



## **RNSG 1019B Transition to Professional Nursing COURSE SYLLABUS Fall Semester 2019**

### **COURSE INFORMATION**

Credit Hours/Minutes: 7/9000

Didactic: 4 (3000 minutes)

Lab: 1 (1500 minutes)

Clinical: 2 (4500 minutes)

Campus/Class Location: Swainsboro Campus/Building 8 Room 8141

Class Meets: Tuesdays from 9:00 am-2:00 pm (excluding one hour for lunch) with additional 10 hour lab days on Thursday 9/5, 9/12 & 9/19. Lab days will be from 9:00 am-7:00 pm.

Clinical: Clinical hours will vary; Clinicals will begin the week of 9/24 and will generally be on a Wednesday or Thursday

Course Reference Number (CRN): 20085

### **INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Beth Hendrix, Master of Public Health (MPH), Master of Science in Nursing (MSN), Registered Nurse (RN), Lead Instructor

(Another ASN instructor may fill in and teach at any time)

Campus/Office Location: Swainsboro Campus/Building 8 Room 8121

Office Hours: Wednesdays from 9:00 am-11:00am & 1:00 pm-4:00 pm

Email: [Beth Hendrix \(mailto:bhendrix@southeasterntech.edu\)](mailto:bhendrix@southeasterntech.edu)

Phone: 478-289-2284

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment

Instructor Name: Shannon Veal, Master of Science in Nursing (MSN), Registered Nurse (RN)

(Another ASN instructor may fill in and teach at any time)

Campus/Office Location: Swainsboro Campus/Building 8 Room 8119

Office Hours: By appointment only

Email: [Shannon Veal \(mailto:sveal@southeasterntech.edu\)](mailto:sveal@southeasterntech.edu)

Phone: 478-289-2333

Fax Number: 478-289-2336

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 \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

## **REQUIRED TEXT**

1. Potter, P. A., Perry, A. G., Hall, A., & Stockert, P. A. (2017). *Fundamentals of nursing* (9th ed.). St. Louis, MO: Elsevier.
2. Doenges, M., Moorhouse, M., & Murr, A. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span* (10<sup>th</sup> ed.). Philadelphia, PA: F. A. Davis Company.
3. Hinkle, J., & Cheever, K. (2018). *Brunner & Suddarth's: Textbook of medical-surgical nursing* (14th ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
4. Assessment Technologies Institute (ATI) testing web service

## **REQUIRED SUPPLIES & SOFTWARE**

Pen, pencil, paper, large 3 ring binder, highlighter, laptop, computer access, ear phones (for ATI skills modules), large spiral notebook, calculator, 2 folders, and clinical supplies.

**Students should not share login credentials with others and should change passwords periodically to maintain security.**

Each student will be required to purchase a skill supply kit through Meridy's Uniform by the designated date.

Laptop computers are REQUIRED with the following suggested specification:

Processor i5 or i7

Memory 8GB or higher

Hard drive 250GB or larger

Get a DVD Drive either internal or external

## **COURSE DESCRIPTION**

This course is designed to facilitate successful entry of the Licensed Practical Nurse (LPN) and the Licensed Paramedic (EMT-P) into the second year of the Associate of Science in Nursing Program (ASN) by awarding credit for previously learned knowledge and skills. Previous knowledge and skills will be reinforced and new concepts will be introduced.

The course provides an introduction to nursing and roles of the nurse, as well as professional related and client care concepts. The theoretical foundation for basic assessment and skills will be built upon and the student will be given an opportunity to demonstrate these skills in the laboratory and clinical settings. The student will use the nursing process as a decision-making framework to assist the student in developing effective clinical judgment skills.

In addition, the course will include the care of adult clients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations within selected body systems and will enhance previous health care experience. The role of the nurse as a provider will include: client-centered care; teamwork and collaboration; evidence-based practice; quality improvement; safety; informatics; professionalism; and leadership. The clinical experience will provide the student an opportunity to apply theoretical concepts and implement safe client care to adults in a variety of healthcare settings.

## **MAJOR COURSE OUTCOMES**

1. Discuss the scope of practice and the role of the nurse while providing safe, client-centered care.
2. Review the spectrum of health care settings across which client care is provided.
3. Review the principles of professionalism in nursing practice.
4. Demonstrate basic nursing skills using proper techniques and measures to promote safe, quality client-centered care.

5. Apply the various elements of the nursing process to clinical decision-making.
6. Demonstrate clinical decision making with the use of pharmacology, pathophysiology, and nutrition in the provision of care for adult clients.
7. Demonstrate ability to securely use health information systems and client care technologies in an appropriate, effective manner.
8. Provide health and safety related education based on the identified needs of clients.

**PREREQUISITE(S)**

Program Admission

**CO-REQUISITE**

RNSG 1018B – Pharmacological Concepts & Drug Calculations

**CONTENT/UNIT OUTCOMES**

**NURSING ROLE AND SCOPE OF PRACTICE**

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Review the different educational paths to professional nursing and their implications for career mobility and advancement.	Cognitive	Understanding
2.	Describe how state nurse practice acts define the legal scope of nursing practice.	Cognitive	Remembering
3.	Review an established code of ethics and its role in guiding nursing practice and ethical decision making.	Cognitive	Understanding
4.	Recognize competencies related to knowledge, skills, and attitudes that nurses are expected to integrate into their practice.	Cognitive	Analyzing
5.	Differentiate between healthcare-related macro- and microsystems and their relationship to the nurses' role.	Cognitive	Analyzing

**Spectrum of Healthcare**

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Differentiate between primary, secondary, and tertiary care as well as the role of the nurse when providing these levels of care.	Cognitive	Analyzing
2.	Discuss the roles of state and federal governments in regulating health care agencies.	Cognitive	Understanding

**Nursing Process**

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Identify the steps of the nursing process.	Cognitive	Remembering
2.	Compare and contrast the various steps of the nursing process and the role of the nurse.	Cognitive	Analyzing
3.	Define the nursing process and discuss its use as a tool for identifying actual and potential client problems and planning client-centered care.	Cognitive	Understanding
4.	Differentiate between subjective and objective data and various data collection methods.	Cognitive	Understanding

Order	Unit Outcomes	Learning Domain	Level of Learning
5.	Review the NANDA list of nursing diagnoses and their use in describing potential and actual client problems.	Cognitive	Understanding
6.	Discuss the purpose of a client plan of care, its developmental process, its implementation, and role in determining attainment of client outcomes.	Cognitive	Understanding
7.	Apply principles of the nursing process to an actual or simulated client record.	Cognitive	Applying

