

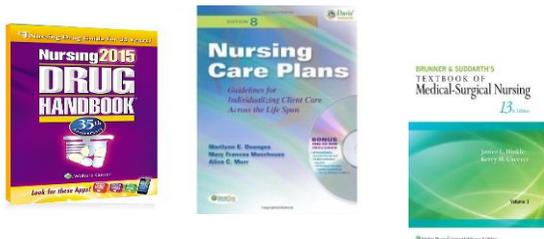
**SUBJECT TO CHANGE!!!!**

	<b>Medical-Surgical Nursing III</b> <b>COURSE SYLLABUS</b> <b>Fall Semester</b>
---	---

Semester: Fall 2015	Instructor: Jennifer Corner MSN, RN (Another ASN instructor may fill in and teach at any time)
Course Title: <b>Medical-Surgical Nursing III</b>	Office Hours: M,T,W,R: 7am-9am; 3:00-5pm
Course Number: <b>RNSG 2020</b>	Office Location: HSAW room 127/ SECCA HS 4
Credit Hours/ Minutes: 8/12000 60 hours didactic 150 hours practicum	Email Address: jcorner@southeasterntech.edu
Class Location: Health Science Annex West Classroom 1/	Phone: 912-538-3253
Class Meets: Beginning 8/17- 9/30 class will meet M-W; except the week 8/24 classes will meet M,T and Th with the blood drive on W. Practicum Clinical hours will vary. See detailed lesson plan for specifics.	Fax Number: 912-538-3259
CRN: 20213	Tutoring Hours: please schedule an appointment

**REQUIRED TEXT:**

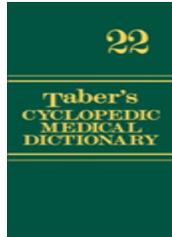
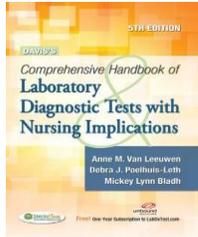
1. Abramovitz, J. (2014). *Nursing 2015 drug handbook (35<sup>th</sup> ed.)*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span (8<sup>th</sup> ed.)*. Philadelphia, PA: F. A. Davis Company.
3. Hinkle, J., & Cheever, K. (2014). *Brunner & Suddarth's: Textbook of medical-surgical nursing (13<sup>th</sup> ed.)*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.



**SUGGESTED TEXT:**

1. Leeuwen, A., Poelhuis-Leth, D., & Bladh, M. (2013). *Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications (5<sup>th</sup> ed.)*. Philadelphia, PA: F. A. Davis Company.
2. Venes, D. (2013). *Taber's cyclopedic medical dictionary (22<sup>nd</sup> ed.)*. Philadelphia, PA: F. A. Davis Company.

**SUBJECT TO CHANGE!!!!**



**REQUIRED SUPPLIES & SOFTWARE:** pen, pencil, paper, large 3 ring binder, highlighter, computer access, ear phones (for ATI skills Modules), medium bandage scissors, stethoscope, watch with second hand or seconds displayed, large spiral notebook, and calculator

**COURSE DESCRIPTION:** This course reinforces theory and fundamental nursing skills and introduces the student to the concepts of adult health nursing. The nursing process is used as a framework to organize content and deliver nursing care. Students use critical thinking as the basis for decision regarding planning, intervention and evaluation when caring for clients with medical- surgical disorders. Pharmacological principles are integrated throughout the course. Simulated laboratory and clinical settings provide an opportunity to develop competency in nursing skills and caring in nursing practice. Clinical opportunities are provided in a variety of medical- surgical settings. **Clinical practice-based learning activities and interactions will be offered to allow professional development through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.**

**COURSE DESCRIPTION:** This course builds on the knowledge and practice experiences learned in previous adult health courses, and introduces the student to the concepts of advanced medical-surgical disorders in the adult. In order to facilitate transition into the role of a professional nurse, the student will have the opportunity to develop independence in caring for groups of patients under the direction of faculty and a preceptor. In both simulated and clinical laboratory settings, the student applies the nursing process by demonstrating competency, caring, critical thinking, and decision-making skills for clients with complex illnesses. Pharmacological principles are taught as they relate to the illness. Clinical opportunities are provided in a variety of settings and preceptor experiences. **Clinical practice-based learning activities and interactions will be offered to allow professional development through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.**

