

# PNSG 2030/ Nursing Fundamentals

**COURSE SYLLABUS**

**Fall Semester 2018**

## Course information

Credit Hours/Minutes:6/8250

Class Location: Gillis Building Room 746

Class Meets: Monday- Wednesday: 0900-1200 & 1300-1600

CRN: 20310

## Instructor contact information

Instructor Name: Candi Newton, RN

Office Location: Gillis Building Office 816

Office Hours: 0800-0900 & 1600-1800

Email Address: [Candi Newton](mailto:cnewton@southeasterntech.edu) [(cnewton@southeasterntech.edu)](file:///\\stc-per-vid\personal$\CNewton$\(cnewton@southeasterntech.edu))

Phone: 912-538-3145

Fax Number: 912-538-3106

Tutoring Hours: Please schedule an appointment.

**SOUTHEASTERN TECHNICAL COLLEGE’S (STC) CATALOG AND STUDENT HANDBOOK**

Students are responsible for all policies and procedures and all other information included in

Southeastern Technical College’s Catalog and Student Handbook (<http://www.southeasterntech.edu/student-affairs/catalog-handbook.php>).

## REQUIRED TEXT

1. Fundamentals of Nursing Care, 2nd edition, FA Davis by Burton & Ludwig

2. Study guide for Fundamentals of Nursing Care, 2nd edition, FA Davis by Burton & Ludwig

3. Procedure Checklists for Fundamentals of Nursing Care 3rd edition, F. A. Davis Wilkinson, Treas, Barnett, & Smith

4. Understanding Medical Surgical Nursing, 5th edition, FA Davis by Williams and Hopper

5. Safe Maternity and Pediatric Nursing Care, FA Davis by Linnard-Palmer and Coats

6. Student workbook for Understanding Medical Surgical Nursing, 5th edition, FA Davis by Williams and Hopper

7. Study Guide for Safe Maternity and Pediatric Nursing Care, FA Davis by Linnard-Palmer and Coats

8. Assessment technologies institute (ATI) web service and books

9. Electronic Health Record (EHR) Tutor

## REQUIRED SUPPLIES & SOFTWARE

1. ATI testing web service
2. Ear phones (for ATI Skills Modules)
3. Full uniform including: Skills Pack, Watch with a second hand, Pens and Memo pad

## COURSE DESCRIPTION

This course is an introduction to the nursing process. Topics include: nursing as a profession; ethics and law; client care which is defined as using the nursing process, using critical thinking, and providing client education and includes principles and skills of nursing practice, documentation, and an introduction to physical assessment; customer/client relationships; standard precautions; basic life support; infection control/blood; and basic emergency care/first aid and triage.

## MAJOR COURSE COMPETENCIES

1. Nursing as a Profession
2. Ethics, Morals and Legal Implications
3. Infection Control/Blood-borne/Airborne Pathogens
4. Basic Emergency Care/First Aid and Triage
5. Basic Life Support
6. Client Care
7. Basic Computer Skills Related to Health Care

## PREREQUISITE(S)

Program Admission

## COURSE OUTLINE

|  | **Nursing as a Profession** | **Learning Domain** | **Level of Learning** |
| --- | --- | --- | --- |
| 1 | Discuss the history of nursing. | Cognitive | Comprehension |
| 2 | Cite nursing organizations, membership requirements, and benefits. | Cognitive | Comprehension |
| 3 | Explain the basic steps of the nursing process. | Cognitive | Comprehension |
| 4 | Develop the parameters of critical thinking as it applies to nursing practice. | Cognitive | Application |
| 5 | Describe the different levels of nursing. | Cognitive | Comprehension |
| 6 | Discuss employment opportunities for the practical nurse. | Cognitive | Comprehension |
| 7 | Understand the types of health care delivery services and agencies. | Cognitive | Comprehension |
| 8 | Describe the delivery systems of nursing care. | Cognitive | Comprehension |
| 9 | Describe the functions of members of the interdisciplinary health care team. | Cognitive | Comprehension |

|  | **Ethics, Morals and Legal Implications** | **Learning Domain** | **Level of Learning** |
| --- | --- | --- | --- |
| 1 | Discuss the role of ethics in nursing practice. | Cognitive | Comprehension |
| 2 | Explain the role of ethics and accountability in nursing practice. | Cognitive | Comprehension |
| 3 | Determine the requirements for Georgia practical nursing licensure. | Cognitive | Application |
| 4 | Describe the sources for standards of care for nursing practice. | Cognitive | Comprehension |
| 5 | Recognize the legal implication of negligence. | Cognitive | Analysis |
| 6 | Discuss regulations and implications relative to the Health Insurance Portability and Accountability Act of 1996 (HIPAA.) | Cognitive | Comprehension |
| 7 | Discuss the procedures for organ procurement, advanced directives, consents, release, minors, etc. | Cognitive | Comprehension |
| 8 | Summarize the legal aspects of documentation. | Cognitive | Comprehension |
| 9 | Describe types of abuse across the life span. | Cognitive | Comprehension |