### Clinical Judgement

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Define clinical judgment and its relationship to nursing practice.	Cognitive	Remembering
2.	Compare and contrast clinical judgment and critical thinking.	Cognitive	Analyzing
3.	Differentiate between decision making and problem solving	Cognitive	Analyzing

### Advocacy

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the relationship between the nurse's role as advocate and the client's right to information and make informed health care decisions.	Cognitive	Understanding
2.	Review the Client's Bill of Rights and the Self Determination Act and their association with the nurse's role as client advocate.	Cognitive	Understanding

### Cultural Sensitivity

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Define cultural sensitivity and its relationship to nursing practice.	Cognitive	Remembering
2.	Discuss the term culture and the various components that contribute to its definition: <ul style="list-style-type: none"> <li>a) Ethnicity</li> <li>b) Spiritual beliefs</li> <li>c) Social practices</li> </ul>	Cognitive	Understanding
3.	Compare and contrast the terms cultural sensitivity and cultural competence in relation to the role of the health care provider.	Cognitive	Analyzing
4.	Recognize the influence culture has on health, health practices, illness, and caring patterns	Cognitive	Analyzing

### Spirituality

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Review the religious practices and their relationship to health promotion and health care.	Cognitive	Understanding
2.	Determine factors that contribute to spiritual distress and resulting manifestations.	Cognitive	Evaluating
3.	Review the nurses' role when caring for clients who are experiencing spiritual distress.	Cognitive	Understanding

## Evidence-Based Practice

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Define the concept of evidence-based practice.	Cognitive	Remembering
2.	Identify available resources for evidence-based nursing practice.	Cognitive	Remembering
3.	Discuss how evidence-based practice provides optimum care for individuals and their families.	Cognitive	Understanding

## Quality Improvement

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Define the concept of quality improvement.	Cognitive	Remembering
2.	Discuss the role of the nurse in identifying client concerns related to quality care.	Cognitive	Understanding

## Safety

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	1. Review interventions that can assist in reducing risk of client injury : a) Properly identifying the client b) Using the rights of medication administration c) Communicating client information to appropriate team members	Cognitive	Understanding
2.	Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care.	Cognitive	Understanding
3.	Recognize the role of the nurse in monitoring own care and that of others in promoting a safe environment for the client.	Cognitive	Analyzing
4.	Review the National Client Safety Goals developed by the Joint Commission and their relationship to the development of national safety standards and accreditation of health care institutions.	Cognitive	Understanding

## Informatics

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Describe the uses of computers in nursing education and practice.	Cognitive	Understanding
2.	Discuss the computer skills and computer applications necessary for monitoring and documenting client information.	Cognitive	Understanding
3.	Identify relevant search engines and databases to obtain evidence based research when determining best practice.	Cognitive	Remembering

## Client Education

Order	Unit Outcomes	Learning Domain	Level of Learning
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1.	Define the concept of client education.	Cognitive	Remembering
2.	Identify the role of the nurse in relation to client education.	Cognitive	Remembering
3.	Describe the three domains of learning.	Cognitive	Understanding
4.	Review basic principles of learning.	Cognitive	Understanding
5.	Discuss how to identify educational needs of clients.	Cognitive	Understanding
6.	Describe the various elements of a teaching plan for clients.	Cognitive	Understanding

### Professionalism

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Define the concept of professionalism and its relationship to nursing practice.	Cognitive	Remembering
2.	List professional behaviors that are consistent with those of a nurse.	Cognitive	Remembering
3.	Discuss the relationship of ethical and legal practice to the role of nurses.	Cognitive	Understanding

### Leadership

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Identify the characteristics of effective leaders.	Cognitive	Remembering
2.	Describe various leadership roles assumed by nurses.	Cognitive	Understanding
3.	Discuss how nurses as leaders can influence provision of safe client care.	Cognitive	Understanding
4.	Discuss the principles to follow when delegating client care.	Cognitive	Understanding
5.	Identify the rights of delegation regarding client care.	Cognitive	Remembering

### Rest and Sleep

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the effect that lack of sleep has on a client's physical and mental health.	Cognitive	Understanding
2.	Identify conditions that interfere with a client's rest and sleep pattern.	Cognitive	Remembering
3.	Recognize the characteristics of common sleep disorders.	Cognitive	Analyzing
4.	Review nursing interventions that can help improve a client's quality of rest and sleep	Cognitive	Understanding

### Sensory Perception

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss factors that affect a client's sensory perceptual processes.	Cognitive	Understanding
2.	Identify conditions that interfere with clients' ability to process sensory input.	Cognitive	Remembering
3.	Differentiate between sensory deficits, overload, and deprivation.	Cognitive	Analyzing
4.	Review nursing interventions that can facilitate or maintain a client's sensory perceptual processes.	Cognitive	Understanding

## Documentation

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the use of technology in the communication process.	Cognitive	Understanding
2.	Review the legal parameters that guide documentation and the maintenance of client records.	Cognitive	Understanding
3.	Review proper guidelines for effective documentation.	Cognitive	Understanding
4.	Apply principles of effective documentation to an actual or simulated client record.	Cognitive	Applying
5.	Demonstrate proper documentation techniques that support accurate, thorough, and timely charting.	Psychomotor	Guided Response
	<b><u>Demonstration/Discussion/Skill Performance:</u></b>		
	<ul style="list-style-type: none"> <li>a) Subjective and objective data*</li> <li>b) Narrative charting*</li> <li>c) Flow sheets (Discussion)</li> <li>d) Computer information systems and computerized records*</li> </ul>		

## Health Assessment

Order	Description	Learning Domain	Level of Learning
1.	Discuss principles of basic physical assessment.	Cognitive	Understanding
2.	Practice assessment skills while maintaining client privacy, confidentiality, and safety	Psychomotor	Guided Response
	<b><u>Demonstration/Discussion/Skill Performance:</u></b>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>a) Assessment techniques when performing a complete assessment of all body systems**</li> </ul>		

## Vital Sign Measurements

Order	Description	Learning Domain	Level of Learning
1.	Describe procedures for assessing vital signs.	Cognitive	Understanding
2.	Discuss factors that can influence vital signs.	Cognitive	Understanding
3.	Recognize normal vital sign values.	Cognitive	Remembering
	<b><u>Demonstration/Discussion/Skill Performance:</u></b>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>a) Obtaining a pulse* <ul style="list-style-type: none"> <li>• Radial**</li> <li>• Apical</li> <li>• Other commonly assessed pulse locations</li> </ul> </li> <li>b) Obtaining Respirations**</li> <li>c) Obtaining Blood pressure **</li> </ul>		

## Hygiene

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Describe conditions and activities that place clients at risk for altered skin integrity.	Cognitive	Understanding
2.	Discuss the effect that cultural practices have on hygiene.	Cognitive	Understanding