**MAJOR COURSE COMPETENCIES:**

1. Management of the Patient with Problems of the Neurologic System
2. Management of Patients with Problems of the Musculoskeletal System
3. Management of the Patient with Shock and Multiple Organ Dysfunction Syndrome
4. Management of the Patient with Chronic Illness/Disability/Need for Rehabilitation
5. Management of the Patient with Cancer
6. Management of the Patient with End-of-Life Care
7. Male reproductive

**PREREQUISITE (S): Program Admission, RNSG 1005, RNSG 1018, RNSG 1020, RNSG 2000, RNSG 2005, RNSG 2010**

**COREQUISITE (S): RNSG 2030**

**SUBJECT TO CHANGE!!!!**

**COURSE OUTLINE:**

**Management of the Patient with Problems of the Neurologic System**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Demonstrate assessment of the neurologic function	Psychomotor	Guided Response
2	Analyze the management of patients with various neurologic dysfunctions	Cognitive	Analyzing
3	Analyze the management of patients with cerebrovascular disorders	Cognitive	Analyzing
4	Describe the mechanisms of injury, clinical signs and symptoms, diagnostic testing, and treatment options for patients with traumatic brain and spinal cord injuries	Cognitive	Understanding
5	Use the nursing process as a framework for care of patients with neurologic trauma	Cognitive	Applying
6	Compare the management of patients with neurologic infections, autoimmune disorders, and neuropathies	Cognitive	Analyzing
7	Differentiate management practices related to patients with oncologic and degenerative neurologic disorders	Cognitive	Analyzing
8	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the neurologic system	Cognitive	Analyzing
9	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**Management of Patients with Problems of the Musculoskeletal System**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Demonstrate assessment of musculoskeletal function	Psychomotor	Guided Response
2	Explain the diagnostic tests used for assessment of musculoskeletal function	Cognitive	Evaluating
3	Describe the nursing management of the patient with a cast, brace, or splint	Cognitive	Understanding
4	Identify the preventive nursing care needs of the patient in traction	Cognitive	Understanding
5	Compare the needs of the patient undergoing total hip replacement with those of the patient undergoing total knee replacement	Cognitive	Analyzing
6	Use the nursing process as a framework for care of the patient undergoing orthopedic surgery	Cognitive	Applying
7	Describe the nursing management, rehabilitation, and health education needs of the patient with low back pain	Cognitive	Understanding
8	Develop a plan of care for patients with problems of the musculoskeletal system	Psychomotor	Articulation
9	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**SUBJECT TO CHANGE!!!!****Management of the Patient with Shock and Multiple Organ Dysfunction Syndrome**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Compare clinical findings of the compensatory, progressive, and irreversible stages of shock	Cognitive	Analyzing
2	Describe organ dysfunction that may occur with shock	Cognitive	Understanding
3	Examine the similarities and differences in shock due to hypovolemic, cardiogenic, neurogenic, anaphylactic, and septic shock states	Cognitive	Analyzing
4	Identify medical and nursing management priorities in treating patients in shock	Cognitive	Understanding
5	Contrast the use and implications of different pharmacologic agents in managing patients with shock and multiple organ dysfunction syndrome	Cognitive	Analyzing
6	Discuss the importance of nutritional support in all forms of shock	Cognitive	Understanding
7	Discuss the role of nurses in psychosocial support of patients experiencing shock and their families	Cognitive	Understanding
8	Discuss multiple organ dysfunction syndrome	Cognitive	Understanding
9	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**Management of the Patient with Chronic Illness/Disability/Need for Rehabilitation**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Define “chronic conditions”	Cognitive	Remembering
2	Identify factors related to the increasing incidence of chronic conditions	Cognitive	Understanding
3	Describe characteristics of chronic conditions and implications for people with chronic conditions and for their families	Cognitive	Understanding
4	Compare advantages and disadvantages of various models of disability	Cognitive	Analyzing
5	Describe implications for nursing practice	Cognitive	Understanding
6	Describe the goals of rehabilitation	Cognitive	Understanding
7	Discuss the interdisciplinary approach to rehabilitation	Cognitive	Understanding
8	Use the nursing process as a framework for care of patients with self-care deficits, impaired physical mobility, impaired skin integrity, and altered patterns of elimination	Cognitive	Applying
9	Describe nursing strategies appropriate for promoting self-care through activities of daily living	Cognitive	Understanding
10	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**Management of the Patient with Cancer**