|  | **Infection Control and Blood-borne/Airborne Pathogens** | **Learning Domain** | **Level of Learning** |
| --- | --- | --- | --- |
| 1 | Differentiate the roles, standards and guidelines for the following agencies: Center for Disease Control (CDC) and Prevention; Occupational Health (OSHA) and Safety Administration; and Federal Drug Administration (FDA). | Cognitive | Analysis |
| 2 | Describe the characteristics of each link of the infection chain. | Cognitive | Comprehension |
| 3 | Define blood/air-borne pathogens. | Cognitive | Knowledge |
| 4 | Identify exposure risks related to health occupations. | Cognitive | Knowledge |
| 5 | **Demonstrate** pre- and post- exposure precautions to include handwashing, gloving (sterile/nonsterile), Personal Protective Equipment (PPE). | Cognitive | Application |
| 6 | Describe causative agent, symptoms, occurrence, reservoir, mode of transmission, incubation period, period of communicability, prevention and control measures of the following diseases: Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome, all types of Hepatitis (A,B,C,), Tuberculosis, Meningitis, antibiotic resistant microbes and Herpes Viruses. | Cognitive | Comprehension |

|  | **Emergency Care/First Aid and Triage Basic** | **Learning Domain** | **Level of Learning** |
| --- | --- | --- | --- |
| 1 | The student may participate in a course from an accredited agency (American Safety and Health Institute, American Heart Association, American Red Cross) leading to certification in First Aid in lieu of the following recommended learning outcomes. | Cognitive | Application |
| 2 | Perform initial assessment. | Psychomotor | Guided Response |
| 3 | **Demonstrate** various techniques for control of bleeding. | Psychomotor | Guided Response |
| 4 | Describe first aid for various types of shock. | Cognitive | Comprehension |
| 5 | Apply bandages and splints. | Psychomotor | Mechanism |
| 6 | Describe assessment and treatment of burns, poisoning, seizures, insect stings/bites, heat and cold exposure, syncope. | Cognitive | Comprehension |

|  | **Basic Life Support** | **Learning Domain** | **Level of Learning** |
| --- | --- | --- | --- |
| 1 | **Demonstrate** certification in basic life support for healthcare providers (including 2 person Cardio Pulmonary Resuscitation) by a certified instructor from American Heart Association; American Red Cross; or CPR-PRO For the Professional Rescuer from the American Health and Safety Institute. | Psychomotor | Guided Response |