3.	Determine a client's need for assistance with hygiene-related care.	Cognitive	Remembering
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### Activity and Exercise including Ergonomics

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the effect lack of movement has on bones, muscles, and joints.	Cognitive	Understanding
2.	Demonstrate proper techniques that support client mobility and prevent complications of immobility.	Psychomotor	Guided Response
3.	Identify assistive devices that can be used when moving clients to aid in the prevention of injury.	Cognitive	Remembering
	<b><u>Demonstration/Discussion/Skill Performance:</u></b>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>a) Walking with a crutch/cane/walker (Discussion/Demonstration/ATI Skills Modules)</li> <li>b) Pressure ulcer prevention measures and equipment (Discussion/Demonstration/ATI Skills Modules)</li> <li>c) Applying anti-embolic stocking/sequential compression devices (Discussion/Demonstration/ATI Skills Modules)</li> </ul>		

### Infection Control

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the etiology of hospital acquired infections.	Cognitive	Understanding
2.	Differentiate between standard precautions and various types of isolation precautions.	Cognitive	Analyzing
3.	Demonstrate proper techniques that support infection control.	Psychomotor	Guided Response
	<b><u>Demonstration/Discussion/Skill Performance:</u></b>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>a) Apply gloves* <ul style="list-style-type: none"> <li>• Sterile</li> <li>• Nonsterile</li> </ul> </li> <li>b) Preparing a sterile field*</li> </ul>		

### Skin Integrity and Wound Care

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the factors that contribute to impaired skin integrity.	Cognitive	Understanding
2.	Discuss nursing interventions to promote skin integrity.	Cognitive	Understanding
3.	Describe the process of wound healing.	Cognitive	Understanding
4.	Identify the differences in primary and secondary healing.	Cognitive	Remembering
	<b><u>Demonstration/Discussion/Skill Performance:</u></b>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>a) Wound irrigation (Discussion/Demonstration)</li> <li>b) Negative pressure wound therapy (Discussion)</li> <li>c) Maintaining portable wound suction (Discussion)</li> <li>d) Obtaining a wound culture (Discussion/Demonstration)</li> </ul>		

### Urinary Elimination

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss factors that affect a client's urinary elimination status.	Cognitive	Understanding
2.	Identify conditions that interfere with clients normal urinary elimination patterns.	Cognitive	Remembering
3.	Identify diagnostic tests related to elimination and the nurse's role in obtaining urinary specimens.	Cognitive	Remembering
4.	Review nursing interventions that can facilitate or maintain a client's urinary elimination patterns.	Cognitive	Understanding
5.	Demonstrate proper techniques that support a client's urinary elimination needs.	Psychomotor	Guided Response
	<b><u>Demonstration/Discussion/Skill Performance:</u></b> a) Assessing urine volume using a bladder ultrasonic scanner (Discussion) b) Catheter insertion and removal <ul style="list-style-type: none"> <li>• External (Discussion)</li> <li>• Straight (Discussion)</li> <li>• Indwelling**</li> </ul>	Psychomotor	Guided Response

### Bowel Elimination

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss developmental and other factors that affect a client's bowel elimination status.	Cognitive	Understanding
2.	Identify diagnostic tests related to elimination and the nurse's role in obtaining bowel specimens.	Cognitive	Remembering
3.	Demonstrate proper techniques that support a client's bowel elimination needs.	Psychomotor	Guided Response
	<b><u>Demonstration/Discussion/Skill Performance:</u></b> a) Assessing stools for occult blood (Discussion) b) Assisting client on and off a bedpan (Discussion) c) Administering an enema (Discussion/Demonstration) d) Applying a fecal ostomy pouch (Discussion)	Psychomotor	Guided Response

### Nutrition

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss physical, psychological, developmental, and cultural factors that affect a client's nutritional status.	Cognitive	Understanding
2.	Use guidelines based on the USDA My Plate when determining dietary recommendations for clients.	Cognitive	Applying
3.	Differentiate between various alternative and therapeutic diets.	Cognitive	Analyzing
4.	Review nursing interventions that can assist clients in meeting their nutritional needs.	Cognitive	Understanding
5.	Demonstrate proper techniques that support a client's nutritional needs.	Psychomotor	Guided Response

	<p><b><u>Demonstration/Discussion/Skill Performance:</u></b> Administering specialized nutritional support via nasogastric, gastrostomy or jejunostomy tube utilizing: (Discussion/Demonstration/ATI Skills Modules)</p> <ul style="list-style-type: none"> <li>• Bolus or intermittent feeding</li> <li>• Continuous feeding</li> </ul>	Psychomotor	Guided Response
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### Comfort/Pain

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Review the role played by pain, as a symptom of a health issue, and its impact on basic physiological needs.	Cognitive	Understanding
2.	Review theories related to the physiology of pain.	Cognitive	Understanding
3.	Discuss physical, psychological, developmental, and cultural factors that affect the perception and expression of pain.	Cognitive	Understanding
4.	Differentiate between the various types and characteristics of pain.	Cognitive	Analyzing
5.	Determine a client's need for pain relief using established subjective tools and objective data.	Cognitive	Analyzing
6.	Review non-pharmacologic nursing interventions that can assist clients in managing their pain.	Cognitive	Understanding
7.	Review pharmacologic interventions that can assist clients in managing their pain.	Cognitive	Understanding
8.	Review alternative and complementary methods of pain relief that clients may consider: <ul style="list-style-type: none"> <li>a) Acupressure</li> <li>b) Acupuncture</li> <li>c) Biofeedback</li> <li>d) Aromatherapy</li> </ul>	Cognitive	Understanding
	<p><b><u>Demonstration/Discussion/Skill Performance:</u></b></p> <ul style="list-style-type: none"> <li>a) PCA therapy (Discussion)</li> <li>b) Epidural analgesia (Discussion)</li> </ul>	Psychomotor	Guided Response

### Medication Administration

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the role of the nurse in safely and legally administering medications to clients.	Cognitive	Understanding
2.	Identify the rights of medication administration.	Cognitive	Remembering
3.	Determine the various routes by which medication can be administered.	Cognitive	Analyzing
4.	Perform basic drug calculations.	Psychomotor	Guided Response
5.	Demonstrate proper techniques that support safe medication administration.	Psychomotor	Guided Response

