

# **HAI Faculty Handbook**

## **2025-2026**

**HEARTS ASSOCIATES INSTITUTE (HAI)**



**INTEGRITY - COMMITMENT - EMPOWERMENT - EXCELLENCE**

**1054 Gateway Blvd Suite 110  
Boynton Beach, FL 33426  
Tel: 561-810-6161  
Fax: 561-509-0008  
[www.haicampus.com](http://www.haicampus.com)  
[heartassociateinstitute@haicampus.com](mailto:heartassociateinstitute@haicampus.com)**

**Volume III**

# **HEARTS ASSOCIATES INSTITUTE (HAI)**

## **FACULTY HANDBOOK 2025 - 2026**

---

### **PREFACE**

This handbook has been prepared to familiarize you with the policies and procedures of **Hearts Associates Institute (HAI)**. It is your responsibility to keep it with you throughout the program, be cognizant of and adhere to its contents.

### **WELCOME TO HEARTS ASSOCIATES INSTITUTE (HAI) BOYNTON BEACH CAMUS**

I, Dr. Roger Fimerlus, President/CEO, am delighted that you have decided to join **Hearts Associates Institute (HAI)** as a professional faculty member. We welcome you to our team and look forward to working with you to educate the next generation of nursing students. Our nursing program is licensed by the Commission for Independent Education (CIE), Florida Department of Education and approved by the Florida Board of Nursing (FBON). Our nursing programs are rigorous with high standards to ensure our students receive a strong nursing foundation upon graduation and to prepare them for success beyond graduation as a life-long learner. Thank you for joining our team.

HAI is dedicated to enhance the field of healthcare by providing, and delivering a hands on, high quality training, relevant education, and a distinct motivational learning environment.

At HAI, we believe that education should take place in a fully inclusive environment with equal opportunities for all. HAI strives to be at the center of the local community with positive and effective links to the wider and global communities.

Our statement “INTEGRITY, COMMITMENT, EMPOWERMENT, EXCELLENCE” reflects our understanding and beliefs. We aim to ensure that the students at HAI are provided with high-quality learning experiences based on a broad and balanced curriculum.

### **Vision**

Our vision is to be a leading, innovative high performing institution with a broad and balanced curriculum to empower students, as life-long learners, to contribute to the global world and develop their professional growth with integrity, and excellence.

### **Hearts Associates Institute (HAI)**

Hearts Associates Institute (HAI) is Licensed by the Florida Commission for Independent Education, Florida Department of Education, and additional information regarding this Institution may be obtained by contacting the commission at 325 West Gaines Street, Suite 1414 Tallahassee, Florida 32399-0400, toll free telephone number (888) 224-6684.

## **Mission**

Hearts Associates Institute (HAI) is committed to deliver distinct high quality training with integrity and to empower each student to acquire skills, demonstrate knowledge, participate in and exercise the core values of the healthcare profession with excellence.

## **Educational Philosophy**

Hearts Associates Institute (HAI) is based on delivering personalized, quality education to each and every student. At Hearts Associates Institute, students are treated as individuals, not numbers. The programs offered are designed to be conceptually comprehensive and geared toward individuals seeking a solid foundation of knowledge and skills required to succeed in their chosen career.

Students are provided with an encouraging, supportive environment conducive to learning and growth both personally and professionally. The classrooms, laboratories, and equipment are industry-current. The instructors are dedicated professionals in their area of expertise. The programs are relevant to employers' needs and focus on areas that offer long-term employment and growth opportunities.

## **Statement of Purpose**

Our purpose is to provide nursing, home and allied health care training to individuals seeking employment in long-term care facilities, hospitals, and home care environments where the ill and elderly need care.

## **Objectives**

- ✓ To develop each students' understanding of the information and language specific to his/her health care field.
- ✓ To provide students with all the materials, faculty and administrative support needed to successfully complete their program.
- ✓ To encourage and foster the value of life-long learning in our students.
- ✓ To provide students with the most up-to-date and comprehensive information available in their field of study.
- ✓ To utilize evaluation tools and materials which require the students to effectively demonstrate the integration of the concepts and skills they have learned.

We shall prepare students to understand the significance of promoting wellness, maintenance of health, and the prevention of illness and disease. We shall prepare our graduates to work competently, safely and knowledgeable within the state of Florida.

## **Values**

The faculty and staff of HAI believe in achieving excellence in nursing education and are guided by shared values, including:

- Educational opportunities that allow students to excel intellectually and personally
- Teaching and learning based on student engagement, collaboration, and diverse perspectives
- Careful investigation, planning, and evaluation of changing healthcare needs and resources

- Recognizing faculty and students for excellence in instruction and scholarship

## Statement of Ownership

Hearts Associates Institute (HAI) LLC is a Florida Limited Liability Company operating under the by-laws of the State of Florida; the Institution is created and owned Dr. Roger Fimerlus.

## Board of Directors

The governing body of the school operates from the administrative office located at 1054 Gateway Blvd Suite 110, Boynton Beach, Florida 33426. Phone: (561) 810-6161

The members are:

**Dr. Roger Fimerlus, MD, MPH - President/CEO**  
**Adeline Destin, RN – Director of Education**  
**Marie Benoit Joseph, AS, ADN – VP & Administrator**

## Administrative Team

The governing body of the school operates from the administrative office located at 1054 Gateway Blvd Suite 110, Boynton Beach, Florida 33426. Phone: (561) 810-6161

**Dr. Roger Fimerlus, MD**  
Campus Director/CEO

**Adeline Destin, RN AS, ADN**  
Director of Education

**Sonia E. James, RN, MSN**  
Director of Nursing

**Marie Benoit Joseph, AS, ADN**  
VP & Administrator

**Kevin Danois, BS**  
Director of Student Services

## Faculty

Hearts Associates Institute (HAI) faculty members are selected for their academic qualification and experience. They must meet the Standard as prescribed by the Commission for Independent Education. The faculty members are the keys gate of Hearts Associates Institute's quality. Members of the faculty have industry or professional experience together with appropriate academic credentials. The faculty brings a high level of professionalism to the classroom and is recognized by their academic and industry peers. Through the guidance of the faculty, theoretical, practical and creative applications are addressed in the curricula and reinforced by interaction with professionals in the industry for which training is offered. Faculty members are dedicated to academic achievement, professional education, individual attention, and to the preparation of students for their chosen careers.

### **CAMPUS DIRECTOR**

The campus director oversees the overall operation of the school, including employees, finance and accounting, contracts and agreements, and clinical affiliations. Responsibilities include preparing programming updates, program budgets, program evaluations, and reports for the Commission for Independent Education and the Florida Board of Nursing; acting as the registrar, providing oversight for faculty meetings; facilitating efficient student registration and enrollment; mentoring new faculty, conducting performance evaluations; and coordinating professional development programs for faculty.

### **DIRECTOR OF NURSING**

The director of nursing has the authority and responsibility of developing the nursing curriculum and directing the operation of the nursing program. The responsibilities of this position include supervising all areas of the nursing program and nursing faculty, as well as coordinating the program's accreditation. The director of nursing monitors academic standards and assesses the performance of the nursing program to determine how well it is meeting current and future workforce and community demands. The director of nursing also participates in nursing committees and professional development workshops. This position reports directly to the program administrator of the institution.

### **ADMISSIONS / DIRECTOR OF STUDENT SERVICES**

The admissions / student services coordinator participates in recruitment and retention initiatives; admissions, orientation, academic advisement and career counseling. The admissions/student services coordinator tracks student placement and oversees student participation in professional organizations; coordinates student publications and calendars; provides oversight for student affairs meetings; and prepares and updates the school catalog, and student handbook. This position reports directly to the campus director of the institution.

### **FACULTY**

The faculty member has responsibility for the delivery of innovative and collaborative instruction and training for the Practical Nursing and Associate of Science in Nursing degree programs. The faculty's role and relationship with the student in the classroom contributes to the effectiveness of the educational process. In their professional role and function, the faculty member will assist with the assessment, planning, implementation, evaluation, and revision of course content and course syllabus.

Faculty members must each have at least a Bachelor of Science Degree for the Practical Nursing program. The faculty for the Associate of Science Degree in Nursing program must have at least a master's degree in nursing or higher and at least two years of full-time experience in a clinical setting as a registered nurse. The faculty member must hold a current license in good standing to practice as a registered nurse in Florida or be eligible to obtain a Florida Nurses License. Faculty will be hired for an agreed upon period of time without any guarantee of continued employment. This position reports to the director of nursing.

### **Description of Facility**

Hearts Associates Institution (HAI) is located at 1054 Gateway Boulevard, Suite 110, Boynton Beach, Florida, 33426. It is a 2500 square foot facility consisting of 3 classrooms, one computer Lab room, one clinic/Lab, a receptionist/waiting area, lounge/library, and one administrative office. The total space allocated for the institution is 2500 square feet.

## **Institution Resource Room**

The institution resource room contains instructional videos, nursing journals, nursing manuals, online resources, medical texts, and technical manuals. The students will be able to access global learning resource materials through usage of the internet service provided for students while on campus. Students and instructors are encouraged to remain up to date with literature through the use of nursing books, dictionaries, medical terminology workbooks and videos located in the institution resource room.

The resource room is open before, during, and after class between the hours of 9:00am and 5:00pm each weekday to students and faculty and by appointment.