<b>Order</b>	<b>Description</b>	<b>Learning</b>	<b>Level of</b>
--------------	--------------------	-----------------	-----------------

**SUBJECT TO CHANGE!!!!**

		<b>Domain</b>	<b>Learning</b>
1	Describe the significance of health education and preventive care in decreasing the incidence of cancer	Cognitive	Understanding
2	Differentiate among the purposes of surgical procedures used in cancer treatment, diagnosis, prophylaxis, palliation, and reconstruction	Cognitive	Analyzing
3	Contrast the roles of surgery, radiation therapy, chemotherapy, targeted therapy, hematopoietic stem cell transplantation, and other therapies in treating cancer	Cognitive	Analyzing
4	Demonstrate nursing care related to common nursing diagnoses associated with cancer: impaired skin integrity, alopecia, nutritional problems, and altered body image	Psychomotor	Guided Response
5	Identify potential complications for the patient with cancer and discuss associated nursing care	Cognitive	Understanding
6	Identify assessment parameters and nursing management of patients with oncologic emergencies	Cognitive	Understanding
14	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**Management of the Patient with End-of-Life Care**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Discuss the historical, legal, and sociocultural perspectives of palliative and end-of-life care in the United States	Cognitive	Understanding
2	Explain palliative care	Cognitive	Understanding
3	Compare and contrast the settings where palliative care and end-of-life care are provided	Cognitive	Analyzing
4	Describe the principles and components of hospice care	Cognitive	Understanding
5	Provide culturally and spiritually sensitive care to terminally ill patients and their families	Cognitive	Applying
6	Implement nursing measures to manage physiologic responses to terminal illness	Psychomotor	Manipulation
7	Support actively dying patients and their families	Affective	Responding
8	Identify components of uncomplicated grief and mourning	Cognitive	Remembering
9	Implement nursing measures to support patients and families with uncomplicated grief and mourning	Psychomotor	Manipulation
10	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**Assessment and Management of Problems related to Male Reproductive Processes**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Demonstrate assessment of the male reproductive	Psychomotor	Guided Response

**SUBJECT TO CHANGE!!!!**

	system		
2	Analyze the management of patients with various male reproductive dysfunctions	Cognitive	Analyzing
3	Describe the clinical signs and symptoms, diagnostic testing, and treatment options for patients with male reproductive dysfunction	Cognitive	Understanding
4	Use the nursing process as a framework for care of patients with male reproductive dysfunction	Cognitive	Applying
5	Contrast the use and implications of different pharmacologic agents and surgical interventions in managing patients with problems of the male reproductive system,	Cognitive	Analyzing
6	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**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.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

**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 to the clinical setting and 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 10<sup>th</sup>. 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 (ie 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 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.

Students must make a **100% on a calculation exam before attending clinical.** Students may take the drug calculation exam a maximum of **THREE** attempts. Each attempt will be a different but similar version.

**ATI ACTIVITIES:** All ATI activities must be completed as outlined on ATI rubric. Failure to do so will result in zero points for the missed activity. No points will be awarded if the activity is not

## **SUBJECT TO CHANGE!!!!**

completed on time or the benchmark is not met. ATI assignments will be checked at **8:00 am** on the morning the assignment is due. If assignment is not satisfactorily completed by this time it will be considered incomplete and points will not be awarded.

**TICKET TO CLASS:** Assignments *may* be given as homework which will serve as the student's ticket into class. The student will not be allowed in class if they fail to complete the ticket to class assignment. This will count as an absence and the student will not be allowed to return to class until the assignment is completed in its entirety.

**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 also 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 and face financial aid repercussions in upcoming semesters.

### **ADDITIONAL ATTENDANCE PROVISIONS**

#### ***Health Sciences***

Requirements for instructional hours within Health Science 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.

The didactic portion of the class will meet for 60 hours. A student is allowed to miss a maximum of 6 hours. Students missing more than 6 hours will be dropped for exceeding the attendance policy. The 150 clinical practicum hours are non-negotiable and will be completed according to your preceptor's schedule. **A physician's excuse/appropriate documentation will be required for any missed clinical time.**

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in

## **SUBJECT TO CHANGE!!!!**

this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, 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 the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

**WITHDRAWAL PROCEDURE:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (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 when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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 assessed due to the withdrawal. All grades, including grades 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...):** A student will only be allowed to make-up one unit exam which will be given at the discretion of the instructor. **A physician's excuse/appropriate documentation will be required for the student to be eligible to take a make-up exam. A 10 point deduction will be issued if the student misses a unit exam due to an unexcused absence.** A grade of "0" will be given to all subsequent unit 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; which will result in a zero for the final exam.