|  | **Client Care** | **Learning Domain** | **Level of Learning** |
| --- | --- | --- | --- |
| 1 | **Demonstrate** proficiency in obtaining and documenting blood pressure, temperature, pulse, respiration, weight and height. | Psychomotor | Guided Response |
| 2 | Describe factors that affect vital signs including normal and abnormal values. | Cognitive | Comprehension |
| 3 | **Demonstrate** physical assessments. | Psychomotor | Guided Response |
| 4 | Integrate concepts of infection control to include but not be limited to sterile technique, handling sterile equipment and supplies. | Psychomotor | Complex Response |
| 5 | Explain physiological and pathological influences on body alignment. | Cognitive | Comprehension |
| 6 | **Demonstrate** the correct procedure for lifting. | Psychomotor | Guided Response |
| 7 | Describe the various procedures for moving clients and assisting them with mechanical devices. | Cognitive | Comprehension |
| 8 | **Demonstrate** techniques for changing an occupied, unoccupied, and a surgical hospital bed. | Psychomotor | Guided Response |
| 9 | Cite aspects of a safe environment. | Cognitive | Comprehension |
| 10 | **Demonstrate** techniques for bathing an adult, giving a back rub, and morning and evening care, assisting with activities of daily living including appropriate documentation. | Psychomotor | Guided Response |
| 11 | Describe common foot and nail problems, their causes, and related nursing interventions including appropriate documentation. | Cognitive | Comprehension |
| 12 | Describe the major types of oral problems, their causes, and related nursing interventions including appropriate documentation. | Cognitive | Comprehension |
| 13 | Describe common hair and scalp problems, their causes, and related nursing interventions including appropriate documentation. | Cognitive | Comprehension |
| 14 | Describe techniques for cleansing and irrigating the eyes, ears, and nose including appropriate documentation. | Cognitive | Comprehension |
| 15 | Describe the physiological, psychological, and developmental effects of immobility. | Cognitive | Comprehension |
| 16 | **Demonstrate** appropriate nursing interventions for an immobilized client including documentation of these interventions. | Psychomotor | Guided Response |
| 17 | **Demonstrate** use of restraints including documentation of their usage. | Psychomotor | Guided Response |
| 18 | Discuss the causes, prevention, and treatment of pressure sores including appropriate documentation. | Cognitive | Comprehension |
| 19 | **Demonstrate** use of the nursing process. | Psychomotor | Guided Response |
| 20 | **Demonstrate** assessment of an adult client including general appearance and mental functions including documentation of this assessment. | Psychomotor | Guided Response |
| 21 | **Demonstrate** documentation of nursing care. | Psychomotor | Guided Response |
| 22 | **Demonstrate** feeding adults including documentation of feeding. | Psychomotor | Guided Response |
| 23 | Describe nutritional problems contributing to fluid imbalances including appropriate documentation. | Cognitive | Comprehension |
| 24 | Describe the characteristics of normal and abnormal urine and feces including documentation of these characteristics. | Cognitive | Comprehension |
| 25 | **Demonstrate** assisting a client with a bedpan, urinal, or bedside commode. | Psychomotor | Guided Response |
| 26 | **Demonstrate** techniques for urinary catheterization including appropriate documentation. | Psychomotor | Guided Response |
| 27 | **Demonstrate** techniques for administering an enema including appropriate documentation. | Psychomotor | Guided Response |
| 28 | **Demonstrate** techniques for collecting urine and stool specimens including appropriate documentation. | Psychomotor | Guided Response |
| 29 | **Demonstrate** techniques for bladder and catheter irrigation and catheter care including appropriate documentation. | Psychomotor | Guided Response |
| 30 | **Demonstrate** measurement of fluid intake and output including documentation of these measurements. | Psychomotor | Guided Response |
| 31 | Describe types of oxygen therapy. | Cognitive | Comprehension |
| 32 | **Demonstrate** use of oxygen therapy including appropriate documentation. | Psychomotor | Guided Response |
| 33 | **Demonstrate** suctioning techniques such as oral, nasotracheal, and tracheostomy suctioning including appropriate documentation. | Psychomotor | Guided Response |
| 34 | Describe airway management including aerosol treatments, chest physiotherapy, and pulse oximetry. | Cognitive | Comprehension |
| 35 | **Demonstrate** techniques for wound care including documentation of these techniques. | Psychomotor | Guided Response |
| 36 | **Demonstrate** techniques for wound irrigation including appropriate documentation. | Psychomotor | Guided Response |
| 37 | **Demonstrate** techniques for application of sterile dressings, bandages, and binders including documentation of these techniques. | Psychomotor | Guided Response |
| 38 | **Demonstrate** techniques for applying hot and cold treatments including documentation of these techniques. | Psychomotor | Guided Response |
| 39 | Describe perioperative nursing care including documentation of this care. | Cognitive | Comprehension |
| 40 | **Demonstrate** techniques for administering immediate postoperative care including appropriate documentation. | Psychomotor | Guided Response |
| 41 | **Demonstrate** effective use of client care communication systems. | Psychomotor | Guided Response |
| 42 | **Demonstrate** the use of therapeutic aspects of professional relations as relates to clients, family and the interdisciplinary healthcare team. | Psychomotor | Guided Response |
| 43 | Describe the grieving process. | Cognitive | Comprehension |
| 44 | Integrate the orientation processes of healthcare agencies. | Psychomotor | Complex Response |
| 45 | Discuss emotional and physical needs of the dying client including nursing care and the available support networks. | Cognitive | Comprehension |
| 46 | **Demonstrate** techniques for administering post-mortem care including appropriate documentation. | Psychomotor | Guided Response |

| **Order** | **Basic Computer Skills Related to Health Care** | **Learning Domain** | **Level of Learning** |
| --- | --- | --- | --- |
| 1 | Explain the role of computer technology in health care. | Cognitive | Comprehension |

## GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

## STUDENT REQUIREMENTS

Students are expected to complete all exams and daily assignments. A unit exam average of 70% or above for the unit exams must be obtained in order to take the final exam. A course grade of 70% must be obtained in order to advance into future nursing courses.

No assignment opportunities will be given for extra credit.  Any unit test grade will be entered as is to the nearest 10th.  No scores will be rounded (up or down).  This rule applies to every grade issued during this semester. All final averages will be recorded as is (i.e. a 69.9 is a 69.9).

During an examination, students are required to place all textbooks and personal property on the floor in the front of the classroom.  Students should be aware that items allowed in the exam space will be examined priot to testing. Students will be required to rotate seats prior to testing per instructions from the instructor.  No talking is allowed once the exam begins.  Once the exam begins, students will not be allowed to exit the classroom until the exam is completed. Students found with their cell phone or any other personal communication device during the exam will be considered cheating; which will result in a zero for the exam. All exams are timed with students receiving one minute to answer each examination question. An additional minute will be added per calculation exam question.

It is highly recommended that students take full advantage of all resources available to them; workbooks, end of chapter review questions, NCLEX-PN review questions, and internet sources but, will be **REQUIRED** to complete all ATI assignments. ATI assignments must be completed with a passing score or as instructed by instructor; print out report(s) and turn in prior to test.

