**Miami Dade College**

**Medical Center Campus**

**Benjamin Leon School of Nursing**

**Syllabus**

**COURSE TITLE: Fundamentals of Nursing Clinical**

**COURSE NUMBER: NUR 1025L**

**SCHEDULE: 7am – 2:30pm**

**TERM: Fall**

**COURSE CREDITS: 2**

**REFERENCE:**

**INSTRUCTOR INFORMATION:**

**Last Name & Name, Titles: Takenya McDonald RN, MSN**

**Benjamin Leon School of Nursing**

**Office: 2347**

**Office hours: Available on-line**

**Phone: 305- 237- 4469**

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**COURSE DESCRIPTION**

This course provides an introduction to the profession of nursing. Students will learn the roles basic to nursing practice and opportunities to apply the nursing process in selected clinical experiences. The emphasis is on health promoting activities to meet client needs in a variety of settings including community-based experiences. Prerequisite: Program Admission;

Co-requisites: NUR 1025. Special fee. (6 hr. clinical lab).

**CO- REQUISITES:** Fundamentals of Nursing, Fundamentals of Nursing Skills Laboratory, Health Assessment, Introduction to Nursing Pharmacology and Math

**INSTRUCTIONAL APPROACH/STRATEGIES:**

Will include, but are not limited to:

Clinical supervision and practice; small group discussion; critical thinking and care planning exercises; reading assignments; videos; case study presentation; review questions, and Human Patient Simulation.

**COURSE COMPETENCIES**

Competency 1: The Student will be able to identify the development of contemporary nursing practice by:

a. observing the concepts of health, health care delivery and the settings and resources available in the community

1. observing the roles of the registered professional nurse
2. observing 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
3. observing interactions between the registered professional nurse and other members of the health team

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Competency 2: The Student will apply the nursing process as the framework for meeting the health needs of individuals by:

1. using the phases of the nursing process
2. collecting a comprehensive and accurate data base on which a diagnosis, plan, and interventions are based
3. recognizing the importance of establishing priorities before planning interventions
4. using the nursing process in discussing a patient care scenario
5. recognizing the importance of personalizing the nursing care plan to meet individual client needs

Competency 3: The Student will identify the diverse roles of the nurse required in the management of client care by:

a. discussing the role of the nurse as educator, advocate, collaborator, and manager of client care

b. explaining the independent, dependent, and collaborative functions of nurses

Competency 4: The Student will discuss values clarification from the perspective of nursing practice in a multicultural, pluralistic society by:

1. applying the concept of holistic being
2. identifying the interrelated physiological, psychologic, sociocultural, spiritual and environmental dimensions of the client
3. applying the concept of delivering culturally competent care
4. identifying cultural diversity in a health care setting

Competency 5: The Student will apply the critical thinking process in nursing practice by:

1. using the components of the critical thinking model
2. comparing the relationship between critical thinking and the nursing process. .

Competency 6 The student will apply principles of therapeutic communication and the teaching learning process by:

1. identifying a target group within the community
2. planning and delivering a teaching/learning presentation to a group in the community
3. practicing therapeutic communication techniques

Competency 7 The student will apply the concept of basic human needs in planning nursing care in a medical/surgical or rehabilitation setting by:

1. using methods that increase a client’s safety
2. using methods that prevent deterioration in skin integrity
3. demonstrating correct body mechanics in delivering patient care
4. using methods that promote oxygenation
5. using methods that enhance elimination
6. using methods that promote nutrition
7. using methods that decrease hazards of immobility
8. using methods to promote comfort and decrease pain

Competency 8 The student will apply principles of growth and development by:

1. planning for needs of clients at different stages in the life cycle
2. observing special needs of the aging population in a geriatric setting including nursing homes and senior citizen centers in the community
3. applying concepts of death and dying in delivering hospice care and end of life care

Competency 9 The student will apply concepts of peri-operative nursing by:

1. providing care to clients before, during, and following an operative procedure
2. discussing issues of informed consent in a small group setting

Competency 10: The student will identify principles of stress and adaptation by:

1. completing an instrument that provides a self-assessment of one’s stress level (life change units)
2. sharing the results of the self-assessment in a small group setting
3. describing stress-mediated behaviors of others

Competency 11 The student will identify the nurse’s role in preserving visual and auditory health by:

1. participating in a screening project for visual acuity
2. caring for a hearing-impaired person
3. planning care for a client with visual or auditory loss.