## **Equipment**

The lab contains all equipment and supplies to complete theory and lab portions of the program. This includes but not limited to a prototype hospital room with supplies of linens, comfort items, medical supplies, disposable, and dietary supplies. Additionally, there is phlebotomy equipment including venipuncture, skin puncture, and non-blood specimen equipment, training equipment, mechanical lifting devices, electrical bed, manual scale, blood pressures apparatus, blood pressure cuffs, thermometers, urinals, etc.

The lab is equipped to give students the clinical skills needed to enter the workforce with competent skills in Nursing, Home Health, Phlebotomy and all Nursing skills settings.

The nursing skills lab provides nursing students opportunities to develop their assessment, critical thinking, and clinical reasoning skills while caring for patients. Lab learning tools and equipment include quality manikins, such as Laerdal's Sim Man 3G and Laerdal's Sim Mom and Gaumard's Newborn Hal and Pediatric Hal.

HAI has spacious classrooms with comfortable seating and a pleasant learning environment.

Modular walls in the classroom allow for flexible and creative arrangements to facilitate the educational process. Classrooms are equipped with teaching stations and include the following equipment:

- Standard computers
- LCD Projector
- Video players
- Hook-up for guest laptop
- Voice recognition devices

The library is located in an area that ensures a quiet and peaceful environment for students and faculty and will be opened from 10:00 am to 5:00 pm, Monday through Thursday and a librarian will be in the library, with instructor approval, students may access the library outside of these hours. The library houses over one hundred current nursing textbooks, audio-visual materials, and journals, as well as other nursing resources to support student learning and research. There are dictionaries of nursing, such as Mosby's Dictionary of Medicine, Nursing & Health Professions and Davis's Drug Guide for Nurses. Study guides are available to help prepare students for the NCLEX-PN and RN Students have access to two computers with Windows 10 and free Wi-Fi.

## **LICENSURE AND ACCREDITATION**

HAI will be licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; toll-free telephone number (888) 224-6684.

At the appropriate time, HAI anticipates pursuing accreditation of its proposed Practical Nursing program and Associate of Science in Nursing degree program from a qualified, independent accreditor that is recognized by the United States Department of Education.

## **EQUAL EMPLOYMENT/OPPORTUNITY (EEO)**

HAI is an equal opportunity employer. All persons who have met the eligibility requirements and can perform the essential functions of the required position without regard to age, color, disability, gender, marital status, national origin, race, religion, sexual orientation, veteran status or other legally protected classification, will be considered for employment. They will participate in a campus orientation to learn their specific responsibilities and meet school representatives.

## **NEW HIRE ORIENTATION**

For faculty to become effective in their roles, they must be provided with an orientation plan, which will allow a smooth transition into the school's academic setting. Upon hire, faculty will be required to participate in faculty meetings led by the campus director and director of nursing to guide the orientation process and acclimate them to their roles and duties. During the orientation, new faculty will be able to get answers to questions they may have.

## **PROBATIONARY PERIOD**

All full-time faculty will serve a probationary period of 90 days. This time period may be extended if needed. During the probationary period, new faculty will have a chance to demonstrate their capacity to perform the job satisfactorily and can determine also whether the new position meets their expectations and the expectations of the school.

## **WORK ASSIGNMENT**

Responsibilities of the Nursing Faculty will include but not be limited to:

- Evidence of knowledge and skills related to the teaching of adults, teaching methodology, curriculum development and evaluation.
- Develop, implement, evaluate and update the purpose, philosophy, objectives and organizational framework of the Nursing Education Program.
- Assist in the design, implementation, and evaluation of the curriculum using a written plan.
- Develop, evaluate and revise student admission, progression, retention and graduation policies within the policies of HAI
- Provide academic advising and guidance of students.
- Plan and provide theoretical instruction and clinical or laboratory experiences that reflect an understanding of the philosophy, objectives and curriculum of the Nursing Education Program.
- Plan, monitor and evaluate the instruction provided.

- Evaluate student achievement of curricular objectives/outcomes related to nursing knowledge and practice.
- Schedule hours of office time per week for student availability.
- Administrative time for classroom, laboratory and clinical preparation.

Each faculty member is expected to successfully perform all assignments. No faculty member is to begin employment until all clearances have been obtained.

### **EMPLOYEE FILE**

HAI will ensure that the information in each faculty member's file and subsequent forms completed during hire and employment are complete and accurate. Any misrepresentations, falsifications, or material omissions of any kind may result in exclusion of applicant from further consideration for employment, or if hired, termination of employment.

### **FACULTY OFFICE HOURS**

Full-time faculty are expected to maintain a minimum of five office hours/week for student advisement. Faculty office hours are to be scheduled for students' convenience and will be posted in a conspicuous location in the school for students. Part-time faculty are strongly encouraged to maintain office hours for their students.

### **PROFESSIONAL DEVELOPMENT**

All HAI faculty are required to participate in professional development activities that will enhance their performance of assigned duties. The campus director will monitor all necessary requirements for continuing education and theory and instructional tools that are required of new and experienced faculty to master effective teaching strategies. All faculty will maintain their Registered Professional Nurse license and other credentials as required by the profession. A current copy of each license will be kept in the program administrator's office.

### **Committees**

The organizational structure of HAI provides opportunities for faculty, administration, and students to interact in the governance of the school. Standing committees are necessary for purposeful decision-making and enhancing student learning and program outcomes. Faculty members are active on at least two committees. Faculty meetings are conducted by the program administrator once a month. Confirmation of faculty participation may be found in committee minutes. All committees directly report to the campus director.

### **Advisory Council**

The purpose of the council is to assure effective management of the nursing program and offer input in decisions concerning the curriculum, student progression, and other relevant topics.

### **Advisory Committees**

Technical advisory committees provide a structure in which faculty can fulfill their responsibilities, including developing, implementing and evaluating the nursing program and related matters. They provide a platform for faculty to come together to achieve common goals. The committees are coordinated to promote interaction between students and faculty and the businesses and industries served by this nursing program.

Instructors utilize the expertise of the advisory committees to improve the content and operation of the nursing program, and to ensure consistency with current industry professional standards. Committee members also assist in the evaluation of program effectiveness, equipment needs,



facility standards, job placement, program promotion, and program advocacy. They make recommendations to the administrative team.

### Organizations

All faculty are required to participate in monthly nursing faculty meetings and school-wide faculty organizations as scheduled. Some organizations that may interest instructors are the Florida Nurses Association, American Nurses Association and other local, state, and national professional organizations.

### **ACADEMIC FREEDOM**

Faculty members are free to exercise academic freedom. In this regard, faculty have freedom of discussion in the classroom, freedom of assignment of instructional activities, freedom of evaluation of student performance, and freedom of investigation. In their exercise of academic freedom, faculty must be responsible for accuracy and in reporting, fair-minded in making interpretations and judgments, respect the freedoms of other persons, and make appropriate distinctions between expressions of fact made as faculty subject matter specialists and opinions expressed as private citizens. HAI recognizes the fundamental right of its faculty members to be free from any restraint or censorship that might interfere with their obligation to pursue truth and maintain intellectual integrity in the performance of their instructional responsibilities.

### **OTHER PROFESSIONAL OBLIGATIONS**

In addition to the Faculty Members instructional assignment, their professional responsibilities include the following:

- Maintain currency in subject matter
- Provide academic advising and guidance to students
- Use media aids, the library, and other resources as appropriate to enhance student learning
- Use alternative instructional delivery methods to enhance student access
- Provide current course orientation materials to each student on the first day of class, and discuss orally the course syllabus
- Not cancel, combine, or change class meeting times without permission of the program administrator or designee
- Not conduct personal business, which interferes with teaching responsibilities nor use school personnel, equipment, or facilities for personal business
- When reasonably possible, report absences in sufficient time to allow coordination of substitution
- If injured at the school, file an injury report with the program administrator

### **NURSING FACULTY QUALIFICATIONS**

Faculty members must each have at least a **Bachelor of Science Degree** for the practical nursing program and a **Master of Science degree** in Nursing or higher for the ASN program; in addition, they must have at least two years of full-time experience in a clinical setting as a registered nurse. Each faculty member is required to maintain a current license to practice in the state of Florida or be eligible to obtain a Florida Nurses license. The uniqueness of the nursing faculty demands that they have direct supervision of the students within the clinical setting. In a hospital setting, the faculty member may have indirect supervision of the student if an assigned clinical preceptor is working directly with the student; this arrangement must be approved by the clinical facility and the faculty member must be available by telephone. The program's policies established under this

paragraph require that the clinical preceptor who is supervising students in a professional nursing education program be a registered nurse. The number of program faculty members must equal 1 per 12 students.

For community-based clinical experiences that involve student participation in invasive or complex nursing activities, students must be directly supervised by a program faculty member or clinical preceptor and such arrangement must be approved by the community-based clinical facility. For community-based clinical experiences not subject to direct supervision; indirect supervision may occur only when a supervising program faculty member is available to the student by telephone.

Faculty are to maintain a current curriculum vitae (CV) or resume in their personnel files located in the program administrator's office. Faculty must notify the director of nursing immediately if any conditional limitations are placed on their RN license.