Order	Unit Outcomes	Learning Domain	Level of Learning
	<p><b><u>Demonstration/Discussion/Skill Performance:</u></b> (Discussion/Demonstration/ATI Skills Modules)</p> <p>a) Administering Medications:</p> <ul style="list-style-type: none"> <li>• Oral</li> <li>• Ophthalmic</li> <li>• Otic</li> <li>• Metered Dose or Dry Inhalers</li> <li>• Nasal</li> <li>• Rectal</li> <li>• Topical</li> <li>• Transdermal</li> <li>• Vaginal</li> </ul> <p>b) Proper medication preparation*</p> <p>c) Basic drug calculations*</p> <p>d) Medication administration charting*</p> <p>e) Injections:*</p> <ul style="list-style-type: none"> <li>• Intradermal</li> <li>• Subcutaneous</li> <li>• Intramuscular</li> <li>• Intravenous (bolus and piggyback)</li> </ul> <p>f) Withdrawing medications*</p> <ul style="list-style-type: none"> <li>• Vial</li> <li>• Ampule</li> <li>• When combining two medications</li> </ul>	Psychomotor	Guided Response

### Oxygen Therapy Management

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	1. Discuss rationale, methods and complications for mechanical ventilation.	Cognitive	Understanding
2.	2. Clarify indications and nursing implications for the following: a) Postural drainage b) Chest physiotherapy c) Intermittent positive pressure breathing	Cognitive	Evaluating
	<p><b><u>Demonstration/Discussion/Skill Performance:</u></b></p> <p>a) Providing tracheostomy care*</p> <p>b) Monitoring client with chest drainage system</p>	Psychomotor	Guided Response

### Intravenous Therapy

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the objectives of IV therapy.	Cognitive	Understanding
2.	Identify the types of infusion devices used in parenteral therapy.	Cognitive	Remembering
	<p><b><u>Demonstration/Discussion/Skill Performance:</u></b></p> <p>a) Initiation of IV therapy**</p>	Psychomotor	Guided Response

Order	Unit Outcomes	Learning Domain	Level of Learning
	b) Regulating the flow rate* c) Setting up and using volume control pumps** d) Changing IV dressing* <ul style="list-style-type: none"> <li>• Peripheral</li> <li>• Central</li> </ul> e) Discontinuing an IV** f) Administering a blood transfusion (Discussion/Demonstration) g) Total parental nutrition (Discussion/ATI Skills Module)		

### Basic Alterations in Cardiac Output and Tissue Perfusion

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss diagnostic testing relevant to cardiovascular function and the nurse's role.	Cognitive	Understanding
2.	Discuss changes in the cardiovascular system as they pertain to aging.	Cognitive	Understanding
3.	Discuss the physiological events of the heart in relation to a normal electrocardiogram (ECG).	Cognitive	Understanding
4.	Identify ECG criteria, causes and management for clients with cardiac dysrhythmias.	Cognitive	Remembering
5.	Explain different types of pacemakers, their uses, possible complications and nursing interventions.	Cognitive	Understanding
6.	Discuss the use of defibrillation and cardioversion when treating clients with cardiac dysrhythmias.	Cognitive	Understanding
7.	Provide health and safety related education based on the identified needs of clients with basic alternatives in cardiac output and tissue perfusion.	Cognitive	Creating

### Basic Alterations in Cognition and Sensation

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss diagnostic testing relevant to cognition and sensation and the nurse's role.	Cognitive	Understanding
2.	Discuss changes in the cognition and sensation as they pertain to aging.	Cognitive	Understanding
3.	Identify a plan of care for client with basic alternations in cognition and sensation including the following considerations: <ul style="list-style-type: none"> <li>a) Pharmacological</li> <li>b) Dietary</li> <li>c) Lifestyle</li> </ul>	Cognitive	Remembering
4.	Identify the clinical presentation and management of complications associated with basic alternations in cognition and sensation.	Cognitive	Remembering

Order	Unit Outcomes	Learning Domain	Level of Learning
5.	Provide health and safety related education based on the identified needs of clients with basic alterations in cognition and sensation.	Cognitive	Creating

#### Basic Alterations in Regulation and Metabolism

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss assessment parameters of the endocrine system.	Cognitive	Understanding
2.	Discuss diagnostic testing relevant to endocrine function and the nurse's role.	Cognitive	Understanding
3.	Discuss changes in the endocrine system as they pertain to aging.	Cognitive	Understanding
4.	Identify a plan of care for client with disorders of regulation and metabolism including the following considerations: a) Pharmacological b) Dietary c) Lifestyle	Cognitive	Understanding
5.	Identify nursing interventions and rationales in relation to the underlying pathophysiological process of type I and type II DM.	Cognitive	Understanding
6.	Discuss the correct use and functioning of therapeutic devices that support regulation and metabolism.	Cognitive	Understanding
7.	Provide health and safety related education to adults regarding the management and pharmacological management of DM.	Cognitive	Creating

#### Basic Alterations in Integument

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss diagnostic testing relevant to integumentary function and the nurse's role.	Cognitive	Understanding
2.	Recognize alterations in laboratory values related to basic alterations in integument.	Cognitive	Remembering
3.	Discuss changes in the integumentary system as they pertain to aging.	Cognitive	Understanding
4.	Describe the role of the nurse in providing quality care to clients who have basic alterations in integument.	Cognitive	Understanding
5.	Identify clinical manifestations of in relation to the pathophysiological processes of basic alterations in integument.	Cognitive	Understanding
6.	Identify a plan of care for clients with basic alterations in integument including the following considerations: a) Pharmacological b) Dietary c) Lifestyle	Cognitive	Remembering
7.	Discuss the correct use and functioning of therapeutic	Cognitive	Understanding

Order	Unit Outcomes	Learning Domain	Level of Learning
	devices that support alterations in integument.		
8.	Provide health and safety related education to adults regarding the management of basic alterations in integument.	Cognitive	Creating

### Basic Alterations in Mobility

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss diagnostic testing relevant to musculoskeletal function and the nurse's role.	Cognitive	Understanding
2.	Recognize alterations in laboratory values related to basic alterations in the musculoskeletal system	Cognitive	Understanding
3.	Discuss changes in the musculoskeletal system as they pertain to aging.	Cognitive	Understanding
4.	Identify clinical manifestations of in relation to the pathophysiological processes of basic alterations in mobility.	Cognitive	Understanding
5.	Discuss the management of clients with basic alterations in mobility.	Cognitive	Understanding
6.	6Describe the role of the nurse in providing quality care to adults who have basic alterations in mobility.	Cognitive	Remembering
7.	Identify a plan of care for client with basic alterations in mobility including the following considerations: a) Pharmacological b) Dietary c) Lifestyle	Cognitive	Understanding
8.	8. Discuss the correct use and functioning of therapeutic devices that support mobility.	Cognitive	Understanding
9.	Provide health and safety related education and safety needs for adults who have basic alterations in mobility.	Cognitive	Creating