Competency 12 The student will apply the mechanisms of fluid, electrolyte and acid-base balance by:

1. completing an intake and output assessment on a client
2. evaluating appropriate laboratory values relating to fluid, electrolyte, and acid base balance
3. assessing the respiratory status of a client
4. documenting appropriate findings in the medical record explaining values that deviate from the norm

**COLLEGEWIDE STUDENT LEARNING OUTCOMES**

This course provides intentional learning experiences to address the following **General Education Outcomes:**

**Outcome # 1**

Communicates effectively using listening, speaking, reading and writing skills.

**Intentional Learning**

Fundamentals of Nursing course and clinical content based on the necessity of professional nurses to communicate effectively as components of ethical, legal and clinical standards of care.

**Assessment and Evaluation Method**

Evaluation of student’s ability to utilize verbal and non-verbal communication that demonstrates respect, understanding and caring during patient interactions.

Clinical Evaluation Tool specifically addresses the Core Component of Communication (see Clinical Evaluation Tool Fundamentals of Nursing).

**Outcome # 2**

Use quantitative analytical skills to evaluate and process numerical data.

**Intentional Learning**

Compare and trend patients’ physiological and laboratory values to norms and determine appropriate nursing interventions based on this data.

**Assessment and Evaluation Method**

Clinical Evaluation Tool specifically addresses the Core Component of Clinical Decision Making (see Clinical Evaluation Tool Fundamentals of Nursing).

Comparing patients’ physiological and laboratory values to norms and determine appropriate nursing interventions based on this data.

**Outcome # 3**

Solve problems using critical and creative thinking and scientific reasoning.

**Intentional Learning**

Patient care concepts and implementation based on the nursing process which is the scientific method of reasoning.

Preconference and post conference discussion of strategies for the implementation of optimum patient care.

**Assessment and Evaluation Method**

Evaluation of assigned patient care plans based on assessment findings in clinical practice settings.

**Outcome # 4**

Formulate strategies to locate, evaluate, and apply information.

**Intentional Learning**

Use of textbooks, reading lists, the internet, and library to obtain information.

Introduction to Health Information Literacy/Health Databases by Faculty Librarian to assist students streamline on-line searches.

**Assessment and Evaluation Method**

Evaluation of assigned patient care plans based on assessment findings in clinical practice settings.

**Outcome # 5**

Demonstrate knowledge of diverse cultures, including global and historical perspectives.

**Intentional Learning**

Fundamentals of Nursing course content indicates the necessity of patient care that fits the person’s valued life patterns and set of meanings.

Utilizing the nursing process while formulating patient care plans that deliberately regard the patient’s cultural identity.

**Assessment and Evaluation Method**

Discussion of the impact of a patient’s cultural background on their expectations of the nurse and their understanding of the differences.

Care plans requiring the students to demonstrate cultural awareness in caring for patients of diverse cultural backgrounds.

**PROGRAM LEARNING OUTCOMES**

**Outcome #1**

Adhere to standards of professional practice (is accountable for his/her own actions and behaviors and practices nursing within legal, ethical and regulatory frameworks).

**Outcome #2**

Demonstrate effective or therapeutic communication with promotes positive outcomes and/or trusting relationship.

**Outcome #4**

Deliver nursing care based on evidence and critical thinking, resulting in clinical decision-making.

**Outcome #5**

Use caring interventions to assist patients in meeting their health care needs.

**Outcome #6**

Employ teaching and learning processes for clients, staff and health team members to promote and maintain health and reduces risks.

**Outcome #8**

Use human, physical, financial, and technological resources to meet patient needs and support

organizational outcomes.

**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 U-Central 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.*

**COURSE EVALUATION**

Student’s clinical performance will be evaluated as per the Clinical Evaluation Tool for the Fundamentals of Nursing Clinical course as well as weekly feedback by the course instructor.