## **EVALUATION, PROMOTION, AND RETENTION**

The probationary period for new instructors is 90 Days from their hire date. Instructors receive a written evaluation after their probationary period. After the 90-day written performance evaluation, all faculty members will receive a bi-annual review from the program administrator. This evaluation will include an assessment of their performance and recommendation for professional development. The evaluation tool is designed to help faculty members comply with the Department of Education guidelines for faculty at different stages in their practice. At each evaluation, the faculty member will be required to provide a professional development plan. This plan will address their professional growth and their growth within the institution.

For any job opportunity, HAI will first search among its employees for a qualified and willing candidate. Only if there are no candidates currently employed by the school will the position be opened to outside candidates. Both internal and external candidates will be subject to the same stringent interviewing process to determine that the right person is hired for the position.

## **CLINICAL FACULTY RESPONSIBILITIES**

Faculty responsibilities will include, but not limited to the following:

- Prepare students to safely and effectively perform clinical skills
- Select students' daily clinical assignments
- Provide student remediation on clinical skills
- Schedule 5 hours of open lab time per week for student
- Schedule prep time for laboratory and clinical preparation
- Evaluate student assignments and provide constructive feedback
- Supervises the student and be readily available on site to students during the time they are performing in a nursing capacity with patients and clients
- Be responsible for supervising the preceptor experiences for up to twelve students in any one facility
- Be available to the student and the preceptor by telephone.

## **CLINICAL LABORATORY Instruction**

The clinical laboratory setting provides a wonderful opportunity for students to demonstrate their bedside knowledge and an enormous responsibility for instructors. The education of nursing students is built on a partnership between the student and the instructor as both work toward their

common goal. Essential to the clinical learning experience is a trusting relationship between both parties.

- See yourself as a partner – model the same behaviors and values that you expect of your students
- Encourage critical thinking – a big part of clinical instruction is answering and asking questions. Questioning students gives instructors insight into the students' thought process and preparation
- Use good judgment in responding to students - in situations where a student may not readily know the answer to a question, explain the answer to the student in a manner that does not embarrass him/her
- Assist with skills performance – find opportunities for students to practice their clinical skills. Review the skill with the student first. Have the student visualize performing the skill and talk through the various steps. Assist the student when needed
- Discuss skill performance – review students' performance and provide constructive feedback
- Assess student's preparedness – assess students based on attendance, punctuality, appearance, conduct, completion of pre-clinical paperwork where applicable, verbalization of an understanding of the patient's condition and plan of care

### **ASSESSMENT CRITERIA**

The following criteria will be used in instructor evaluations:

1. Ability to maintain required credentials including:
  - a. Educational credentials
  - b. Effectiveness
  - c. Knowledge of subject matter
  - d. Student progress toward instructional goals based on student ability
  - e. Satisfactory use of assessment criteria and procedures
2. Standards of competent professional performance as indicated in the Florida Board of Education Administrative Rules:
  - a. Administrative and supervisory requirements
  - b. Competence in specialization
  - c. Communication skills
  - d. Management techniques
  - e. Analysis of individual needs/potential
  - f. Instructional procedures
  - g. Evaluation of learning and goal achievement.
  - h. Human and interpersonal relationships
  - i. Personal requirements
3. By using the Six (6) Domains of the Summative instrument of the Florida Performance Measurement System
  - a. Planning
  - b. Management of student conduct

- c. Instructional organization and development
- d. Instructional strategies
- e. Verbal and nonverbal communication
- f. Evaluation

## **SYLLABUS**

The course syllabus reflects the course content and is an accurate reflection of both content and evaluation. A syllabus template developed by a subcommittee of the faculty and approved by all faculty members ensures that essential materials are included in all HAI syllabi. The syllabi are developed under Florida Board of Nursing (FBON) guidelines. Content related to the course descriptions, student learning outcomes, program learning outcomes, unit objectives, and clinical learning outcomes cannot be modified or deleted in any way, except under the direction of the Curriculum Committee. The program administrator maintains the syllabus files for each semester.

On or before the first day of class for each course, each student will be provided with a copy of the course syllabus. It is the student's responsibility to read and understand the syllabus and to comply with all requirements to be successful in each course.

The nursing curriculum plan documents clinical experience and theoretical instruction in medical, surgical, obstetric, pediatric, geriatric, and psychiatric nursing. HAI's students participate in clinical training experience in various health agencies, including acute care, long-term care, and community settings. The PN and ADN programs provides theoretical instruction and clinical application in the areas described in the nursing program.

## **STUDENT WRITTEN WORK POLICY**

All written academic work must be submitted on the scheduled date and time. If a student is not able to turn in an assignment on time, the instructor must be notified in advance of the due date or the assignment will receive an automatic zero. The instructor has the discretion to accept or not accept a student's reason for submitting an incomplete assignment, and also as the discretion to provide the student extra time to complete the assignment. It is the student's responsibility to make sure all work is finished prior to submission.

## **GRADING CRITERIA**

Students will acknowledge with their signature the written grading criteria provided in the course syllabus at the beginning of each course. The criteria will be explained by the faculty at the beginning of each semester. The criteria include written home assignments, such as a care plan, or in-class assignments, such as quizzes, short essays, small group assignments, and presentations.

## **CLINICAL GRADING STANDARDS**

- Appearance and attitude
- Willingness to learn
- Work performance: patient care, assessment and documentation, use of time
- Knowledge of patient illnesses
- Completeness and accuracy of assignments
- Relationship with staff and co-workers
- Withdrawals/transfers/dismissals

## **STUDENT ORIENTATION TO CLINICAL AGENCY**

All students must be oriented to the facility where they will gain laboratory experience. It is the responsibility of the instructor to provide this orientation, either personally or by coordination with staff members. Students will be oriented to the assigned healthcare facility and the assigned unit and will receive information on student expectations while training at the site. HAI's small faculty to student ratio of 1:12 in the clinical setting.

## **ABSENCES**

HAI nursing faculty believe that attendance at class, lab, and clinical is important and will be taken at every class and clinical period. The student is expected to attend all scheduled days of class, lab, and clinical, and is responsible for informing the instructor in the case of an absence due to illness. Only valid and documented excuses, such as jury duty, a subpoenaed court appearance, death of an immediate family member, or a major religious holiday observance in the student's faith, will be counted as absence, provided the student produces appropriate documentation in the next working day whether it is class, skills lab, or clinical.

- If the student is absent for three (3) days from class, lab, or clinical due to illness and/or injury, to be excused, she/he will require a doctor's note on doctor's stationary addressed to the school
- If the student fails to inform the instructor in advance, and is not in good standing academically, the instructor has the authority to make the student drop the course
- If a student is absent for a total of six (6) days of class, lab, or clinical, the student will be dropped from the program or she /he will be given an unsatisfactory grade in the nursing course in which she/he is enrolled if the date goes beyond the official drop/add date
- If the student misses a day of clinical, he/she will be asked to make up the clinical or complete another assignment (such as research paper) as per the discretion of the instructor. An absence constitutes not showing up for classroom work, clinical, or skills lab
- Each student is responsible for missed examinations/quizzes due to an excused absence. The student is responsible for taking an examination/quiz that was missed by the second day of return to the classroom
- Written verification from a doctor permitting the resumption of all nursing activity is required after a medical absence of three (3) or more days

## **REPORTING ABSENCES – CLINICAL/LAB SITES**

Attendance at all practice sites and clinical classes is mandatory. The student should notify the clinical facility or the instructor prior to the scheduled hour if she/he is going to be absent. Failure to attend and perform at an acceptable level in the lab and clinical will deny students the opportunity to acquire the necessary skills to meet minimum safety standards. Therefore, clinical and lab class time require 100% attendance. Without exception, punctuality is expected.

## **CLINICAL STANDARDS**

1. Students must adhere to the concept of confidentiality as it relates to patients and patient records. Information about patients may not be shared with other individuals or staff who are not assigned to their case
2. Students should only access records of patients to whom they have been assigned

3. Photocopying of patients' or hospital records is prohibited
4. Students are required to adhere to the guidelines and procedures of each clinical site according to the site's contractual agreement between HAI and the clinical site
5. Students should have transportation to attend clinical in the designated facility
6. Students will prepare thoroughly prior to the clinical experience.
7. Students are not allowed patient contact, except as assigned by the clinical instructor
8. Students will complete all written documentation related to assigned patients prior to leaving the facility
9. Students must notify the school or clinical facility of any absence or tardiness at least thirty (30) minutes before the expected time of arrival
10. Each student is responsible for all material covered in clinical

### **CLINICAL EVALUATION TOOL**

The clinical evaluation forms comprise all of the clinical objectives/student learning outcomes for each course in the nursing program. The clinical evaluation must include documentation of students' performance, mastery of the student learning outcomes, and provide constructive feedback and goals for future growth. The Clinical Evaluation Form along with all verbal communication and feedback must be completed by the last clinical day of the rotation.

### **COURSE EVALUATIONS**

At the end of each semester, HAI students complete a faculty, course, and clinical evaluation respectively. Evaluation results are shared with the faculty and discussed with the director of nursing. The program administrator asks for written responses to all evaluation areas to which more than 30% of the students respond negatively. Each semester, students complete an evaluation of the clinical agency. Faculty members perform student clinical activity evaluations at the end of the semester using the approved clinical evaluation tools. Evaluation and feedback are conducted and documented throughout the semester.

### **INTERIM/PROGRESS REPORTS**

Interim/Progress Report (s) will be issued at the mid-point of the course to students who are not progressing satisfactorily and/or have grades less than 5 points above passing. Students may visit the Student Services Office or consult with their instructor to review their records. Student progress is monitored each semester and progress reports are kept on file.