If these requirements are not met the student will not be allowed to take the exam. This will be counted as the 1 make-up exam unless the student has already missed a previous test and then it will be counted as a zero for the exam. The make-up exam is subject to a 10 point deduction if the student does not provide the instructor with an excused absence.

All students are responsible for bringing their Procedure for Fundamentals of Nursing book, Master Skills Checklist and personal Skills Pack with them to the skills lab. Failure to have the Procedure for Fundamentals of Nursing book, the Master Skills Checklist and their Skills Pack will be considered an absence for that day.

## Student Sucess Plan:

Our purpose is to educate safe entry-level health care professionals. At times, this may mean there are areas that must be improved upon. The SSP documents deficiencies and provides a means for improvement. A SSP should be initiated for the following reasons:

•If the student has (1) a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session and complete the Student Success Plan.

•If the student has (1) a cumulative unit exam average of < 70% after the completion of 50 % of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session, as well as review and update the Student Success Plan and submit an Early Alert.

•If the student exhibits behavior outside the expected:

- codes of conduct outlined in professional codes of ethics, professional standards,

-all procedures/requirements/policies outlined in program handbooks/documents,

-STC e Catalog and Student Handbook, and/or

-clinical facility policies and procedures.

The faculty will initiate an individual counseling session and complete an Academic Occurrence Notice and the SSP. Students are required to submit the SSP within 48 hours and are responsible for meeting with the instructor by the next class meeting.

(T)echnical College System of Georgia (E)arly (A)lert (M)anagement (S)ystem (TEAMS) & The Student Success Plan are designed to ensure that students are well informed about strategies for success, including college resources and assistance. One of the responsibilities of the Program faculty is to monitor the academic progression of students throughout the curriculum. The faculty believes that the student is ultimately responsible for seeking assistance; however, faculty will meet or refer students who are having academic difficulties.

•  TEAMS is designed to provide assistance for students who may need help with academics, attendance, personal hardships, etc.

Specific information about the Student Support services listed below can be found at [STC Website](http://www.southeasterntech.edu) ([www.southeasterntech.edu](http://www.southeasterntech.edu/)) by clicking on the Student Affairs tab.

• Tutoring

• Technical Support

• Textbook Assistance

• Work-Study Programs

• Community Resources

## ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of “F” (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Additional ATTENDANCE Provisions ***Health Sciences***  
Requirements for instructional hours within Health Science and Cosmetology programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program’s attendance policy is published in the program’s handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

**A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages to 10 minutes per hour. Early departures are calculated in the same manner.**

**For this course, that equals 2 absences. Missing 1hr and 10 minutes or greater of class time will be an absence for the day. A tardy will be counted for arrival time after class start time.**

## SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), to coordinate reasonable accommodations.

## **Specific Absences**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

## **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy.  However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course.  If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

## Withdrawal Procedure

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of “W” is assigned for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a “W” for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a “WP” or “WF” for the semester.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students’ eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be accessed due to the withdrawal. A grade of “W” will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

## **MAKEUP GUIDELINES** (Tests, quizzes, homework, projects, etc…)

In the event of an absence on an exam day, the instructor may require a physician’s excuse before a student is allowed to take a make-up exam. A student will only be allowed to make-up one theory exam which will be given at the discretion of the instructor. A grade of “0” will be given to all subsequent exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam and be given a zero for the final exam.

## ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

## Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. **First Offense**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

1. **Second Offense**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

1. **Third Offense**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

## **STATEMENT OF NON-DISCRIMINATION**

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

| **ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer** | **Title VI - Title IX (Employees) - EEOC Officer** |
| --- | --- |
| Helen Thomas, Special Needs Specialist  Vidalia Campus  3001 East 1st Street, Vidalia Office 108 Phone: 912-538-3126 [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu) | Laney Jonas, Director of Human Resources  Vidalia Campus  3001 East 1st Street, Vidalia Office 138B Phone: 912-538-3147 [ljonas@southesaterntech.edu](mailto:ljonas@southesaterntech.edu) |

## accessibility Statement

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

## GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC’s website.

## **ACCESS TO TECHNOLOGY**

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [STC website](http://www.southeasterntech.edu/).