**Netiquette**

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 ...

mdc.edu

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

**COURSE ASSIGNMENTS**

## CARE PLANS:

1. A written patient care plan is expected for each assigned patient.
2. Students will be provided with feedback and recommendations for improvement

on each care plan.

1. Students must attain a grade of 77% or greater on the final care plan.

**I-Human**

Students are encouraged to achieve a score of > 64% on the I-Human case studies assigned weekly.

**QEP WRITNG:**

1. Students are expected to complete a written paper during their clinical rotation using one of their assigned clients.

2. Do not violate HIPPA in writing this paper.

3. Students must attain a grade of 77% or greater on the final paper.

**School of Nursing QEP Writing Prompts**

**NUR 1025L/1002L (Fundamentals of Nursing Clinical)**

During this clinical rotation, you will take care of several clients. You will select one client, and write a scholarly paper based on your observation of and experience in the care of your assigned client. Utilizing the topics listed below and evidence-based practice, you will include the following: an introduction to the topic, analysis of the topic including care of your client, and conclude by summarizing and reflecting on what was learned from the assignment and if new knowledge was gained. References must be cited.

**NUR1025L/1002L QEP Topic List**

1. Nutrition
2. Patient education
3. Mobility
4. Communication
5. Pain Scales/ Assessment/ Interventions (Non-Pharmacologic)
6. Asepsis and infection Control
7. Skin Integrity and Wound Care
8. Comfort and Pain Management
9. Stress and Adaptation
10. Loss, Grief, and Dying

**Requirements:**

o Your paper must be APA format and at least 750 words not to exceed 1000 words.

o Double space your paper and use Times New Roman standard 12-point font.

o Proofread your paper; visit and present proof of seeing a writing tutor before submitting your paper to “Turn-it-in”.

o A minimum of two (2) references must be used. The two references will include the required class textbook and at least one outside scholarly source. APA format must be used citing and referencing sources.

**EXPECTATIONS OF THE CLINICAL DAY:**

1. Students are expected to report to the clinical site on time with client data collection completed. Pre-conference is set aside at the beginning of the clinical day for the student to review the client’s medical condition and plan of care with the instructor and the clinical group. Failure to have a prepared plan of care ready for discussion in preconference will be considered as not prepared for clinical and will result in re-assignment.
2. Following pre-conference, the student will be expected to care for the assigned client. The student will provide or assist the client with hygiene, nutritional needs, and changing of bed linen. The student assigned to administer medications or perform any sterile or invasive procedure, or any procedure for the first time will do so under the instructor’s **direct** supervision.
3. Students are expected to care for all clients in a safe and effective manner. The student who is unable to provide consistent, safe care may be asked to withdraw from the clinical environment and/or course.
4. Students are held responsible for practicing nursing skills required for this semester in the Nursing Skills Laboratory.
5. Students are held accountable for all Professional Behaviors (See Manual of Clinical Performance).
6. Students are “NOT ALLOWED TO MAKE DUPLICATE COPY OF ANY PART OF PATIENT RECORD” as stipulated by HIPPA regulations.

**COURSE/DEPARTMENTAL POLICIES**

**ATTENDANCE:**

1**.** Attendance is **mandatory**. In case of absence, course faculty will identify alternative assignments. Alternative assignments do not “excuse” students from a clinical attendance and, the absence will be noted on the clinical evaluation tool.

2. Students are expected to prepare for clinical experiences by completing required assignments and pre-assignments.

3. Clinical faculty and the nursing unit **must** be notified in advance of any absences.

4. 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.

**ILLNESS/EMERGENCY:**

Notify the instructor regarding absence or tardiness.

ACADEMIC DISHONESTY:

Academic dishonesty will not be tolerated. Students involved in any form of academic dishonesty including copying from others during an exam or allowing others to copy from your exam or otherwise helping other students with answers during an exam will face disciplinary sanctions in accordance with the College’s Student Rights and Responsibilities Handbook. For more information, please obtain a copy of the Handbook at the Student Life Department or review it in the MDC student website.

**PROGRESSION:**

In order to progress to Semester 2, students must earn a grade of “S” and/or “C” or higher in every nursing course required this semester.