### **STANDARDS OF ACADEMIC PROGRESS**

The standards of academic progress create a formal process whereby administrators and faculty members can identify and give assistance to students who are experiencing academic difficulty. Students must successfully complete a final exam for each nursing course to progress through the nursing program and graduate. HAI uses a **Pass/No Pass system** of recording student achievement. The faculty of HAI sets the standard of achievement for each student at 70% in order to receive a Pass.

Students who experience academic difficulty are alerted through the standards of academic progress. It is the goal of the school to support students in every phase of their academic journey. When a student is not meeting the standards of academic progress, the faculty will conduct a formal meeting with the student and prepare an improvement plan for him/her. The faculty member will also discuss potential consequences that may occur if the student does not improve his/her performance.

A student who receives a No Pass in two nursing courses following remediation or a second No Pass in a repeated class after remediation will not be considered in good academic standing and

must withdraw from the nursing program. The student may request re-admission through the school's Admissions Application process. Re-admission requests will be reviewed by the school administrator. Students approved for re-admission will be notified no later than Monday of orientation week.

These standards are not intended to discourage or penalize students who are making a sincere effort to take advantage of the school's instructional services. The standards reflect the commitment of the faculty and staff to provide students with the resources and support they need to succeed in achieving their educational goals.

### **DOCUMENTING STUDENT'S UNSATISFACTORY PROGRESS - CLINICAL**

Students who fail to transfer classroom knowledge to the bedside, follow healthcare facility policies or general rules of personal hygiene, professional ethics, and who fail to demonstrate knowledge, skill, and judgment at the expected level will have to participate in a conference with their instructor. The instructor will document the conversation with the student using the Conference Form, and will include the concerns, reasons, and ways to improve the cause for the conference. This meeting should happen within one week of the occurrence.

The student will have an opportunity to respond to the incident as documented on the Conference Form. The director of nursing must review the Conference Form and submit it to the program administrator. If the student fails to make satisfactory progress, she/he will be placed on probation. When placing students on probation, conference reports from prior semesters will be reviewed for gravity of errors.

Students are expected to make satisfactory academic progress both in terms of cumulative grade point average and the total amount of time taken to complete the required course sequence as outlined by semester.

### **INCOMPLETE GRADE REQUEST**

Students will obtain an incomplete (I) grade upon request and on completion of 50% or more of the course. This decision is made at the discretion of the faculty. If the incomplete grade is approved, the student must successfully complete the required work within the time limit marked on the Incomplete Grade Form for the 'I' to be changed to the actual grade the student earned. The maximum time given for obtaining an "I" grade is two weeks past the end of the semester (which is the time for granting the "I" grade). It is the student's responsibility to follow up with the instructor to complete the course work. If the course work is not completed by the arranged time, the "I" will be changed to an "F."

### **MAKE-UP WORK**

Students are required to make up the work they missed if they have been absent from class for any reason or have been tardy. The student must discuss and coordinate make-up work opportunities with their instructor. Any clinical hours are missed must be made up. Excessive absences from clinical assignments without prior notice may result in termination from the school. Tests that students missed as a result of an absence must be made up within a timeframe determined by the instructor. A student may attend classes they may have missed, which may be in session on another schedule, only with instructor permission.

### **WITHDRAWAL**

Students wishing to withdraw from the nursing program at any time should complete a Program Withdrawal Form and submit it to the Registrar's office for approval. More information is in the section on refund policies.

## **STUDENT EXAM POLICY**

Exams will be given at various intervals throughout the nursing program and are expected to be completed as scheduled. Make-up exams are at the discretion of the instructor and will only be allowed for extenuating circumstances. Exam content is based on course, class, and clinical objectives. Included are all required readings, lecture and discussion, related material in the course packet, media presented in or required for class, and handouts. Students are not permitted to bring anything into the exam. Resources needed for the exam, such as pencils and erasers, will be provided. Students who arrive late for an exam will not be given extra time to complete the exam. An exam not submitted on time will receive a grade of zero. Once a student has submitted his/her exam to the proctor, the student will not be able to retrieve the exam for any reason. HAI uses the Health Education Systems, Inc. (HESI) Exam for all standardized testing.

## **HESI EXIT EXAM**

At the end of the nursing program, students will take the HESI Exit Exam. A score of 850 is required to pass the exam. Students' performance on the HESI Exit Exam is a good indication of how well they are likely to perform on the board exam. While there is no guarantee that a score on the HESI Exit Exam means a student will pass the NCLEX, research shows that most students who score 900 or above are likely to succeed on the NCLEX.

## **NCLEX**

The State of Florida has licensing laws that require that nursing students obtain a state license prior to employment. To obtain a license, a graduate must pass the National Council Licensure Examination (NCLEX-RN) for this profession.

Students who score high on the HESI Exit Exam are strongly encouraged to keep studying and reviewing course material to increase their confidence and test-taking skills. HAI will conduct review classes to help prepare graduates for the state and national licenses. Students may obtain information on certifying examinations from program instructors.

## **GRADE SYMBOLS**

Students are evaluated on their mastery of theoretical concepts, safe and skilled performance in the clinical area, and ethical behavior expected of a professional. All students will have coursework evaluated and reported by the faculty using letter grades, which are included in the student's grade point average as appropriate.

### **Grade Symbols**

|   |                           |
|---|---------------------------|
| A | Outstanding performance   |
| B | Above average performance |
| C | Average performance       |
| D | Below average performance |
| F | No Credit                 |

## **Grading System**

The following grading schedule is used as part of the grading system and to calculate the student's grade point average (GPA).

Grades are based on class work, written examinations, and evaluation of skills and clinical. If you have difficulty maintaining progress, you will receive individual counseling. The grading scale is as follows:



| Grade | Percentage | GPA  | Indicator      |
|-------|------------|------|----------------|
| A     | 100 - 90   | 4.00 | Excellent      |
| B     | 89 - 80    | 3.00 | Very Good      |
| C     | 79 - 70    | 2.00 | Satisfactory   |
| D     | 69 - 60    | 1.00 | Unsatisfactory |
| F     | Below 60   | 0.0  | Failed         |
| I     |            |      | Incomplete     |
| W     |            |      | Withdrawal     |

### Grade Reporting

Grades will be available one week after the last day of the grading period. Students with a grade below “C” in a theory course or an unsatisfactory evaluation in a clinical rotation will be notified in writing. Status is established by grades as follows:

#### Satisfactory Standing

- A grade of "C" or above in the theory section of each course
- An evaluation of "Satisfactory" in each clinical rotation
- Satisfactory completion of clinical learning lab including clinical performance exam

#### Unsatisfactory Standing

- A final grade below "C" in theory in any course
- An evaluation of "Unsatisfactory" in a clinical rotation

## COURSE DESCRIPTIONS FOR CERTIFICATE, DIPLOMA, ASSOCIATE

### Practical Nursing Course Description

| Course #      | Course Title   | Course Description   | Cours<br>e<br>Hours |
|---------------|--|--|---------------------|
| BHSCW<br>2004 | Basic Healthcare<br>Worker and<br>Medical<br>Terminology | Emphasizes on <b>communication skills, practical nursing role and scope of practice as a member of the health care team, licensure process, nurse-patient relationships, potential of violence, abuse and medical errors in the workplace, legal and ethical responsibilities for all clinical aspects of the practical nurse's role and function, knowledge of the health care delivery system &amp; health occupations, interpersonal relationships personal and community health concepts.</b> Also, employability skills. Human Trafficking and Impairment in the workplace will be discussed in this course.<br><br>The student will learn to use oral and written communication skills in creating, expressing and interpreting information and ideas, apply basic speaking and active listening skills including reflection, restatement, and clarification techniques, develop basic | 90                  |

|          |   |   |     |
|----------|---|---|-----|
|          |   | <p>observational skills and related documentation strategies in written and oral form. Provide biological, psychological, and social support, discuss family roles and their significance to health, respond to patient and family emotional needs, provide biological, psychological, and social support, discuss family roles and their significance to health, and respond to patient and family emotional needs.</p> <p>Knowledge of <b>community health concepts and legal aspects of practice</b> in demonstrating an understanding of and apply wellness and disease concept, discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs, apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines, explain the impact of the global economy on business organizations, assist with restorative (rehabilitative) activities, assist patients/residents to reach the optimum level of independence, health and its socio-ecological determinants, enabling health and wellness, community health in practice, community health in globalized era, sustaining health for the family and individual to include the children, adolescents, adults and aging adult, health and gender and health indigenous people.</p> <p>Knowledge of the health care delivery system and health occupations, oral and written communications skills, professional ethics and legal responsibilities, understanding the concept of applying wellness and diseases concepts, emergency situations response, infection control, employability skills, resume writing, blood borne disease, basic math skills, critical thinking skills, leadership skills, professional role of the Practical Nurse and roles within teams.</p> |     |
| PRN 2115 | Fundamental of Nursing Practice                 | <p>This course introduces students to nursing care practices, procedures, clinical settings, and basic care of patients. It provides students with the basic fundamentals needed to provide care to patients through classes, lab practice, and clinical experiences. It includes physical comfort and safety, personal patient care, basic nursing procedures and skills, infection control, documentation and communication, and legal and ethical responsibilities. A background of nursing theory and the Practical Nurses role and function is taught. This course includes 4-hour Aids/HIV training.</p> <p>This course includes a cognitive study of basic nursing assisting duties such as basic patient care, bedside care, moving and transferring, fall prevention, elderly care, activities of daily living, use of oxygen, grooming, urinary &amp; bowel elimination, bed making, admission and discharge, and restorative care.</p>   | 52  |
| PRN 2116 | Fundamental of Nursing Practice Clinical Skills | <p>This course is designed to introduce students to basic fundamental psychomotor skills to include activities of daily living, bed bath, bed making, feeding the patient, intake and output monitoring, tube feeding, legal aspect of documentation, practicing body mechanics, and vital signs monitoring. All skill will be introduced to students in the laboratory setting with return demonstration prior to implementation in the clinical setting. 107 Clinical hours. Prerequisites: PRN 2117, PRN 1005, PRN 2115, Co-requisite: PRN 3006, PRN 3007, PRN 2200</p>  | 107 |