## **SUBJECT TO CHANGE!!!!**

**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:

#### **--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.

#### **--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.

#### **--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 second 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:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era 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).

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Angel, 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 at [www.southeasterntech.edu](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



**SUBJECT TO CHANGE!!!!**

**Course Description- RNSG 2000 Medical Surgical III**

**Fall Semester 2015 Lesson Schedule**

**\*\*\*This lesson plan is subject to change if necessary at the instructor's discretion.**

<b>Date</b>	<b>Chap / Lesson</b>	<b>Content</b>	<b>Assignments &amp; Tests Due</b>	<b>* Area ** Core</b>
<b>8/17</b>	Intro to Course	Introduction to Course- Review Syllabi and Course Expectations	Read Assigned Chapters	*1-7 **1-3
	Ch 65	Assessment of Neurological Function	Read Assigned Chapters	*1 **1-3
<b>8/18</b>	Ch 65 cont	Assessment of Neurological Function	Read Assigned Chapters	**1-3
	Ch 66	Management of Patients with Neurological Dysfunction	Read Assigned Chapters	*1 **1-3
<b>8/19</b>	Ch 66	Management of Patients with Neurological Dysfunction	Read Assigned Chapters	*1 **1-3
	Ch 67	Management of Patient with Cerebrovascular Disorders	Read Assigned Chapters <b>ATI: Targeted MS Practice Assessment: Neurosensory and Musculoskeletal; Learning Systems RN Practice Test: Neurosensory</b>  <b>Study for Test 1</b>	*1 **1-3
<b>8/24</b>	<b>Test 1</b>	<b>Test 1 Ch 65-67</b>	Read Assigned Chapters	*1 **1-3
	Ch 68	Management of Patients with Neurologic Trauma		
<b>8/25</b>	<b>Blood Drive</b>	<b>Blood Drive</b>		Program completion
<b>8/26</b>	Ch 68	Management of Patients with Neurologic Trauma	Read Assigned Chapters	*1 **1-3
	Ch 69	Management of Patients with Neurologic Infections, Autoimmune Disorders, and Neuropathies		

**SUBJECT TO CHANGE!!!!**

8/27	Ch 69	Management of Patients with Neurologic Infections, Autoimmune Disorders, and Neuropathies	Read Assigned Chapters <b>ATI:</b> Study for Test 2	*1 **1-3
	Ch 70	Management of Patients with Degenerative Neurologic Disorders		
8/31	<b>Test 2</b>	<b>Test 2 Ch 68-70</b>	Read Assigned Chapters	*1, 2 **1-3
	Ch. 40	Assessment of Musculoskeletal Function		
9/1	Ch. 40	Assessment of Musculoskeletal Function	Read Assigned Chapters	*2 **1-3
	Ch. 41	Musculoskeletal Care Modalities		
9/2	Ch. 41	Musculoskeletal Care Modalities	Read Assigned Chapters	*2 **1-3
	Ch. 42	Management of Patients with Musculoskeletal Disorders		
9/7	<b>HOLIDAY</b>	<b>Labor Day</b>		
9/8	Ch. 43	Management of Patients with Musculoskeletal Trauma	Read Assigned Chapters <b>ATI: Learning Systems RN</b> <b>Practice Test: Musculoskeletal</b> Study for Test 3	*2 **1-3
9/9	<b>Test 3</b>	<b>Test 3 Ch 40-43</b>	Read Assigned Chapters	*2,3 **1-3
	Ch 14	Shock and Multiple Organ Dysfunction Syndrome		
9/14	Ch 14	Shock and Multiple Organ Dysfunction Syndrome	Read Assigned Chapters	*3 **1-3
	Ch 72	Emergency Nursing (shock)		
9/15	Ch 72	Emergency Nursing (shock)	Read Assigned Chapters	*3, 4 **1-3
	Ch. 9	Chronic Illness and Disability		
9/16	Ch. 9	Chronic Illness and Disability	Read Assigned Chapters Study for Test 4	*4 **1-3
	Ch 10	Principles and Practices of Rehabilitation		
9/21	<b>Test 4</b>	<b>Test 4 Ch 14,72,9,10</b>	Read Assigned Chapters	3,4,5 **1-3
	Ch. 15	Oncology: Nursing Management in Cancer Care		