## TCSG GUARANTEE/WARRANTY STATEMENT

*The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

## GRADING POLICY

| **Assessment/Assignment** | **Percentage** |
| --- | --- |
| Unit Exams(calculated based on average of 5 Unit Exams given) | 75% |
| Final Exam(calculated based on average of 1 Final Exam given) | 25% |
| Lab Skills Check-offs are a pass/fail for the following skills: Foley Catheter Insertion and Removal, Head to Toe Physical Assessment and Vital Signs on one of 2 attempts for each skill. | Pass/Fail in 1 of 2 attempts per skill. |

## grading scale

| **Letter Grade** | **Range** |
| --- | --- |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

# PNSG 2030/ Nursing Fundamentals

**Fall Semester 2018 Lesson Plan**

| **Date/Week** | **Chapter/Lesson** | **Content** | **Assignments & Tests Due Dates** | **Competency Area** |
| --- | --- | --- | --- | --- |
| **Week 1**  Monday  8/13/18 | **Welcome to your future!** | **ATI Fee DUE** pay in Business Office.  Review syllabus and lesson plan  & Handbook  **Review and sign paperwork for policies and procedures of STC and Practical Nursing program.**  Review books/resource materials  **Register with ATI**  **Activity-Introduction to EHR Tutor Worksheet**  **AIDET Communication Tool**  **Master Skills Checklist**  Review and how we will utilize. | **\*Must purchase ATI prior to 1pm**  **In order to be able to register at 1pm.**  **For every section:**  **Read upcoming chapters in Fundamentals textbook and begin ATI assignments.**  **Use workbooks as an extra aid for study materials.**  **All ATI Modules and ATI assignments will be due at 0830 the morning of the exam.**  **This is your ticket to exam. You will miss the exam if work is not completed and it will count as 1 missed exam. You may only make-up one exam.**  **ATI- Plan Student Orientation:**  Steps for Success  **ATI – Achieve**  Test Taking Skills  Study Skills  Classroom Skills | Course  1,7  Core  A,B,C |
| Monday  8/13/18  Continued | **Lecture**  CHAPTER 1 | Vista of Nursing | ***Due 10/1/18***  **Ticket to Test for Final**  Failure to complete this assignment will prohibit you from taking your Final Exam.  ***“Nursing Through the Ages”***  **Interview a Nurse that started practice in 1988 or earlier.**  **Ask the following starter questions:**  What nursing school was like for this nurse?  Describe the NCLEX. What changes have they seen in nursing practice in their career?  What is the one change that they believe made things worse in the nursing field?  What is the one change they believe made things better in the nursing field?  What is the thing they are most proud of in their career?  What is the worst shift they ever worked?  What is the best advice they have for nurses today?  *The paper should be typed, double spaced, no less than 3 pages in length with a minimum of 800 words in the body of the paper, this is not including the summary.*  *The Cover Page should include Interviewer’s name, Nurses’ name being interviewed and date they began their practice.*  *The last page should be a summary of your thoughts after the interview. (1-2**paragraphs or 250 words)* |  |
| Tuesday  8/14/18 | **Lecture**  CHAPTER 3 | Nursing Ethics & Law  **Deadline for Skills Pack Order** | **ATI -Nurse Logic 2.0**  Knowledge and Clinical Judgement  Nursing Concepts  Priority Setting Frameworks  Testing and Remediation  **ATI Skills Module:** HIPPA | Course  1,6  Core  A,B,C |
| Wednesday  8/15/18 | **Lecture**  CHAPTER 4  CHAPTER 7  CHAPTER 8 | Nursing Process & Decision Making  Promoting Health and Wellness  Ethic, Cultural, and Spiritual Aspects of Care  “Words on the Wall” class demo  **ATI Video Case Studies: Cultural Diversity**  Discuss Self Study Nutrition for Nurses  **(Last Day to Drop/Add Class)** | **Self-Study ATI** Nutrition for Nurses  P 47, 48, 49, 50  Will discuss in class. | Course  2,7  Core  A,B,C |
| Friday  8/17/18 | **Emergency Care**  **First Aid**  **Basic Life Support** | **BLS/FIRST AID/FIT TEST**  0900-1700  Economic Development Center Vidalia, Ga.  100 A Brinson Road  Vidalia, Ga. 30474  Tommy Jenkins  912-538-3200  •You will need a barrier device $5.00 from book store  •BLS & First Aid $ 55.00  •FIT N95 mask test $ 20.00  **\*\*\*Vidalia Campus Class only\*\*\*** | If you have a current BLS/First Aid/FIT test and have proper documentation(must be AHA certification), this class is NOT required for you to attend.  Your certification must be current throughout this program. If your certification laps, you will not be able to attend clinical and will be unable to progress in the program. | Course  1,2,6,7  Core  A,B,C |