### Basic Alterations in Ingestion, Digestion, Absorption, and Elimination

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss diagnostic testing relevant to ingestion, digestion, absorption, and elimination and the nurse's role.	Cognitive	Understanding
2.	Recognize alterations in laboratory values related to basic alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
3.	Discuss changes in the gastrointestinal system as they pertain to aging.	Cognitive	Understanding
4.	Identify clinical manifestations of in relation to the pathophysiological processes of basic alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
5.	Discuss the management of clients with basic alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
6.	Describe the role of the nurse in providing quality care	Cognitive	Remembering

Order	Unit Outcomes	Learning Domain	Level of Learning
	to adults who have basic alterations in ingestion, digestion, absorption and elimination		
7.	Identify a plan of care for client with basic alterations in ingestion, digestion, absorption, and elimination including the following considerations: a) Pharmacological b) Dietary c) Lifestyle	Cognitive	Remembering
8.	Discuss the correct use and functioning of therapeutic devices that support basic alterations in ingestion, digestion, absorption and elimination.	Cognitive	Understanding
9.	Provide health and safety related education and safety needs for adults who have basic alterations in ingestion, digestion, absorption and elimination.	Cognitive	Creating

### Basic Alterations in Immunity

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss diagnostic testing relevant to basic alterations in immunity and the nurse's role.	Cognitive	Understanding
2.	Discuss changes in the immunological system as they pertain to aging.	Cognitive	Understanding
3.	Discuss the management of clients with basic alterations in immunity.	Cognitive	Understanding
4.	Identify a plan of care for clients with basic alterations in immunity including the following considerations: a) Pharmacological b) Dietary c) Lifestyle	Cognitive	Remembering
5.	Provide health and safety related education based on the identified needs of clients with basic alterations in immunity.	Cognitive	Creating

### Basic Alterations in Hematology Function

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss clinical manifestations of clients with basic alterations in hematological functions.	Cognitive	Understanding
2.	Discuss diagnostic testing relevant to basic alterations in hematological function and the nurse's role.	Cognitive	Understanding
3.	Discuss changes in hematological function as they pertain to aging.	Cognitive	Understanding
4.	Discuss the management of clients with basic alterations in hematological function.	Cognitive	Understanding

5.	Identify a plan of care for clients with alterations in hematological function including the following considerations: a) Pharmacological b) Dietary c) Lifestyle	Cognitive	Remembering
6.	Identify the clinical presentation and management of complications associated with basic alterations in immunity.	Cognitive	Remembering
7.	Discuss the correct use and functioning of therapeutic devices that support clients who have an alteration in hematological function.	Cognitive	Understanding
8.	Provide health and safety related education to clients who have basic alterations in hematological function.	Cognitive	Creating

### Fluid and Electrolyte Management

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Describe the role of the endocrine, renal and respiratory systems in the regulation of fluid and electrolyte balance.	Cognitive	Understanding
2.	Explain the significance of osmolality, osmolality, blood urea nitrogen (BUN), creatinine, and urine specific gravity related to fluid and electrolyte status.	Cognitive	Understanding
3.	Discuss the changes in fluid and electrolyte balance associated with aging.	Cognitive	Understanding
4.	Describe the pathophysiology, clinical presentations and management of fluid and electrolytes.	Cognitive	Understanding
5.	Identify laboratory values and clinical manifestations of disorders related to fluid and electrolytes.	Cognitive	Remembering
6.	Identify nursing considerations for clients who suffer with fluid and electrolyte disorders.	Cognitive	Remembering
7.	Review procedure of safe blood administration.	Cognitive	Remembering
8.	Discuss the purpose of total parental nutrition (TPN) and monitoring considerations.	Cognitive	Understanding
9.	Provide health and safety related education based on the identified needs of clients with fluid and electrolyte imbalances.	Cognitive	Creating

### Alterations in Acid Base Balance

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the significance of acid-base balance for homeostasis.	Cognitive	Understanding

2.	Review the steps for arterial blood gas interpretation.	Cognitive	Understanding
3.	Discuss compensation measures.	Cognitive	Understanding
4.	Identify major acid base disorders.	Cognitive	Understanding
5.	Describe the role of the respiratory and renal systems in the regulation of acid base.	Cognitive	Understanding
6.	Explain nursing implications relating to clients with acid base disorders.	Cognitive	Understanding

### Preoperative/Intraoperative/Postoperative Care

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Differentiate between the various phases of the surgical experience (pre, intra, and postoperative).	Cognitive	Analyzing
2.	Identify the role of the nurse in each of these phases.	Cognitive	Remembering
3.	Differentiate between the different types of anesthesia used in the operative client.	Cognitive	Analyzing
4.	Describe the impact drugs used during a surgical procedure can have on adult clients given in the immediate postoperative period.	Cognitive	Remembering
5.	Compare and contrast medications commonly given to operative clients.	Cognitive	Analyzing
6.	Discuss the legal and ethical issues related to ensuring informed consent.	Cognitive	Remembering
7.	Discuss potential post-surgical and immobility complications and the nurses' role in preventing them.	Cognitive	Remembering
8.	Intervene to provide a safe environment for the surgical client.	Cognitive	Applying
9.	Discuss the special needs of the bariatric surgical client.	Cognitive	Remembering

### Basic Overview of the Care of a Cancer Client

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Describe the role of the nurse in health education and prevention in decreasing the incidence of cancer.	Cognitive	Remembering
2.	Discuss the care options and resources for clients with a terminal prognosis.	Cognitive	Remembering
3.	Describe the role of the nurse when providing and coordinating the care of clients with oncological conditions.	Cognitive	Remembering
4.	Compare and contrast the various types of radiation therapies, related side effects, and nursing interventions.	Cognitive	Analyzing
5.	Compare and contrast surgical treatment goals related to cure and palliation.	Cognitive	Analyzing
6.	Discuss the various classifications of drugs used in the treatment of cancer.	Cognitive	Remembering
7.	Identify the clinical presentation, clinical management and role of the nurse when caring for a client having an oncological emergency.	Cognitive	Remembering

Order	Unit Outcomes	Learning Domain	Level of Learning
8.	Discuss knowledge of actions, contraindications, potential side effects, and nursing implications of medications used in the treatment of cancer.	Cognitive	Remembering
9.	Identify a plan of care for client with cancer including the following considerations: a) Pharmacological b) Dietary c) Lifestyle	Cognitive	Remembering
10.	Provide health and safety related education based on the identified needs of clients with cancer.	Cognitive	Creating

**\*Denotes skills that the students will be required to complete with skills check off**

**\*\*Denotes high stakes skills that the students must pass**

### **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 must be obtained in order to take the final exam. An average grade of 70% between unit exams and the final must be obtained in order to progress.

