-146****Chapter 27: Pg. 697-721****Chapter 5: Pg. 70-79** | **ATI Skills Module:*** **Surgical Asepsis**
* **Wound Care**
* **Pain Management**
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| **Week 15****11/29/21** | **LAB: SKILLS PRACTICE DAY*****(Retest 2nd Attempt- Medication Administration)*** |  |  |
|  |  |  |  |
| **Week 16****12/6/21** | **TEST 2*****(Retest 3rd Attempt- Medication Administration)******RETEST PRIOR TO 12/17/21*** |  |  |