| **Week 2**  Monday  8/20/18 | **Lecture**  CHAPTER 9  **1500**  **ATI LIVE Orientation** | Growth and Development Throughout the Life Span  **ATI Video Case Study:**  **Growth and Development**  **Skills Packs Delivered to Students**  **1500**  **ATI LIVE Orientation**  **Meeting Room TBA** | **Reminder:**  **All ATI Modules with printed certificates need to be complete and turned in on exam day or you will not be allowed to take your exam.**  **ATI:Nurses’s Touch**  Health, Wellness promotion and Disease Prevention | Course  1,7  Core  A,B,C |
| Tuesday  8/21/18 | **EXAM 1**  **Lecture**  Chapter 5  Chapter 6 | **Exam # 1**  **Chapters 1,3,4,7,8 & 9**  Documentation  Demonstrate documentation of nursing care.  Communication  Demonstrate the use of therapeutic aspects of professional relations as it relates to clients, family and the interdisciplinary healthcare team | **Activity-Introduction to EHR Tutor Sheet Due at 0900.**  **ATI Nurse’s Touch: Professional Communication:** Types of Communication  **Professional Communication:** Therapeutic Communication | Course  1,6,7  Core  A,B,C |
| Wednesday  8/22/18 | **Lecture**  CHAPTER 12  CHAPTER 20  ***Lab***  ***Procedural Checklists***  *CHAPTER 11* | Patient Teaching  Admission, Transfer, and Discharge  **Lab**  **Practice and Demonstrate**  Demonstrate documentation of admission, transfer and discharge of a client. | **ATI Nurse’s Touch: Professional Communication:** Client Education | Course  1,2,6,7  Core  A,B,C |
| **Week 3**  Monday  8/27/18 | **Lecture**  CHAPTER 13  ***Lab***  ***Procedure Checklist***  *Chapter 11*  *P95* | Safety  **Lab**  **Practice and Demonstrate**  Demonstrate knowledge for application and use of restraints including documentation of their usage in EHR and on Nurses notes. | **ATI Nurse’s Touch**  **Professional Communication:**  Factors That Affect Communication with Groups and Individuals  ***“Nursing Through the Ages”***  ***Name of nurse and date they started their practice is due.*** | Course  1,2,6,7  Core  A,B,C |
| Tuesday  8/28/18 | **EXAM 2**  **Lecture**  Chapter 14  Chapter 22 | **Exam # 2**  **Chapters 5,6,12,20 & 13**  Medical Asepsis and Infection Control  Break the Chain – Galileo Video Library  **ATI Video Case Study:**  **Infection Control**  **”Bag A Bug” Project**  In Class Project  Instruction for this project will be given in class.  May require poster, markers, color pencils, etc. | **ATI Skills Module:** Infection Control  **ATI Skills Module**: Surgical Asepsis | Course  1,6,7  Core  A,B,C |
| Wednesday  8/29/18 | **Class Project**  ***LAB***  ***Procedural Checklists***  *CHAPTER 23* | **Present “Bag A Bug”**  **LAB**  **Sterile Gloves**  **PPE**  **Hand Hygiene**  **Sterile Field**  Demonstrate pre and post exposure precautions to include handwashing, gloving (sterile/nonsterile), Personal Protective Equipment (PPE).  **\*Blood borne Pathogens & OSHA Training & Competency Test**  (Will watch video and test same day.) | Present **“Bag A Bug”** class project to class and instructor. | Course  1,2,6,7  Core  A,B,C |
| Friday  9/7/18 | DEADLINE TO ORDER UNIFORMS | **DEADLINE TO ORDER UNIFORMS** | DEADLINE TO  ORDER  UNIFORMS |  |
| **Week 4**  Monday  9/3/18 | **Labor Day Holiday** | Holiday | Holiday | Holiday |
| Tuesday  9/4/18 | **Lecture**  CHAPTER 15  CHAPTER 17 | Personal Care  **ATI: Video Cade Study:**  **Oral Care**  **Vital Signs**  \*\*Instructor demonstration obtaining and documenting blood pressure, temperature, pulse, respiration, blood sugar, weight and height. | **ATI Skills Module:** Personal Hygiene  **ATI Skills Module:** Vital signs | Course  1,2,6,7  Core  A,B,C |
| Wednesday  9/5/18 | **Lecture**  CHAPTER 21 | Physical Assessment  Video Galileo Head to Toe Assessment  \*Head-to-Toe Assessment in 5 minutes-student handout. | **ATI Skills Module:** Physical Assessment Adult  **Physical Assessment:**  Child  \*Perform and document a physical assessment on someone in your family and bring documentation as your ticket to test by Monday 9/10/18.  Document in EHR Assessment Course\_\_\_\_\_\_ | Course  1,3,6,7  Core  A,B,C |