|          |   |   |     |
|----------|---|---|-----|
|          |   |   |     |
| PRN 2117 | Human Growth & Development / Anatomy & Physiology | <p>The student will learn normal human growth and development through the life span, including physical, cognitive, and psychosocial maturation. Emphasis is placed on the stages of development and changes that can affect health.</p> <p>The student will learn normal human body structure (anatomy) and functions (physiology) including medical terminology and cell biology. Major body systems are discussed in relation to tissue, cells, metabolism and homeostatic processes.</p> <p>Describe the relationships of body systems in providing client care. Describe the structure and function of the respiratory system, cardio-vascular system, muscular-skeletal systems, nervous, skin, and sensory systems, reproductive system, urinary systems, digestive systems, and endocrine system. Teaching the client how the body functions. Understanding the human development process and the different stages of human growth.</p> | 104 |
| PRN 2200 | Principles of Nutrition                           | <p>The student will learn the influence of nutrition on the body, its growth, development and efficiency. It also places emphasis on special diets restrictions and/or modifications for therapeutic purposes, as well as the impact that certain nutritional deficiencies could have on the normal functioning of the human body systems. It also identifies the various methods of maintaining fluids, vitamins and minerals balance in the human body.</p> <p>Principles of nutrition assist clients with and maintain therapeutic diets. List factors which must be considered when purchasing food, factors that affect storing food safely, safe food preparations, the different food groups, nutrition food that assist in healing and various diets for patients with specific health problems.</p>  | 26  |
| PRN 1005 | Dosage and Drug Calculation                       | Demonstrate accurate dosage calculations, demonstrate the six rights of medication administration observe and respond to the clients need for medication and monitor and document use of controlled substances. How to administer various type of medication such as topical medication, inhalants, oral medications, sublingual medication, rectal medication, vaginal medication, eye medications, ear drops, nose drops, intramuscular injection (including Z-tract), intra-dermal injection and subcutaneous injection  | 45  |

|          |                    |  |    |
|----------|--------------------|--|----|
| PRN 2005 | Basic Pharmacology | The student will demonstrate and put to practice all the skills learned in Pharmacology, skills will include the following: Demonstrate the ability to calculate accurate dosages, Knowledge of the six rights of medication administration, How to administer various type of medication such as topical medication, inhalants, oral medications, sublingual medication, rectal medication, vaginal medication, eye medications, ear drops, nose drops, intramuscular injection (including Z-tract), intra-dermal injection and subcutaneous injection. | 40 |
|----------|--------------------|--|----|

|          |                                    |  |     |
|----------|------------------------------------|--|-----|
| PRN 3006 | Medical Surgical I                 | This course is designed to assist students in identifying signs and symptoms of disease/disorders of the body, Identify diagnostic tests used in the treatment of diseases/disorders for the body system, identify medication used in the treatment of diseases/disorders for the body, identify nutrition needs of patients with disease/disorders of the body systems, common alterations in patients with psychological disorders and care of this patient, care of the patient with various disease such as: respiratory, cardio-vascular, muscular-skeletal, nervous, skin and sensory, reproductive, urinary, digestive, endocrine, and oncological. Counseling the clients in various areas such as pre-operative and post-operative teaching, performing surgical prep, provider post-operative care and assist with post-operative discharge teaching.  | 80  |
| PRN 3007 | Medical Surgical I Clinical Skills | In this course, students will put medical surgical skills to practice. Apply hot and cold applications, assist patients with sitz bath, apply pelvic belt for traction, apply cervical collar, monitor chest drainage system, monitor patient's following special procedures, apply bandage, apply binders, apply brace apply splints, care for the patients in skin and skeletal tractions, lean ton/pin site, change leaning dressing, insert urinary catheter, change ostomy appliance, Connect nasogastric tube to suction machine, remove nasogastric tube, administer gavages feeding, perform neurological checks, give enema, logroll patients and test stool for occult blood.  | 122 |
| PRN 4000 | Mental Health Concepts             | <p>The student will learn mental health concepts and their application in everyday life as well as the therapeutic modalities used in institutions and in the community for the mentally ill patient. Common mental health diseases and disorders as well as concepts of mental health wellness and principles related to nursing care are also discussed in this course.</p> <p>Provide bio-psycho-social support, emotional needs of patient and family, Coping Mechanisms, Differentiate between mental health and mental illness, signs and symptoms of the various mental health disorders, treatment modalities for the various mental health disorders, suicide attempts in the depressed person and initiate appropriate intervention, treatments and resources for the addicted client, drug seeking behaviors, individual in crisis and appropriate interventions, enabling personality in mental health and addictive treatment, Correlate Maslow's Hierarchy with both physical and mental components of health.</p> <p>This course is offered for Practical Nursing students along with an associated and related clinical practice experience in order to accomplish the learning objectives for the specialty area of Mental Health Nursing Care. Students will study the varied aspects of Psychiatric Nursing in the hospital and outpatient setting as well as learn the pharmaceutical and other forms of treatment of mental illness and the role of the Practical Nurse. Nursing skills and tasks are learned and clinical examples are used as a means to understand the complexities of this specialty. Substance abuse, family abuse and violence are topics covered in this course along with the Practical Nurses' role in fostering and encouraging prevention and treatment. Community resources for patients will be highlighted. Causative factors for disorders and associated client behaviors and influences will be taught along with the special needs of the patient and family. Integration of knowledge continues in this course and is demonstrated in the clinical setting through care giving activities for patients with actual and potential health problems and through student's Data Collection and Care Planning assignments. Integration and retention of</p> | 81  |

|  |  |   |  |
|--|--|---|--|
|  |  | coursework previously covered is measured in the didactic setting through Case Study exercises, and Unit Exams. |  |
|--|--|---|--|

|               |                                   |   |             |
|---------------|-----------------------------------|---|-------------|
| PRN 4110      | Pediatrics Nursing Theory         | Adapt nursing care for the pediatric patient, apply safety principles for the pediatric patient, apply safety principles for the pediatric patient, describe general characteristics, particular needs, and problems and pediatric patients, prepare patient and family for the hospital experience, identify signs and symptoms of common disorders/diseases, implement prescribed nutrition requirement, provide diversion and recreational activities.   | 52          |
| PRN 4111      | Pediatric Nursing Clinical Skills | describe apgar score, suction infant's respiratory passage with bulb syringe, identify infant using mothers bracelet, weigh and measure infant, bathe infant, carry infant, feed infant, collect urine specimen from infant, provide post-partum care, demonstrate and perform perineal care, assist in breast care, assist mother and infant care, assist with infant care, assist with infant circumcision care, apply dressing to circumcision, apply dressing to circumcision site, clean infant genitalia and diaper, discharge obstetric patient.   | 108         |
| PRN 4210      | Geriatric Nursing Theory          | Perform physical comfort and safety functions for nursing assistant, providing patient care, principles of nutrition, assisting with feeding, care of geriatric patients, infection control for nursing assistant, perform patient daily care procedures (bathing, oral care, bed making and grooming), transporting and assisting with mobilization, psychological and social support of the clients, perform supervised organizational functions, assisting with restorative activities, reporting any mental or physical changes in clients to the RN in charge and following the patient plan of care.  | 26          |
| PRN 4211      | Geriatric Nursing Clinical Skills | Maintain clients unit and equipment, using the lift, hold and transfer patients using body mechanics, turning clients, identify emergencies, apply comfort devices, perform feeding and assisting with feedings, assist clients to ambulate, take and record vital signs, implement appropriate JCAHO safety goals, give bed bath, groom clients, assist with dressing and undressing, give perineal care, empty urinary drainage, assisting clients with the bed pan, admit clients, collect specimens, discharge clients, record I/O, identify safety principles related to caring for the elderly, understand the aging process, understand problems and needs of the elderly, understand the components of the grief process, assist with restorative care and understand and caring for the client with depression,, Alzheimer's and dementia. | 75          |
| <b>Totals</b> |                                   |   | <b>1350</b> |