### **A FINAL CUMULATIVE AVERAGE OF AT LEAST 70% MUST BE OBTAINED IN ORDER TO PROGRESS TO FUTURE NURSING COURSES.**

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10<sup>th</sup>. No scores will be rounded (up or down). For example: exam has 60 questions and each question will be worth 1.66 pts. The student misses 7 questions  $X 1.66 - 100 = 88.38$ . Grade will be recorded as 88.3. This rule applies to every grade issued during this semester. All final averages will be recorded as is (for example 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 as directed by the instructor. Students may be separated in different classrooms, assigned different seats, and/or provided desk dividers during testing as informed by 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 and/or turned into the instructor. Smart watches, cell phones, or any other electronic devices will not allowed during exams. Students found with electronic/communication devices 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.

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. For this exam, students will be allowed 3 minutes per question. Drug calculation exams will be given within the first 3 full weeks of each semester, except for the first semester. During the first semester, the students will complete all ATI drug calculation modules in RNSG 1018B before the first attempt will be given. There will be a

week time frame in between the attempts, and the student is strongly encouraged to schedule tutoring with an ASN instructor before the next attempt. If a student misses an attempt due to an absence, the student forfeits that attempt and will take the next scheduled attempt. An absence on a third attempt may be evaluated on an individual basis.

**SPECIAL NOTE:** During this class, occurrences may be issued for failure to meet classroom/lab requirements (tardiness, uncompleted/late work, and etc.).

Power Points for RNSG 1019B will be available on the M drive: Associate of Science Degree in Nursing Bridge

## **EXAMS**

If a student shows up late for class on an exam date **or is not prepared to start the test on time (for example: has laptop issues not related to school network, ATI assignments not turned to faculty's specifications, etc)**, the student may not be allowed to take the exam once the faculty has shut the door. The student will have to make up the test and this will be counted as their opportunity for a make-up exam. Students may be provided time to look at their exam score in class and a general discussion may occur; however, due to time constraints, students are encouraged to schedule an appointment with their instructor or another ASN faculty member to view and get further explanation on the missed concepts. In addition, if a student believes a test question needs to be challenged, the student must email their instructor the rationale for consideration. This request must be received via email within 24 hours of the examination. No verbal or text message requests will be granted. The test question and rationale will go before a panel of nursing faculty for decision.

## **ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) ACTIVITIES**

All ATI activities must be completed as outlined on ATI Activities calendar. Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment is due at **12 noon on the Monday prior to** the class period as indicated on the calendar. Failure to turn in the Module Report will result in the student not being eligible to take the unit exam. This may count for the student's one unit make-up if not already used. Please note that only one make-up exam is allowed.

\*ATI ASSESSMENTS (PRACTICE and PROCTOR) are due on specified dates and will be issued points according the ATI Rubric. This will account for the ATI percentage of the course grade. \* For RNSG 1019B, you will have 2 ATI Practice Assessments and 1 Proctored Assessment to complete.

**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. Students may be required to wait until the class takes a break before they are allowed to enter as not to interrupt class.

## **SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT**

As part of your curriculum and in accordance with the Georgia Nursing Board Rule 410.-8-.04, you are required to keep a journal of your experiences during all didactic and clinical courses; you will continue to make entries until you graduate. By doing so, it is hoped that the entries made in this journal will provide insight into your strengths and weaknesses and assist in your learning experience. The purpose of the journal is to give you a written record of your experiences and professional and personal growth as a nursing student to a registered nurse.

This self-assessment should help you in determining what you may need to focus on improving, while allowing you to gain a sense of accomplishment at tasks well-done. Re-reading of your journal at intervals during your education should reveal the depth of knowledge you have gained and allow you to see the development of

the clinical skills and critical thinking skills required to be an outstanding registered nurse, as well as successful member of the workforce.

Each week, you should write an entry in your journal. You may include your feelings about the week's experiences. If you felt a sense of accomplishment at learning new information, a skill or participating in patient care, then that feeling may be recorded. If you felt a sense of frustration, that may be recorded as well. Your instructors will read your journal! It would be prudent to omit non-constructive personal comments about your instructors or classmates. If there is an issue with a course, clinical, instructor, classmate, etc., the student should discuss these issues with the program director and follow protocol for grievances.

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, **every Monday by midnight**. The journal will be linked to the following courses: RNSG 1019B, 2000B and 2020B. A point per week deduction for not submitting your journal by the date/time due will result in points being taken off your **FINAL AVERAGE**. For example, there will be 16 journal entries due for Fall Semester. If no journal entries were completed, then 16 points will be deducted from your **FINAL AVERAGE**.

### **CLINICAL SIMULATION LAB**

This course may include a clinical simulation lab. Clinical simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is to develop clinical judgment skills that are necessary to function as a professionally trained nurse. The student will sign up for ONE clinical simulation lab day. A pre-simulation assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the clinical simulation lab will leave the student ineligible to attend clinical. If the student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to review the student handbook regarding simulation lab regulations.

### **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" (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**

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. 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

The didactic portion of the class will meet for 60 hours. **For this class, which meets 1 day a week for 15 weeks, the maximum number of days a student may miss is 6 hours during the semester. Students missing more than 6 hours will be dropped for exceeding the attendance procedure.**

The lab portion of the class will meet for 30 hours. **For the lab portion of this class, which meets 1 day a week for 3 weeks, the maximum number of days a student may miss is 3 hours during the semester. Students missing more than 3 hours will be dropped for exceeding the attendance procedure.**

The clinical portion of this course requires 75 clinical hours (4500 minutes) during the semester. **A student is allowed to miss a maximum of 1 clinical day.** A clinical absence will require a makeup day and must be made up prior to beginning the next clinical course and at the discretion of the instructor. An excuse from a physician must be presented to the instructor. Students missing more than 1 day will be dropped for exceeding the attendance policy. Students that do not make up all clinical time missed will receive a grade of "F" for the course. The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

Students are informed at the beginning of the semester the proposed dates for clinical. Dates are nonnegotiable. If you are required to be absent from clinical for special circumstances like military training or jury duty, you must email the instructor as soon as possible. An individual student schedule will be provided for clinical.

## **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** [Helen Thomas](mailto:Helen.Thomas@southeasterntech.edu) [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

## **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 make arrangements with the

appropriate campus coordinator.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** [Helen Thomas](mailto:Helen.Thomas@southeasterntech.edu) [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **may not** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

### **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.

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 assessed due to the withdrawal. A grade of 'W' will count in attempted hour calculations for the purpose of Financial Aid.

### **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)**

A student will only be allowed to make-up one unit exam which may be given at the discretion of the instructor. A physician's excuse/appropriate documentation may 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 and fails to provide appropriate documentation. 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.