| **Week 5**  Monday  9/10/18 | **Exam # 3**  **Lecture**  CHAPTER 23 | **Exam # 3**  **Chapter 14,22,15,17 & 21**  Nutrition  **Describe different Diet Types and what they used for in a tx plan.**  **(Group Project)**  **\*IMMUNIZATIONS DUE\***  **ALL CPR/First Aid Cards and Fit Testing Forms Due** | **ATI Skills Module**: Specimen Collection  **Due 9/11/18 will present to class.** |  |
| Tuesday  9/11/18 | **Lecture**  CHAPTER 25  CHAPTER 34  CHAPTER 29  ***LAB***  ***Procedural Checklists***  *CHAPTER 28*  *PG # 241*  *CHAPTER 27* | Diagnostic Tests  Phlebotomy and Blood specimens  Fluids, Electrolytes and Acid-Base Balance  **ATI Video Case Study: Fluid Volume**  **Practice and Demonstrate**  Obtaining a Clean Catch Urine  Finger Stick Blood Glucose Levels  Inserting Nasogastric Tube  Removing Nasogastric Tube | **ATI Skills Module:** Nutrition, Feeding, & Eating. | Course  1,6,7  Core  A,B,C |
| Wednesday  9/12/18 | **Lecture**  CHAPTER 26  ***LAB***  *Chapter 35* | Wound Care  **ATI Video Case Study: Wound Evisceration**  **Practice and Demo**  Wound Care | **ATI Skills Module:** Wound Care  Complete a Wound Assessment on Wound D on p. 561 of Nursing Fundamentals. Complete in EHR, Course\_\_\_\_\_\_ | Course  1,6,7  Core  A,B,C |
| **Week 6**  Monday  9/17/18 | **Lecture**  CHAPTER 28  ***LAB***  ***Procedural Checklists***  *CHAPTER 36* | **Respiratory Care**  **ATI Video Case Study: Oxygenation**  **Practice/Discuss and Instructor Demo**  Demonstrate use of oxygen therapy including appropriate devices and proper documentation.  Demonstrate suctioning techniques such as oral, nasotracheal, and tracheostomy suctioning including appropriate documentation.  **\*Pre-check fee due pay online bring receipt to instructor** | **ATI Skills Module:** Airway Management    **ATI Skills Module:** Oxygen Therapy  **ATI Skills Module:** Closed Chest Drainage | Course  1,6,7  Core  A,B,C |
| Tuesday  9/18/18 | **EXAM 4**  **Lecture**  CHAPTER 16  CHAPTER 27 | **Exam # 4**  **Chapters 25,34,23,29,26 & 28**  Moving and Positioning Patients  Musculoskeletal Care | **ATI Skills Module:** Ambulation, Transferring, Range of Motion | Course  1,6,7  A,B,C |
| Wednesday  9/19/18 | **Lecture**  CHAPTER 33  CHAPTER 24  ***LAB***  *CHAPTER 39* | Care of Surgical Patient  Nutritional Care and Support  **ATI Video Case Study:**  **Enteral Feedings**  **Practice and Demonstrate**  Applying Anti-embolism stockings  Applying Sequential Compression Devices  Managing Gastric Suction  Turn Cough Deep Breathing | **ATI Skills Module:** Enteral Tube Feeding  **ATI Skills Module:** Nasogastric Tube  **ATI Skills Module:**  Pain Management | Course  1,6,7  Core  A,B,C |
| **Week 7**  Monday  9/24/18 | **Lecture**  CHAPTER 30  CHAPTER 31  ***LAB***  *CHAPTER 28*  *CHAPTER 29* | Bowel Elimination and Care  Urinary Elimination and Care  **ATI Video Case Study: Urinary Tract Infections**    **Instructor DEMO**  Urinary  Bowel | **ATI Skills Module:** Urinary Catheter Care  **ATI Skills Module:** Enemas  **ATI Skills Module:** Ostomy Care | Course  6  Core  A,B,C |
| Tuesday  9/25/18 | **Lecture**  CHAPTER 32  CHAPTER 10  ***LAB***  Fundamentals of Nursing  Chapter 10  Page 208-209  **1300-1700** | Care of an Elderly Patient  Loss, Grief, and Dying  **Instructor Demo**  Postmortem Care  **American Red Cross Blood Drive** | **“Nursing Through the Ages” due.**  Nursing Students will assist the American Red Cross with our STC Blood Donation Drive | Course  6  Core  A,B,C |
| Wednesday  9/26/18 | **Exam 5**  ***Lab*** | **Exam # 5**  **Chapters 10, 16, 27, 30, 31, 32, & 33**  Open Lab Day |  | Course  1,6,7  Core  A,B,C |
| **Week 8**  Monday  10/1/18 | **Final Exam**  ***Lab***  **Simulation** | **Final Exam**  **Patient Care Scenario**  Patient Safety: Fall  Aggressive Behavior | **ATI: Fundamentals** Practice Assessment A & B  **Printed certificates due for ticket to Final at 0830.**  **“Nursing Through the Ages” due at 0830 as ticket to Final Exam”** | Course  1,6,7  Core  A,B,C |
| Tuesday  10/2/18 |  | **ATI Proctored Assessment Critical Thinking Entrance Exam**  **Practice in lab**  Head to Toe Assessment  Foley Cath  Vital Signs | **ATI Achieve:**  Preparing for Clinical Experiences  \*Ticket to Lab on 10/3/18 |  |