## Registered Nursing Program (ASN)

| Course Title: Registered Nursing  |  |                                   |              |
|---|--|-----------------------------------|--------------|
| Credential Issued: Associate of Science Degree, A.S.N.  |  | Semester Credit Hours: 74 Credits |              |
| Program Duration:   |  | Total Clock Hours:                |              |
| General Credit Hours: 20  |  | Major Credit Hours: 54            |              |
| <b>Program Objective:</b><br>The following objectives are designed to meet Hearts Associates Institute’s mission and its goals.<br>To present a complete and up-to-date curriculum, whose scope, presentation, and implementation will focus on the achievement of academic excellence;<br>To train nurses who will be sensitive to our health and social issues.<br>To provide students with the necessary background for the healing and prevention of diseases those affect our communities;<br>To challenge its students to obtain academic excellencies and appreciate the moral-ethical aspects of healthcare;<br>To prepare students to utilize critical thinking in problem-solving situations;<br>To promote a concern for interpersonal respect and professionalism;<br>To offer graduates an enriched environment that will encourage them to pursue their career goals and assist them in obtaining entry-level employment as nurses. |  |                                   |              |
| Course Number   | Course Title   | Course Hours                      | Credit Hours |
| MAT 1033  | Intermediate Algebra   |                                   | 3            |
| ENC 1101  | English Composition  |                                   | 4            |
| PSY 2012  | General Psychology   |                                   | 4            |
| CGS 1061  | Computer Concepts  |                                   | 3            |
| BSC 2085  | Anatomy and Physiology   |                                   | 3            |
| SPC 1024  | Speech Communication   |                                   | 3            |
| HSC 2003  | Basics Healthcare Worker   |                                   | 3            |
| NUR 1022  | Fundamental of Nursing   |                                   | 4            |
| NUR 1140  | Nursing Pharmacology   |                                   | 4            |
| NUR II:1211   | NUR 1211A, NUR 1211B, NUR 1211C<br>Nursing II – Basic Adult Healthcare     |                                   | 4            |
| NUR IV:2230   | NUR 2230A, NUR 2230B, NUR 2230C<br>Nursing IV – Advanced Adult Health Care |                                   | 3            |
| NUR III:2463  | NUR 2463A, NUR 2463B, NUR 2463C<br>Nursing III- Childbearing Families      |                                   | 3            |
| NUR V: 2733   | Nursing Leadership and Management (NUR 2733A, NUR 2733B, NUR 2733C)        |                                   | 3            |
| NUR VI: 2811  | NUR 2811A, NUR 2811B, NUR 2811C<br>Nursing Practicum                       |                                   | 3            |
| Total Credits   |  |                                   | 74           |

## Associate of Science Degree in Nursing

### Course Descriptions

| General Education Courses and Credits |                        |  |                   |
|---------------------------------------|------------------------|--|-------------------|
| Course Number                         | Course Title           | Course Description   | Credit Hours      |
| MAT 1033                              | Intermediate Algebra   | The student will learn whole numbers, fractions, decimals, ratios, rates, and proportions, percentages, units of measure, geometry, statistics, signed numbers, and introduction to algebra.   | 3 Credits         |
| ENC 1101                              | English Composition    | This course will teach the student, the writing process, editing skills, problems with verb usage, verb agreement and consistency, paragraph creation, sentence creation, writing an essay, compound sentences, common sentences error, spelling errors, modifiers, mistakes with modifiers, and run on sentences.   | 4 Credits         |
| PSY 2012                              | General Psychology     | This well teach the science of psychology, the biological perception, learning, memory, cognitive psychology, thinking, intelligence and language, motives and emotions, sexuality and gender, stress and health, social psychology, theories of personality, psychological disorders, and psychological therapies.  | 4 Credits         |
| CGS 1061                              | Computer Concepts      | This course will teach the student how to create and save a new document, navigate in word for windows, add a graphic to a document, how to use the spell check, use the Microsoft help system, format and organize text, change paragraph and text layout, create and modify list, insert and format headers, how to use graphic and tables, setting tab stops, how to modify text and boxes and shapes, how to create and format a table, cut and paste text and pictures, insert hyperlinks, creating mailing labels, create a merge mail list and create and insert columns. | 3 Credits         |
| BSC 2085                              | Anatomy and Physiology | Describe the relationships of body systems in providing client care. Describe the structure and function of the respiratory system, cardiovascular system, muscular-skeletal systems, nervous, skin, and sensory systems, reproductive system, urinary systems, digestive systems, and endocrine system. Teaching the client how the body functions. Understanding the human development process and the different stages of human growth.   | 3 Credits         |
| SPC 1024                              | Speech Communication   | The student will learn the following in this course, introduction to communication, communication confidence, ethical communication, listing and critical thinking skills, choosing topics, analyzing your audience, integrating supporting material, organizing ideas, outlining a presentation, using appropriate language, delivery a presentation, undersign persuasive principles, using arguments and using communication in the 21 <sup>st</sup> century, speech outlines.  | 3 Credits         |
| <b>Total Credits</b>                  |                        |  | <b>20 Credits</b> |



| PROGRAM COURSES DESCRIPTION AND CREDIT HOURS |                          |  |              |
|--|--------------------------|--|--------------|
| Course Number                                | Course Title             | Course Description   | Credit Hours |
| HSC 2003                                     | Basics Healthcare Worker | <p>Emphasizes on <b>communication skills, practical nursing role and scope of practice as a member of the health care team, licensure process, nurse-patient relationships, potential of violence, abuse and medical errors in the workplace, legal and ethical responsibilities for all clinical aspects of the practical nurse's role and function, knowledge of the health care delivery system &amp; health occupations, interpersonal relationships personal and community health concepts.</b> Also, employability skills. Human Trafficking and Impairment in the workplace will be discussed in this course.</p> <p>The student will learn to use oral and written communication skills in creating, expressing and interpreting information and ideas, apply basic speaking and active listening skills including reflection, restatement, and clarification techniques, develop basic observational skills and related documentation strategies in written and oral form. Provide biological, psychological, and social support, discuss family roles and their significance to health, respond to patient and family emotional needs, provide biological, psychological, and social support, discuss family roles and their significance to health, and respond to patient and family emotional needs.</p> <p>Knowledge of <b>personal, family, community health concepts, nutrition, health teaching, counseling skills, and legal aspects of practice</b> in demonstrating an understanding of and apply wellness and disease concept, discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs, apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines, explain the impact of the global economy on business organizations, assist with restorative (rehabilitative) activities, assist patients/residents to reach the optimum level of independence, health and its socio-ecological determinants, enabling health and wellness, community health in practice, community health in globalized era, sustaining health for the family and individual to include the children, adolescents, adults and aging adult, health and gender and health indigenous people.</p> <p>Knowledge of the health care delivery system and health occupations, oral and written communications skills, professional ethics and legal responsibilities, understanding the concept of applying wellness and diseases concepts, emergency situations response, infection control, employability skills, resume writing, blood borne disease, basic math skills, critical thinking skills, leadership skills, professional role of the Practical Nurse and roles within teams.</p> | 3            |



|   |                                    |   |   |
|---|------------------------------------|---|---|
|   |                                    |   |   |
| NUR 1022  | Fundamental of Nursing             | <p>This course assists the nursing student to develop fundamental knowledge and technical skills as a basis for nursing care. It includes fundamentals of health care and the professional nursing role with emphasis on the nursing process, nursing philosophy, legal and ethical issues in the health care environment. Other concepts such as health promotion and disease prevention, oxygenation, elimination, pain management, community health, OSHA rules and regulations, infection control, use of computers in the health care field, and knowledge of the health care delivery systems are also discussed. The student will learn also the influence of nutrition on the body, its growth, development and efficiency.</p> <p>Provides a foundation for the nursing program. Introduces the history and practice of nursing, including standards of nursing practice and concepts basic to nursing that are applied throughout the curriculum. Critical thinking as embodied in the nursing process is emphasized, including in depth study in a classroom setting and application in both skills laboratories and clinical settings. Normal functional health patterns are explored in the context of the physical, biological and social sciences. Laboratory components include practice in basic nursing assessment skills, such as completion of health history and physical assessment techniques and common nursing skill that support basic human needs such as hygiene, activity and exercise, nutrition, oxygenation, comfort, urinary and bowel elimination. Principles of safety, asepsis and infection control are emphasized throughout. Opportunities for application of basic nursing skills clinical experiences are provided in ambulatory and long-term care setting.</p> | 8 |
| NUR 1140  | Nursing Pharmacology               | Present essential concepts and principles of pharmacology as applied to nursing practice. Emphasis is on application of the nursing process to the care of patients receiving pharmaceutical agents. The knowledge and skills required for safe, effective administration of therapeutic drugs are an integral part of this course. Satisfactory completion of the course is required for progression in the nursing program. The course contains a number of critical skills including medication administration that must be performed without error to achieve a passing grade for the course.   | 4 |
| NUR II:<br>NUR 1211A<br>NUR 1211B<br>NUR 1211C  | Basic Adult Healthcare             | Focus primarily on basis medical-surgical nursing care of adults who are acutely or chronically ill. It builds upon concepts and skills introduced in prerequisite nursing and general education courses. The path physiologic basis for diseases and conditions explored is discussed. Secondary/acute care settings, particularly hospital, are utilized in this course. Prerequisite: NUR 1022-A, NUR 1022-B and NUR 1022-C  |   |
| NUR III:<br>NUR 2463A<br>NUR 2463B<br>NUR 2463C | Nursing Care-Childbearing Families | Focus primarily on normal childbearing families, with some exposure to common recurring and complex problems associated with the health of mother and child. Concepts and skills reviewed in NUR 1022 are integral to this course, with emphasis on development theories as they relate to the care of women, infants and children. Primary, secondary and tertiary care settings are utilized for clinical experiences, including outpatient care, hospitals, pediatric programs (which may include outpatient,  | 8 |