### **STUDENT SUCCESS PLAN (SSP):**

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.

#### **ACADEMIC DISHONESTY POLICY**

The Southeastern Technical College Academic Dishonesty Policy states that 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 Southeastern Technical College 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.

##### **2. Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) 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.

##### **3. 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 (TCSG) and its constituent Technical Colleges do not discriminate on

the basis of race, color, creed, national or ethnic origin, gender, 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 nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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

<p><b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b></p>	<p><b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b></p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a></p>	<p>Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a></p>

**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 [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

**TECHNICAL COLLEGE SYSTEM OF GEORGIA (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**

<b>Assessment/Assignment</b>	<b>Percentage</b>
Unit Exams – This percentage is based on 10 unit exams	50
Final Exam	25
ATI Activities – See attached rubric	5
Clinical – See clinical evaluation tool	20

**\*Clinical requirements for assignments/paperwork will be distributed prior to clinical**

#### **GRADING SCALE**

<b>Letter Grade</b>	<b>Range</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

**SUBJECT TO CHANGE**  
**RNSG 1019B Transition to Professional Nursing**  
**Fall Semester 2019 Lesson Plan**

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
8/13 Tuesday (Tues) Week 1	Orientation  Fundamentals Chapter (Fund Ch) 3,16,17,18, 19,20,25,26	Review syllabus and lesson plan and ASN handbook  <b>Uniforms should have been ordered            by 8/8</b>  <b>ATI Fees Due by 9am-When able to            access ATI do:</b> 1. ATI Tutorial on ATI Plan: Getting Started Video 2. Achieve series on: Test-taking skills and Study skills  Lecture: Fund Ch 3: Community-Based Nursing Practice Fund Ch 16: Nursing Assessment Fund Ch 17: Nursing Diagnosis Fund Ch 18: Planning Nursing Care Fund Ch 19: Implementing Nursing Care Fund Ch 20: Evaluation Fund Ch 25: Patient Education Fund Ch 26: Documentation and Informatics  <b>ATI Video Case Study: Nursing            Process</b>  <b>*** 8/15 is Last Day of Drop/Add for            This Semester</b>	Read assigned chapters  ATI	*2, 4, 5  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
8/20 Tues Week 2	<b>TEST 1</b> (Fund Ch 3, 16-20, 25,26)  Fund Ch 27,32,40	<b>PreCheck, Immunizations, myClinicalExchange due</b>  <b>TEST 1</b> (Fund Ch 3, 16-20, 25,26)  Lecture: Fund Ch 27: Patient Safety and Quality Fund Ch 32: Medication Administration Fund Ch 40: Hygiene  <b>Critical Thinking Entrance Proctored Exam</b>	Read assigned chapters  ATI	*1, 2, 3, 4, 5, 6, 7, 8  ** a-c
8/27 Tues Week 3	Fund Ch 43,44,45	Lecture: Fund Ch 43: Sleep Fund Ch 44: Pain Management Fund Ch 45: Nutrition  <b>ATI Video Case Study: Pain Management</b>	Read assigned chapters  ATI	*1, 2, 3, 4, 6, 7, 8  ** a-c
9/3 Tues Week 4	<b>TEST 2</b> (Fund Ch 27,32,40,43-45)  Fund 5,9,23	<b>TEST 2</b> (Fund Ch 27,32,40,43-45)  <b>25% Mark for Student Success Plan</b>  Lecture: Fund Ch 5: Evidence-Based Practice Fund Ch 9: Cultural Awareness Fund Ch 23: Legal Implications in Nursing Practice  <b>ATI Video Case Study: Cultural Diversity</b>  <b>ATI Video Case Study: Health Insurance Portability and Accountability Act of 1996 (HIPAA) &amp; Client Rights</b>	Read assigned chapters  ATI  <b>Do ATI HIPAA Skills Module</b>	* 1, 2, 3, 4, 5, 7, 8  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
9/5 Thurs	<b>LAB 10 HOURS 9:00 am-7:00 pm</b>	<b>LECTURE ON SKILLS, ATI, LAB</b>  Skills: Physical Assessment, Medication Administration, IV Therapy/Pumps/Care, PCA/Epidural Pumps, TPN, Blood Transfusion		*1-8  **a-c
9/10 Tues Week 5	<b>TEST 3</b> (Fund Ch 5,9,23)  Medical-Surgical (MS) Ch 20,21,22	<b>TEST 3</b> (Fund Ch 5,9,23)  Lecture: MS Ch 20: Assessment of Respiratory Function MS Ch 21: Respiratory Care Modalities MS Ch 22: Management of Patients With Upper Respiratory Tract Disorders	Read assigned chapters  ATI	*1- 8  ** a-c
9/12 Thurs	<b>LAB 10 HOURS 9:00 am-7:00 pm</b>	<b>LECTURE ON SKILLS, ATI, LAB</b>  Skills: Trach Care, Chest Tube, Urinary Catheters, Sterile/Nonsterile Gloves, Sterile Field, Charting/Documentation (Subjective/Objective/Narrative/Flow Sheets/Computer Information Systems and Computerized Records), Ambulation Devices, Vital Signs		*1-8  **a-c
9/17 Tues Week 6	MS Ch 25,26,27,31	Lecture: MS Ch 25: Assessment of Cardiovascular Function MS Ch 26: Management of Patients With Dysrhythmias and Conduction Problems MS Ch 27: Management of Patients With Coronary Vascular Disorders MS Ch 31: Assessment and Management of Patients With Hypertension	Read assigned chapters	*2, 3, 4, 5, 6, 7, 8  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
9/19 Thurs	<b>LAB 10 HOURS 9:00 am-7:00 pm</b>	<b>LECTURE ON SKILLS, ATI, LAB</b>  Skills: TPN, NG Tubes, Tube Feeding, Ostomy, Bowel Elimination, Pressure Ulcer, Prevention and Management, Wound Irrigation/Culture, Anti-embolic Devices, Additional skills as appropriate and applicable		*1-8  **a-c
9/24 Tues Week 7	<b>TEST 4 (MS Ch 20-22,25-27,31)</b>  MS Ch 63,64	<b>TEST 4 (MS Ch 20-22,25-27,31)</b>  Lecture: MS Ch 63: Assessment and Management of Patients With Eye and Vision Disorders MS Ch 64: Assessment and Management of Patients With Hearing and Balance Disorders	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
10/1 Tues Week 8	MS Ch 65,66	Lecture: MS Ch 65: Assessment of Neurologic Function MS Ch 66: Management of Patients With Neurologic Dysfunction	Read assigned chapters	*2, 3, 4, 5, 6, 7, 8  ** a-c
10/8 Tues Week 9	<b>TEST 5 (Ch 63-66)</b>  MS Ch 49,51	<b>TEST 5 (Ch 63-66)</b>  Lecture: MS Ch 49: Assessment and Management of Patients With Hepatic Disorders MS Ch 51: Assessment and Management of Patients With Diabetes  <b>50% Mark for Student Success Plan</b>	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
10/15 Tues Week 10	MS Ch 60,61	Lecture: MS Ch 60: Assessment of Integumentary Function MS Ch 61: Management of Patients With Dermatologic Problems	Read assigned chapters	*2, 3, 4, 5, 6, 7, 8  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
10/22 Tues Week 11	<b>TEST 6</b> (Ch 49,51,60,61)  MS Ch 39,40,43,44, Fund Ch 39	<b>TEST 6</b> (Ch 49,51,60,61)  Lecture: MS Ch 39: Assessment of Musculoskeletal Function MS 40: Musculoskeletal Care Modalities MS 43: Assessment of Digestive and Gastrointestinal Function MS Ch 44: Digestive and Gastrointestinal Treatment Modalities Fund 39: Activity and Exercise  <b>*** TODAY, 10/23, is 65% Point for This Class</b>	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
10/29 Tues Week 12	<b>TEST 7</b> (MS Ch 39,40,43,44, Fund Ch 39)  MS Ch 35,36, 37,38	<b>TEST 7</b> (MS Ch 39,40,43,44 Fund Ch 39)  Lecture: MS Ch 35: Assessment of Immune Function MS Ch 36: Management of Patients With Immunodeficiency Disorders MS Ch 37: Assessment and Management of patients With Allergic Disorders MS Ch 38: Assessments and Management of Patients With Rheumatic Disorders	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
11/5 Tues Week 13	<b>TEST 8</b> (MS Ch 35-38)  MS Ch 32,33,34,13	<b>TEST 8</b> (MS Ch 35-38)  Lecture: MS Ch 32: Assessment of Hematologic Function and Treatment Modalities MS Ch 33: Management of Patients With Nonmalignant Hematological Disorders MS Ch 34: Management of Patients With Hematologic Neoplasms MS Ch 13: Fluid and Electrolytes: Balance and Disturbance	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
11/12 Tues Week 14	<b>TEST 9</b> (MS Ch 32-34, 13)  MS Ch 15,16,17,18,19	<b>TEST 9</b> (MS Ch 32-34, 13)  Lecture: MS Ch 15: Management of Patients with Oncologic Disorders MS Ch 16: End-of Life Care MS CH 17: Preoperative Nursing Management MS Ch 18: Intraoperative Nursing Management MS Ch 19: Postoperative Nursing Management	Read assigned chapters  ATI  <b>*** ATI RN Fundamentals Practice A &amp; B Assessment and remediation and focused review on Practice Assessment A must be completed per rubric prior to taking Proctored Exam as outlined on ATI Activities Calendar.</b>	*2, 3, 4, 5, 6, 7, 8  ** a-c
11/19 Tues Week 15	<b>TEST 10</b> (MS Ch 15-19)	<b>TEST 10</b> (MS Ch 15-19)  <b>ATI RN Fundamentals Proctored Exam will be given in class</b>	Read assigned chapters  ATI: All ATI Skills Modules due prior to taking Final Exam  <b>*** ATI RN Fundamentals Proctored Exam remediation and focused review must be completed per rubric prior to taking Comprehensive Final Exam for this course as outlined on ATI Activities Calendar.</b>	*1-8  ** a-c
11/26 Tues		<b>NO CLASS OR CLINICAL THIS WEEK</b>	Read assigned chapters	
12/3	<b>COMPREHENSIVE</b>	<b>COMPREHENSIVE FINAL EXAM</b>	<b>ALL ATI SKILLS</b>	*1-8