| Wednesday  10/3/18 | ***LAB***  ***Procedural Checklists***  *CHAPTER20*  *CHAPTER22*  *CHAPTER25* | **LAB**  **Practice and Demonstrate**  Bathing, Oral Care, Making Occupied Bed, Providing Perineal Care, Caring for Hearing Aids, Caring for Artificial Eyes, Denture Care, Shaving a Patient  **Practice**  Vital Signs  Physical Assessment  Vital Signs | **Demonstrate** **Techniques for bathing an adult, giving a back rub, and morning and evening care, assisting with activities of daily living** including appropriate documentation  **Vital Signs**: Demonstrate proficiency in obtaining and documenting blood pressure, temperature, pulse, respiration, blood sugar, weight and height.  **Head-to-toe physical assessment** of an adult client including general appearance and mental functions.  Demonstrate proper documentation of a head-to-toe assessment physical. | Course  1,3,6,7  Core  A,B,C |
| **Week 9**  Monday  10/8/18 | ***Lab***  ***Procedural Checklist***  *CHAPTER 20*  *CHAPTER 22*  *CHAPTER 25* | **Lab**  **Practice and Demonstrate**  Bathing, Oral Care, Making Occupied Bed, Providing Perineal Care, Caring for Hearing Aids, Caring for Artificial Eyes, Denture Care, Shaving a Patient  **Practice:**  Foley Catheter  Physical Assessment  Vital Signs | Demonstrate techniques for bathing an adult, giving a back rub, and morning and evening care, assisting with activities of daily living including appropriate documentation  Vital Signs: Demonstrate proficiency in obtaining and documenting blood pressure, temperature, pulse, respiration, blood sugar, weight and height.  Demonstrate Head-to-toe physical assessment of an adult client including general appearance and mental functions.  Demonstrate proper documentation of a head-to-toe assessment physical. | Course  1,3,6,7  Core  A,B,C |
| Tuesday  10/9/18 | ***LAB***  ***Procedural Checklists***  *CHAPTER 32*  *CHAPTER 27*  *CHAPTER 28*  *CHAPTER 29* | **LAB**  **Practice and Demonstrate**  Moving & Positioning  Nutritional Care  Urinary  Bowel  **Practice**  Foley Catheter  Physical Assessment  Vital Signs | **\*\*\*Full Uniforms will be worn to school for a uniform check.\*\*\***  **Including: socks, shoes, watch, lab coat (if purchased), patches and scrub uniform top and bottom, stethoscope and BP cuff.** | Course  6  Core  A,B,C |
| Wednesday  10/10/18 | ***Lab***  ***Procedural Checklists***  *Physical Assessment*  *Vital Signs*  *Foley Catheter*  **1400-1600** | **Lab**  **Practice**  Physical Assessment  Vital Signs  Foley Catheter  **Orientation to Clinical Sites** | Demonstrate techniques for wound care including application of sterile dressings, bandages, and binders with proper documentation of these techniques.  Document Physical Assessment, Vital Signs and Foley Catheter insertion in EHR. Course\_\_\_\_\_\_\_ | Course  1,6,7  Core  A,B,C |
| **Week 10**  Monday  10/15/18 | Physical Assessment/ Vital Sign  Check-off | **Foley Cath Check-Off**  **Physical Assessment/ Vital Signs**  **Check-Off**  **Students divided into 2 groups**. We will work until 1600 every day, you may be asked to completed all skills check offs in the same day. Please be prepared. | Narrative/Nurses Notes and EHR Documentation for both skills required immediately following demonstration of skill.  Course\_\_\_\_\_\_\_\_\_\_ | Course  1,6,7  Core  A,B,C |
| Tuesday  10/16/18 | Physical Assessment/ Vital Sign  Check-off | **Foley Cath Check-Off**  **Physical Assessment/ Vital Signs**  **Check-Off**  Students divided into 2 groups We will work until 1600 every day, you may be asked to completed all skills check offs in the same day. Please be prepared..  **Clinical Syllabi Review** | Narrative/Nurses Notes and EHR Documentation for both skill required immediately following demonstration of skill.  Course\_\_\_\_\_\_\_\_\_ | Course  6  Core  A,B,C |
| Wednesday  10/17/18 |  | **Pharmacology Day**  **Open Lab** | **Clinical for this course will be**  **10/22/18-11/1/18**  **0630-1700** |  |

**Competency Areas:**

1.) Nursing as a Profession

2.) Ethics, Morals and Legal Implications

3.) Infection Control/Blood-borne/Airborne Pathogens

4.) Basic Emergency Care/First Aid and Triage

5.) Basic Life Support

6.) Client Care

7**.)** Basic Computer Skills Related to Health Care

**General Core Educational Competencies:**

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**Disclaimer Statements\*\***

**\*\*\*Instructor reserves the right to change the syllabus and/or lesson plan as necessary. \*\*\***

**\*\*\*The official copy of course syllabus will be given to the student during face-to-face class time the first day of the semester. The syllabus displayed in advance of the semester in a location other than the course you are enrolled in is for planning purposes only.\*\*\***