**SUBJECT TO CHANGE!!!!**

9/22	Drug Cal	Drug Calculation Test Attempt #1	Read Assigned Chapters	**1-3
	Ch. 16	End-of-Life Care		
9/23	Ch 59	Assessment and Management of Problems related to Male Reproductive Process	Read Assigned Chapters ATI: <b>Learning Systems RN Practice Test: Oncology</b> Study for Test 5	**1-3
9/28	<b>Test 5</b>	<b>Test 5 Ch 15,16,59</b>	Study for Comprehensive Final	**1-3
	Drug Cal	Drug Calculation Test Attempt #2 (if needed)		
9/29	<b>Review</b>	<b>Review for Comprehensive Final Exam</b>	Study for Comprehensive Final	*1-7 **1-3
	Drug Cal	Drug Calculation Test #3 (if needed)		
	<b>Make up</b>	<b>Make up Test Date (if needed)</b>		
9/30	<b>FINAL</b>	<b>COMPRHENSIVE FINAL EXAM</b>		*1-7  **1-3
10/5-12/3	Practicum	Clinical Practice-Based Learning Activities and Interactions  **** All 150 practicum hours must be completed by 12/3/2015****	1. <b>Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration</b>	*Program Completion  **1-3
11/2	<b>ATI</b>	<b>Medical Surgical/Pharmacology Practice Assessment A Due by 8:00 am</b>		*Program Completion **1-3
11/16	<b>ATI</b>	<b>RN Adult Medical Surgical 2013 Proctored Assessment</b>		*Program Completion **1-3
11/17-11/19	<b>Review Class</b>	<b>Mandatory NCLEX Review CLASS</b>		*Program Completion **1-3
11/23	<b>ATI</b>	<b>Pharmacology Proctored Assessment</b>		*Program Completion **1-3
11/30	<b>ATI</b>	<b>Comprehensive ATI Exit Exam</b>		*Program Completion **1-3

**SUBJECT TO CHANGE!!!!**

<b>11/25-11/26</b>	<b>HOLIDAY</b>	<b>THANKSGIVING HOLIDAY</b>	
<b>12/8</b>	<b>Evaluations</b>	<b>Practicum Evaluations</b>	Program Completion **1-3
<b>12/9</b>	<b>Pinning Practice</b>	<b>Pinning Practice 2:00 Toombs Auditorium</b>	
<b>12/10</b>	<b>Pinning</b>	<b>Pinning 6:00 Toombs Auditorium</b>	

**\* Competency Areas:**

1. Management of the Patient with Problems of the Neurologic System
2. Management of Patients with Problems of the Musculoskeletal System
3. Management of the Patient with Shock and Multiple Organ Dysfunction Syndrome
4. Management of the Patient with Chronic Illness/Disability/Need for Rehabilitation
5. Management of the Patient with Cancer
6. Management of the Patient with End-of-Life Care
7. Male reproductive

**\*\*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

**SUBJECT TO CHANGE!!!!**



Associate of Science Degree in Nursing Program  
RNSG 2020 Practicum Evaluation  
**Clinical Performance Assessment Tool**

Student Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Midterm Evaluation: \_\_\_\_\_ Final Evaluation: \_\_\_\_\_

**Students will be evaluated by the Clinical Preceptor at mid-term and at end of the clinical course. The evaluation will be based on the student's performance on the clinical outcome competencies. Critical behaviors are indicated on the Clinical Performance Assessment Tool with a (\*).**

<b>100=4</b>							
<b>99=3.9</b>	<b>94=3.4</b>	<b>89=2.9</b>	<b>84=2.4</b>	<b>79=1.9</b>	<b>74=1.4</b>	<b>69=0.9</b>	<b>64=0.4</b>
<b>98=3.8</b>	<b>93=3.3</b>	<b>88=2.8</b>	<b>83=2.3</b>	<b>78=1.8</b>	<b>73=1.3</b>	<b>68=0.8</b>	<b>63=0.3</b>
<b>97=3.7</b>	<b>92=3.2</b>	<b>87=2.7</b>	<b>82=2.2</b>	<b>77=1.7</b>	<b>72=1.2</b>	<b>67=0.7</b>	<b>62=0.2</b>
<b>96=3.6</b>	<b>91=3.1</b>	<b>86=2.6</b>	<b>81=2.1</b>	<b>76=1.6</b>	<b>71=1.1</b>	<b>66=0.6</b>	<b>61=.01</b>
<b>95=3.5</b>	<b>90=3.0</b>	<b>85=2.5</b>	<b>80=2.0</b>	<b>75=1.5</b>	<b>70=1.0</b>	<b>65=0.5</b>	<b>60=0.0</b>