|  |                           |  |   |
|--|---------------------------|--|---|
|  |                           | inpatient, in-home and community care). Prerequisite NUR 1211-A, NUR 1211-B, NUR 1211C   |   |
| NUR IV:<br>NUR 2230A<br>NUR 2230B<br>NUR 2230C | Advanced Adult Healthcare | <p>This course focuses on health-related &amp; work-based learning experiences that enable the student to apply specialized occupational theory, skills, and concepts to real patient's life in a variety of medical settings. The community health nurse will provide this community – based rotation and supervision.</p> <p>Continues NUR 1211 (Nursing II: Basic Adult Healthcare). It builds upon knowledge and skills acquired in this course, including continued integration of the concepts central to the practice of nursing. It includes didactic and clinical content relating to complex skill associated with medical-surgical nursing and mental health/psychiatry nursing care and includes the acquisition of knowledge and skills related to the care of individuals with more complex health care problems and needs, including further refinement of the application of the nursing process. Mental health and psychiatric nursing care components include further development of a student's communication skills, content relating to the dynamics of normal and unusual human behavior and therapeutic responses to such behavior. Secondary and tertiary care settings are primarily utilized for clinical experiences, including general/acute care hospitals, psychiatric hospital and community mental health centers. Prerequisite NUR 2463-A, NUR 2463-B, NUR 2463-C</p> | 8 |

|  |                                   |   |   |
|--|-----------------------------------|---|---|
| NUR V<br>NUR 2733A<br>NUR 2733B<br>NUR 2733C | Nursing Leadership and Management | <p>Through a self-reflection process, students learn evidence-based leadership skills as a core competency in nursing to improve quality in patient care and strengthen nursing as a profession. The course provides emphasis on theories of leadership, skills building through mentoring and communication, team building techniques. The course also discusses prioritization and delegation.</p> <p>Requires that students utilize knowledge and skills acquired in previous nursing courses in the context of caring for a group of patients in a leadership capacity. Didactic and clinical content includes such areas as development of first-line management and leadership skills in the context of an organizational structure; collaborative decision-making; prioritization and time management. Ability to safely and effectively complete basic nursing functions such as medication administration and a variety of nursing care skills while functioning as manager is emphasized. Clinical experiences include secondary and tertiary care setting such as hospital and long-term care facilities. Prerequisite: NUR 2230A, NUR 2230B, NUR 2230C.</p> | 3 |
|--|-----------------------------------|---|---|

|   |                   |   |           |
|---|-------------------|---|-----------|
| NUR VI<br>NUR 2811A<br>NUR 2811B<br>NUR 2811C               | Nursing Practicum | Enables students to independently demonstrate critical competencies expected of an entry-level associate degree nurse. Classroom content relates to preparation of a student for assuming the role of a professional nurse. The clinical component is an individualized experience of general or specific interest proposed by the student, selected in collaboration with faculty and an RN preceptor. Individualized goals and objectives are developed, with ongoing supervision of progress by faculty and the RN preceptor. Prerequisite: NUR 2733A, NUR 2733B, NUR 2733 C | 3         |
| <b>Total Credits</b>  |                   |   | <b>54</b> |
| <b>Total Credits Including General Ed and Major Courses</b> |                   |   | <b>74</b> |

**All Nursing courses are numbered with the following prefix:**

|                 |  |
|-----------------|--|
| ENGL 1101       | English Composition  |
| MATH 1033       | Intermediate Algebra                                       |
| PSYC 2012       | General Psychology   |
| COMP 1061       | Computer Concepts  |
| LSPD 2004       | Life Span Development                                      |
| SPCH 1024       | Speech Communication                                       |
| BHCW 2003       | Basics Healthcare Worker and HIV/AIDS                      |
| BSCS 2085/L     | Anatomy and Physiology, I & Lab                            |
| BSCS 2086/L     | Anatomy and Physiology II & Lab                            |
| MICR 2013/L     | Microbiology & Lab   |
| NURS 1022-A     | Nursing I: Fundamentals of Nursing Concepts I Skills Lab   |
| NURS 1022-B     | Nursing I: Fundamentals of Nursing Concepts I              |
| NURS 1022-C     | Nursing I: Fundamentals of Nursing Concepts Clinical       |
| NURS 1140       | Nursing Pharmacology                                       |
| NURS 1211-A     | Nursing II – Basic Adult Healthcare Skills Lab             |
| NURS 1211-B     | Nursing II – Basic Adult Healthcare                        |
| NURS 1211-C     | Nursing II – Basic Adult Healthcare Clinical               |
| NURS 2463-A     | Nursing III- Nursing Care-Childbearing Families Skills Lab |
| NURS 2463-B     | Nursing III- Nursing Care-Childbearing Families            |
| NURS 2463-C     | Nursing III- Nursing Care-Childbearing Families Clinical   |
| NURS 2230-A     | Nursing IV – Advanced Adult Health Care Skills Lab         |
| NURS 2230-B     | Nursing IV – Advanced Adult Health Care                    |
| NURS 2230-C     | Nursing IV – Advanced Adult Health Care Clinical           |
| NURS 2733-A     | Nursing V: Nursing Leadership and Management               |
| NURS 2733-C     | Nursing V: Nursing Leadership and Management Clinical Lab  |
| NURS 2811-A & B | Nursing VI: Nursing Practicum (Externship) (90 + 45)       |
| BHCW 2003       | Basic Healthcare Worker and Medical Terminology            |
| PRNS 2115       | Fundamental of Nursing Practice (HIV/AIDS)                 |
| PRNS 2116       | Fundamental of Nursing Practice Clinic                     |
| PRNS 2117       | Growth & Development/Anatomy & Physiology                  |
| PRNS 2200       | Nutrition and Nursing Care                                 |
| PRNS 1005       | Dosage and Drug Calculation                                |

|           |   |
|-----------|---|
| PRNS 2005 | Basic Pharmacology                          |
| PRNS 3006 | Medical Surgical I                          |
| PRNS 3007 | Medical Surgical Clinical Skills I          |
| PRNS 3008 | Medical Surgical II                         |
| PRNS 3009 | Medical Surgical Clinical Skill II          |
| PRNS 4000 | Mental Health and Community Concepts        |
| PRNS 4010 | Obstetric Nursing Theory                    |
| PRNS 4011 | Obstetric Clinical Skills                   |
| PRNS 4110 | Pediatric Nursing Theory                    |
| PRNS 4111 | Pediatric Clinical Skills                   |
| PRNS 4210 | Geriatric Nursing Theory                    |
| PRNS 4211 | Geriatric & Final Nursing Clinical Rotation |

## Allied Health Programs

|                            |                                      |
|----------------------------|--------------------------------------|
| <b>Program:</b>            | <b><u>Home Health Aide (HHA)</u></b> |
| <b>Credential Awarded:</b> | <b>Diploma</b>                       |
| <b>Contact Hours:</b>      | 75                                   |
| <b>Length:</b>             | 1 Month/4 weeks                      |

### **Program Objective**

The **Home Health Aide 75-hour program** trains individuals to work as Home Health Aides and qualify to work at Medicare and Medicaid approved agencies.

### **Program Description**

Individuals who enroll in this program will be able to seek employment at Medicare and Medicaid approved agencies where 75 Clock Hours of training are required. The program follows guidelines established by the Florida Agency for Health Care Administration. In order to find other employment or job enhancement then additional training is required. Students who have satisfactory completed the Home Health Aide 75 hour course work will be awarded a diploma in Home Health Aide.

## **Course Descriptions**

### **Home Health Aide / 75 Clock Hours**

#### **HHA100 VERBAL AND WRITTEN COMMUNICATION**

9 Theory Hours/0 Lab Hours/0 Externship /9 Clock Hours

This course is designed to enhance verbal and written communication skills. Students engaged in this course will learn basic sentence structure and grammar, for the purpose of developing the ability to communicate clearly and concisely in the healthcare setting. Verbal communications will be developed through oral presentation and word enunciation.

#### **HHA101 LAWS AND ETHICAL STANDARDS**

9 Theory Hours/0 Lab Hours/0 Externship /9 Clock Hours

Students will learn the laws and ethical standards that govern the activities of the Home Health

Aide. Students will hold active discussion on ethical issues that are faced in the Home Health setting.

### **HHA102                      PHYSICAL COMFORT AND PATIENT SAFETY**

15 Theory Hours/8 Lab Hours/0 Externship /19 Clock Hours

Students develop skills in patient care, specifically in physical comfort and patient safety. Students will learn the importance and the appropriate procedures and actions in creating a comfortable and safe environment to patient. Students will learn the history of HIV/AIDS, procedures and protocols required for caring for HIV/AIDS patients, the pathology of the disease and the expectations, objectives of clinical management that is standard for HIV/AIDS patients. In addition, this course will prepare students with emergency procedures in Cardiopulmonary Resuscitation.

### **HHA103                      PRINCIPALS OF NUTRITION**

10 Theory Hours/2 Lab Hours/0 Externship/12 Clock Hours

Protocols for patient care include nourishment, nutrition and procedures for feeding patients. Students learn the importance of balanced nutrition, diabetic diets, other special needs diets, and essential nutrition principles for patients.