**REMEDIATION:**

Students who are not meeting course objectives and or requirements are responsible to seek tutorial remediation. It is the students’ responsibility to make an appointment with the course instructor for direction regarding remediation.

**DRESS CODE AND SUPPLIES:**

Please refer to the School of Nursing Orientation Manual, Manual of Clinical Performance, and Clinical Evaluation Tool for the Fundamentals of Nursing Clinical course. Students are required to bring a proper identification badge, stethoscope, penlight, wristwatch with second hand, drug reference book, and laboratory reference book to the clinical area daily.

**HEALTH/CPR REQUIREMENTS:**

Please refer to School of Nursing Orientation Manual. Students must present documentation of health/CPR requirements on the first clinical day. If health information is incomplete or expired, the student will not be permitted to attend the clinical agency potentially resulting in student’s inability to meet course requirements due to clinical absenteeism.

**AVAILABLE SUPPORT SERVICES**

**ACCESS STATEMENT:**

By providing a variety of services that address a spectrum of disabilities, the ACCESS department works to ensure equal access and opportunity throughout the college experience. Students with a documented disability are encouraged to contact the campus ACCESS (Disability Services) Department **in advance** for information on appropriate policies and procedures for obtaining assistance. Retroactive auxiliary aids and services cannot be provided. The ACCESS department is located in Building 1, Room 1113, and can be reached at

(305) 237-4027. Please note it is the **student’s responsibility to self-identify** at each campus where they are taking courses and seeking services.

**TUTORING SERVICES:**

**Learning resources Registered Nursing**

<https://libraryguides.mdc.edu/rn>

**Learning resources**

<https://mdc.mywconline.net/>

**LABS:**

**Nursing Skills Labs**

<http://www.mdc.edu/nursing/nursing-skills-lab.aspx>

**Clinical Simulation Lab**

<https://www.mdc.edu/medical/campus-information/facilities-simulation-hospital.aspx>

**POLICY ON CHANGE(S) TO COURSE SYLLABUS**

The professor retains the right to make changes to the course syllabus. Changes will be communicated to students verbally, in writing, or both.

**Calendar**

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| --- | --- | --- | --- | --- |
| **Week** | **Day** | **Date** | **Clinical Agency** | **Assignment** |
| **5** | **Thursday** | **09/23** | Introduction to  I-Human  Undergraduate 143541  How to play a Case by Section  Undergraduate 143542  How to take a Patient History  Undergraduate 143543 Heart Auscultation | **Orientation** |
| **6** | **Thursday** | **09/30** | **Introduction to QEP**  **U-CENTRAL** | **Critical Thinking Seminar**  **Mr. Robert Jones**  **Clinical Scenario** |
| **7** | **Thursday** | **10/07** | I-Human Patient: Robert Jones practice case  Nurses Notes  Care Plan | **QEP WRITING After lunch** |
| **8** | **Thursday** | **10/14** | I-Human Patient: Shane Peterson  Nurses Notes  Care Plan |  |
| **9** | **Thursday** | **10/21** | I-Human Patient: Luciana Gonzalez  Nurses Notes  Care Plan |  |
| **10** | **Thursday** | **10/28** | I-Human Patient: Ray Williams practice case  Nurses Notes  Care Plan   * ***Midterm Evaluation*** | **Mid Term Evaluations**  **QEP Writing Assignment Due Submission #1 Due** |
| **11** | **Thursday** | **11/04** | I-Human Patient: Shamjibhai Bhai  Nurses Notes  Care Plan |  |
| **12** | **Thursday** | **11/11** | **VETERANS DAY** |  |
| **13** | **Thursday** | **11/18** | **i-Human Patients**  Laurie Blackman practice case  Nurses Notes  Care Plan |  |
| **14** | **Thursday** | **11/25** | **THANKSGIVING** |  |
| **15** | **Thursday** | **12/02** | **i-Human Patients**  Alex Walsha practice case  Nurses Notes  Care Plan | **FINAL**  **QEP Writing Assignment Due** |
| **16** | **Thursday** | **12/09** | ***Student Feedback***   * ***Final Evaluation*** | **Final Evaluations**  **Last day of Clinical ☺** |