**Clinical Performance Assessment Scale**

<b>Score</b>	<b>Assessment</b>	<b>Description</b>
<b>4</b>	<b>Excellent</b>	<b>Demonstrates a thorough and in-depth understanding of concepts and applies the concepts to patient/client/family-centered care. Consistently excels in demonstrating outcomes behavior independently.</b>
<b>3</b>	<b>Good</b>	<b>Demonstrates adequate understanding of concepts and applies the concepts to patient/client/family-centered care. Utilizes effective approaches to nursing practice independently.</b>
<b>2</b>	<b>Fair</b>	<b>Needs some assistance to apply concepts to nursing practice. Performs inconsistently but safely with guidance. Contributes to group discussion when analyzing and evaluating patient/client/family-centered care situations. Unable to independently demonstrate outcome behavior with assistance.</b>

**SUBJECT TO CHANGE!!!!**

<b>1</b>	<b>Poor</b>	<b>Requires consistent guidance to apply concepts, analyze, and evaluate patient/client/family-centered care situations. Consistently requires verbal cues. Unable to independently demonstrate outcome behaviors.</b>
----------	-------------	--

**Human Flourishing**

**The Student will:**

- a. Provide nursing care which reflects caring as the essence of nursing; and**
- b. Be an advocate for patients/clients and families in ways that promote self-determination, integrity, and ongoing growth as human being.**

<b>Clinical Outcome Competency</b>	<b>Midterm</b>	<b>Final</b>	<b>Anecdotal Notes</b>
1. Functions as a patient/client or family advocate by communicating patient/client/family concerns or observations to the healthcare team			
2. Maintains patient/client's right to privacy and confidentiality			
3. Demonstrates caring behaviors that reflect compassion and support (touch, facial, expression, tone of voice, body language)			
4. Adapts nursing care that promotes respect for patient/client diversity, (culture, race, ethnicity, gender, religion/spiritual values, socioeconomic status, etc.)			
5. Provides developmentally appropriate patient/client-centered nursing care.			
6. Demonstrates interpersonal communication skills to establish therapeutic relationships with patients/clients and collaborative relationships with instructors and healthcare professionals			

**Professional Identity**

**The Student will:**

- a. Assume accountability for the delivery of safe, holistic, patient-centered care, utilizing evidence-based knowledge in a variety of settings through use of the nursing process which reflects caring as the essence of nursing; and**
- b. Practice nursing within the ethical and legal boundaries of nursing.**

<b>Clinical Outcome Competency</b>	<b>Midterm</b>	<b>Final</b>	<b>Anecdotal Notes</b>
1. Maintains patient/client's			

**SUBJECT TO CHANGE!!!!**

confidentiality, privacy, and HIPAA regulations*			
2. Demonstrates an awareness of the legal and ethical aspects that govern nursing practice as stated in the ANA Code of Ethics*			
3. Follows Southeastern Technical College and Clinical Agency's policies and procedures			
4. Shows receptivity to guidance, supervision, and constructive criticism			
5. Accepts responsibility for their own actions			
6. Maintains a safe environment in all clinical settings			
7. Demonstrates flexibility in new or unexpected situations			
8. Conducts self in a professional manner at all times (i.e., demeanor, dress, punctuality, language)			
9. Expresses self clearly and accurately when speaking and writing			
10. Accurately documents nursing care, both clearly, completely, as well as reflective of appropriate problem solving ability			
11. Manages clinical time effectively			
<p><b>Spirit of Inquiry</b>  <b>The Student will:</b>  <b>a. Demonstrate the professional values of nursing through clinical competency, continuous personal &amp; professional growth, and lifelong learning; and</b>  <b>b. Demonstrate personal &amp; professional ethics in the workplace while striving to be a valuable student.</b></p>			
<b>Clinical Outcome Competency</b>	<b>Midterm</b>	<b>Final</b>	<b>Anecdotal Notes</b>
1. Reports pertinent patient/client care and information to clinical expertise regarding changes in patient/client's status			
2. Uses evidenced-based practice to formulate clinical decisions			
3. Synthesizes assessment data in the provision of care			