### **HHA104                      PRINCIPALS OF INFECTION CONTRIOL**

7 Theory Hours/2Lab Hours/0 Externship /9Clock Hours

This course is designed to train students on procedures for infection control. Students will demonstrate knowledge of OSHA guidelines, as well as skills in isolation procedures, gloving, and appropriate hand washing techniques.

### **HHA105                      HOME HEALTH CARE SERVICE**

11Theory Hours/2 Lab Hours/0 Externship 13 Clock Hours

Students will become oriented as to the purpose and history of home health care. Students will learn about the medical workers involved in home health care and the role of the home health aide in the home health setting. Students will practice patient care skills and administrative skills involved in home health care

|                            |                                     |
|----------------------------|-------------------------------------|
| <b>Program:</b>            | <b><u>Phlebotomy Technician</u></b> |
| <b>Credential Awarded:</b> | Diploma                             |
| <b>Contact Hours:</b>      | 165                                 |
| <b>Length:</b>             | 2 Months -2 weeks -5 hours          |
| <b>Prerequisites:</b>      | None                                |

### **Program Objective**

Upon completion of this program, graduates will possess the skills and knowledge to become employed as entry level Phlebotomy Technician, in hospitals, out-patient centers, clinics, diagnostic labs, medical centers, and other medical facilities.

### **Program Description**

Students of the Phlebotomy Technician program must complete the Health Science Module in conjunction with the phlebotomy Technician Program. If the student has completed the Health Science Core Module in connection with a different career program with a passing grade, it is not necessary to re-take it.

The Phlebotomy Technician Program is designed to train students to perform duties which include but not limited to: blood draw, storing blood, and components, venipuncture, and basic processing. Students will learn the circulatory system and its function and pathology of disease, laws, and ethics critical policies and procedures including universal precaution infection control, OSHA, CLIA guidelines and how they apply to the Phlebotomy Technician duties and responsibilities. Students will demonstrate knowledge and apply skills in using medical tools and equipment relevant to the function of a Phlebotomy Technician.

## **Course Descriptions**

### **Phlebotomy Technician / 165 Clock Hours**

#### **PHL100 PHLEBOTOMY HEALTH SCIENCE FUNDAMENTALS**

54 Theory Hours/11 Lab Hours/0 Externship Hours/65 Clock Hours

The Health Science Core offers students a foundation in medical career skills. Students learn the structure and function of the human body, its chemical processes, the pathology of diseases and medical terminology. Students will demonstrate knowledge of the healthcare delivery system, and health occupations, basic infection control procedures, HIPPA guidelines, and general laws and ethical responsibilities of healthcare workers. Students will learn to respond to emergency situations, practice safety and security procedure. Student will learn the history of HIV/AIDS procedures and protocols. Also, this course will prepare students with emergency procedures in Cardiopulmonary Resuscitation. Upon successful completion of the course and passing the tests, students will be certified in CPR

#### **PHL 101 STRUCTURE/FUNCTION OF THE CIRCULATORY SYSTEM & MEDICAL TERMS**

9 Theory Hours/2/ Lab/ Hours/ 0 Externship/11 Clock Hours Describe structure and function of each body system; identify common diseases in each body system; health careers related to each system; perform skills related to each body system.

#### **PHL 102 LAWS & ETHICS RELATING TO PHLEBOTOMY**

14 Theory Hours/0/ Lab/ Hours/ 0 Externship/14 Clock Hours Liability of health care workers, patients' Bill of Rights, Health Care Code of Ethics, confidentiality, authority and responsibility of

the health care worker, recognizing and reporting illegal and unethical practices such as abuse and neglect.

### **PHL103 PHLEBOTOMY SKILLS THEORY & LAB**

9 Theory Hours/8/ Lab Hours/ 0 Externship/17 Clock Hours

This course provides supervised experience in the performance of venipuncture and micro collection techniques. Emphasis is on patient interaction and application of universal precautions, proper collection techniques, special procedures, specimen handling, and data management. Upon completion, students should be able to perform safely the procedures necessary for specimen collections on patients in various health care settings precautions, proper collection techniques, special procedures, specimen handling, and data management. Upon completion, students should be able to perform safely the procedures necessary for specimen collections on patients in various health care settings

### **PHL104 SPECIMEN TRANSFER ACCESSING&PROCESSING**

13 Theory Hours/23/ Lab/ Hours/ 0 Externship/36 Clock Hours

This course provides instruction in the skills needed for the proper collection of blood and other specimens used for diagnostic testing. Emphasis is on ethics, legalities, medical terminology, safety and universal precautions, health care delivery systems, patient relations, anatomy and physiology, vital signs and specimen collection. Upon completion, students should be able to demonstrate competence in the theoretical comprehension of phlebotomy techniques.

### **PHL105 QUALITY ASSURANCE &SAFETY PROCEDURES**

7Theory Hours/15/ Lab/ Hours/ 0 Externship/ 22 Clock Hours

Safe use of medical equipment, recognize and report safety hazards, security procedures for medical supplies and equipment, proper body mechanics, patient identification, safe patient transport and transfer, and fire safety and evacuation procedures.

### **Hours of Operation**

The administrative office of Hearts Associates Institute (HAI) is open for business Monday through Friday from 9 a.m. to 5 p.m. The main telephone number to the school is 561-810-6161. Faculty office hours are posted in the classrooms and bulletin boards.

HAI's administrative offices are closed for two weeks during the Christmas and New Year Holidays and for most legal U.S. holidays including:

### **HOLIDAYS**

Martin Luther King, Jr. Day  
President's Day  
Memorial Day  
Independence Day  
Labor Day  
Veteran's Day  
Thanksgiving  
Christmas Break

## School Calendar/Holiday

Hearts Associates Institute (HAI) operates on a continuous basis throughout the year. The school will be closed during the following periods: Holidays

### Holidays 2023 to 2024

| Holiday                    | Year 2023             | Year 2024             |
|----------------------------|-----------------------|-----------------------|
| New Year's                 | Sunday, January 1     | Monday, January 1     |
| Martin Luther King, Jr Day | Monday, January 16    | Monday, January 15    |
| President's Day            | Monday, February 20   | Monday, February 19   |
| Good Friday                | Friday, April 7       | Friday, March 29      |
| Memorial Day               | Monday, May 29        | Monday, May 27        |
| Independence Day           | Tuesday, July 4       | Thursday, July 4      |
| Labor Day                  | Monday, September 4   | Monday, September 2   |
| Thanksgiving Day           | Thursday, November 23 | Thursday, November 28 |
| Christmas Day              | Monday, December 25   | Wednesday December 25 |

### Classes Schedule Hours

|                 |                   |                   |
|-----------------|-------------------|-------------------|
| Day Classes     | Monday - Thursday | 9:00 am - 2:00pm  |
| Evening Classes | Monday - Thursday | 5:00 pm – 10:00pm |

## FACULTY

All faculties are qualified individuals eligible to teach the assignment course. All Instructors at Level have background checks and reference done. We have very qualified instructors who care about the success of our students.

\*\*\*\*\*



## Faculty Members

| FACULTY          |                             |   |   |
|------------------|-----------------------------|---|---|
| Name             | Position                    | Degree Earned   | Institution   |
| Angelode Louis   | Nursing Instructor          | BS Degree in Nursing<br>MS in Nursing<br>Nurse Practitioner           | South University, FL  |
| Kerline Ulysse   | Nursing Instructor          | Master of Science in Nursing  | Benedictine University  |
| Francis Dupiche  | Nursing Instructor          | BS Degree in Nursing<br>MS in Nursing<br>Nurse Practitioner           | Florida International University, FL<br>South University, FL                    |
| Sonia James      | Director Of Nursing         | Bachelor of Science Degree in Nursing<br>Master of Science in Nursing | Florida International University<br>Florida Atlantic University, FL             |
| Paulette Firmin  | Nursing/Clinical Instructor | Bachelor of Science Degree in Nursing                                 | Western Governor's University   |
| Islande C. Chery | Nursing/Clinical Instructor | Bachelor of Science Degree in Nursing                                 | Keiser University   |
| Adeline Destin   | Practical Nursing           | RN, ADN, BSN(c)   | Burnett International College   |
| Lynchie Cherilus | Nursing Instructor          | MSN in Nursing<br>Nurse Practitioner                                  | Chamberlain University  |
| Roger Fimerlus   | General Education Professor | MD, MPH, ADN  | University Central of Este, Dominican Republic<br>Burnett International College |
| Simsom Raymond   | General Education Professor | MD  | University Central of Este, Dominican Republic<br>University of Miami, FL       |
| Scott Anosier    | Mathematics Professor       | Master's Degree in Mathematics  | Florida Atlantic University, FL   |
| Louis Harry Toto | Mathematics Professor       | Bachelor in Social Science<br>Master's Degree in Mathematics          | Walden University, MN   |
| Claude Lozandier | General Education Professor | MD  | Saba University   |

## HEARTS ASSOCIATES INSTITUTE (HAI)



**INTEGRITY - COMMITMENT - EMPOWERMENT - EXCELLENCE**

**1054 Gateway Blvd Suite 110  
Boynton Beach, Florida 33426**

**Phone: (561) 810-6161**

**Fax: (561) 509--0008**

**[www.haicampus.com](http://www.haicampus.com)**

**[www.heartassociateinstitute.com](http://www.heartassociateinstitute.com)**

**E-mail: [heartassociateinstitute@haicampus.com](mailto:heartassociateinstitute@haicampus.com)**