**SUBJECT TO CHANGE!!!!**

4. Asks appropriate questions and considers different points of view			
5. Participates actively in pre and post conferences			
6. Accepts accountability for delivery of quality nursing care			

**Nursing Judgment**

**The Student will:**

- a. Utilize critical thinking when applying knowledge from sciences, humanities, and nursing in making clinical decisions;**
- b. Communicate effectively with patients, families, and the entire healthcare team;**
- c. Effectively manage the care of patients working cooperatively with the patient, their family, and the healthcare team; and**
- d. Utilize informatics to effectively communicate, manage knowledge, and support clinical decision-making.**

<b>Clinical Outcome Competency</b>	<b>Midterm</b>	<b>Final</b>	<b>Anecdotal Notes</b>
1. Administers nursing care safely, accurately, and without omissions*			
2. Prioritizes and delivers nursing care in an organized manner			
3. Prepares in advance for procedures, treatment, and bedside techniques			
4. Utilizes the 6 rights of medication administration while giving all medications*			
5. Documents nursing care clearly, completely, and appropriately- reflecting problem-solving			
6. Maintains standard precautions, isolation precautions, National Patient Safety Goals, and OSHA standards*			
7. Utilizes technologies to collect, organize, and retrieve information regarding patient/client care			
8. Obtains relevant patient information			

**V. Critical Thinking and the Nursing Process**

**The Student will:**

- a. Use critical thinking to prioritize and delegate patient care.**

<b>Clinical Outcome Competency</b>	<b>Midterm</b>	<b>Final</b>	<b>Anecdotal Notes</b>
1. Identifies subjective and			

**SUBJECT TO CHANGE!!!!**

objective information as evidenced by actual or potential patient/client problems			
2. Validates data, questions, assumptions, and interprets/clusters relevant data			
3. Formulates accurate and concise nursing diagnoses			
4. Prioritizes nursing diagnoses as determined by impact upon patients health status			
5. Formulates desired outcomes specific to the patient/client's individual problems/needs			
6. Plans nursing care to include diagnostic, therapeutic, and teaching for each identified nursing diagnosis			
7. Evaluates patient/client progress in achieving objectives/goals			
<b>VI. Clinical practice-based learning activities and interactions</b>			
<b>Clinical Outcome Competency</b>	<b>Midterm</b>	<b>Final</b>	<b>Anecdotal Notes</b>
1. Performs a health assessment on assigned patient/client			
2. Performs assigned activities and interactions to demonstrate competence in interviewing and history taking			
3. Performs assigned activities and interactions to demonstrate competence in assessment of vital signs			
4. Performs assigned activities and interactions to demonstrate competence in patient safety practices			
5. Performs assigned activities and interactions to demonstrate competence in hygiene practices			
6. Performs assigned activities and interactions to demonstrate competence in mobility and immobility practices			
7. Performs assigned activities and interactions to demonstrate			

**SUBJECT TO CHANGE!!!**

competence in infection prevention and control practices			
8. Performs assigned activities and interactions to demonstrate competence in skin integrity and wound care practices			
9. Performs assigned activities and interactions to demonstrate competence in fluid, electrolyte, and acid-base balance management			
10. Performs assigned activities and interactions to demonstrate competence in care of surgical patient			
11. Performs assigned activities and interactions to demonstrate competence in oxygenation practices			
12. Performs assigned activities and interactions to demonstrate competence in nutrition practices			
13. Performs assigned activities and interactions to demonstrate competence in urinary elimination practices			
14. Performs assigned activities and interactions to demonstrate competence in bowel elimination practices			
15. Performs assigned activities and interactions to demonstrate competence with techniques to promote health management and maintenance and prevention of illness			

**SUBJECT TO CHANGE!!!**

**Mid-Term Evaluation Instructor / Preceptor Comments**

**Final Evaluation Instructor / Preceptor Comments**



**SUBJECT TO CHANGE!!!!**

**RNSG 2020 ATI Content Mastery Series Rubric-Medical Surgical**

<b>Complete Practice Assessment A (Due by 11/2/15)</b>	
Remediation: <ul style="list-style-type: none"><li>• Three hours focused review</li><li>• Three critical points to remember for each question topic to review-must be handwritten</li></ul>	
<b>/4 points</b>	<b>Total Points</b> _____



<b>Level 3 (4 points)</b>	<b>Level 2 (3 points)</b>	<b>Level 1 (2 points)</b>	<b>Below Level 1 (0 points)</b>
<b>1 hour Focused Review</b> Three critical points to remember for each questions topic to review <b>/2 points</b>	<b>2 hours Focused Review</b> Three critical points to remember for each question topic to review <b>/2 points</b>	<b>3 hours Focused Review</b> Three critical points to remember for each topic to review <b>/2 points</b>	<b>4 hours Focused Review</b> Three critical points to remember for each question topic to review <b>/2 points</b>

**Total Points:** \_\_\_\_\_

1. **Completion of the Practice Assessment A is worth a total score of 50**
  - a. **Completion of the Practice assessment and remediation in its entirety will result in a score of 50.**
  - b. **Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.**
2. **Completion of the Proctored Assessment-RN Adult Med Surg 2013 worth a total score of 50**
  - a. **Proctored Assessment**
    - i. **6 Points = a total score of 50**
    - ii. **5 Points = a total score of 41.6**
    - iii. **4 Points = a total score of 33.3**
    - iv. **3 Points = a total score of 25**
    - v. **2 Points = a total score of 16.7**

**SUBJECT TO CHANGE!!!!**

**RNSG 2020 ATI Content Mastery Series Rubric-Pharmacology**

<b>Complete Practice Assessment A (Due by 11/2/15)</b>	
Remediation: <ul style="list-style-type: none"><li>• Three hours focused review</li><li>• Three critical points to remember for each question topic to review-must be handwritten</li></ul>	
<b>/4 points</b>	<b>Total Points _____</b>



<b>Level 3 (4 points)</b>	<b>Level 2 (3 points)</b>	<b>Level 1 (2 points)</b>	<b>Below Level 1 (0 points)</b>
<b>1 hour Focused Review</b> Three critical points to remember for each questions topic to review <b>/2 points</b>	<b>2 hours Focused Review</b> Three critical points to remember for each question topic to review <b>/2 points</b>	<b>3 hours Focused Review</b> Three critical points to remember for each topic to review <b>/2 points</b>	<b>4 hours Focused Review</b> Three critical points to remember for each question topic to review <b>/2 points</b>

**Total Points: \_\_\_\_\_**

3. **Completion of the Practice Assessment A is worth a total score of 50**
  - a. **Completion of the Practice assessment and remediation in its entirety will result in a score of 50.**
  - b. **Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.**
4. **Completion of the Proctored Assessment-RN Pharmacology 2013 worth a total score of 50**
  - a. **Proctored Assessment**
    - i. **6 Points = a total score of 50**
    - ii. **5 Points = a total score of 41.6**
    - iii. **4 Points = a total score of 33.3**
    - iv. **3 Points = a total score of 25**
    - v. **2 Points = a total score of 16.7**

**SUBJECT TO CHANGE!!!!**

**RNSG 2020 ATI Activities**

<b>Date Due</b>	<b>Activity Title</b>	<b>Points Possible</b>	<b>Points Earned</b>
8/24/15	Targeted MS Practice Assessment: Neurosensory and Musculoskeletal	4	
	Learning Systems RN Practice Test: Neurosensory	5	
9/9/15	Learning Systems RN Practice Test: Musculoskeletal	5	
9/28/15	Learning Systems RN Practice Test: Oncology	5	
11/16/15	Learning Systems RN Final: Pharmacology	5	
	Practice Assessment Medical Surgical B	4	
	Practice Assessment Pharmacology B	4	
	RN Comprehensive Online Practice 2013 A	4	
	RN Comprehensive Online Practice 2013 B	4	
	Learning Systems RN Final: MS	5	
	Practice Assessment: Nurse Logic 2.0 Tests for Advanced Students	4	
	Learning Systems RN Final: NCLEX	5	
	Total Points Earned		

**There are a total of 54 points assigned for completion of the above ATI activities which accounts for 5% toward your final grade. In order for you to receive the points, you must complete all assignments by the date due. All ATI assignments are due by 8:00 am the on specified due date. Failure to complete assignments by this time will result in a grade of zero for that assignment.**