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tues Week 16	<b>FINAL EXAM</b>		<b>MODULES DUE PRIOR TO TAKING FINAL EXAM. MUST BE COMPLETED NO LATER THAN 12 NOON ON 12/2.</b>	** a-c
Week of 9/24-12/3 Clinicals generally on Wednesday or Thursday each week	CLINICAL	Clinical Practice-based Learning Activities and Interactions	Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.  <b>Clinical requirements for assignments/ paperwork will be distributed prior to clinical</b>	*1-8 ** a-c

**MAJOR COURSE COMPENCIES:**

1. Discuss the scope of practice and the role of the nurse while providing safe, client-centered care.
2. Review the spectrum of health care settings across which client care is provided.
3. Review the principles of professionalism in nursing practice.
4. Demonstrate basic nursing skills using proper techniques and measures to promote safe, quality client-centered care.
5. Apply the various elements of the nursing process to clinical decision-making.
6. Demonstrate clinical decision making with the use of pharmacology, pathophysiology, and nutrition in the provision of care for adult clients.
7. Demonstrate ability to securely use health information systems and client care technologies in an appropriate, effective manner.
8. Provide health and safety related education based on the identified needs of clients.

**General Core Educational Competencies**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

**SUBJECT TO CHANGE****RNSG 1019B ATI ACTIVITIES CALENDAR  
Due Before Taking Exams**

<b>Date Due</b> <b>***Due at</b> <b>12:00 noon</b> <b>the Monday</b> <b>before class</b> <b>on</b> <b>Tuesday***</b>	<b>Activity Title</b>
8/19/19	1. Nurse Touch: Professional Communication-Client Education 2. Nurse Touch Informatics & Technology: Informatics
9/2/19	Nurse Touch: The Communicator (Technique Identifiers): T.I.-10 Discussion of Home Care s/p D/C  Nurse Touch: The Communicator (Case Scenarios): Case 2 (Elderly Clients/Need Higher LOC Within Facility)  Learning Systems RN Practice Assessments: Communication  Learning Systems RN Practice Assessments: Gerontology  Nurse's Touch: Wellness & Self Care: 1. Wellness, Health Promotion, & Disease Prevention 2. Stress: Causes, Effects, & Management 3. Self Care: Rest & Sleep
9/23/19	Learning Systems RN MS: Respiratory  Learning Systems RN MS: Cardiovascular & Hematology  Dosage and Calculation 2.0 Case Studies: Acute MI
10/7/19	Learning Systems RN MS: Neurosensory T.I.-1 Nurse Touch: The Communicator (Technique Identifiers): T.I.-1 New Nurse/Aphasic Client
10/21/19	Learning Systems RN MS: Endocrine  Learning Systems RN MS: Dermatological  Dosage and Calculation 2.0 Case Studies: Diabetes
10/28/19	Nurse Touch: The Communicator (Technique Identifiers): T.I.-8 s/p Ileostomy D/C Planning  Learning Systems RN MS: Musculoskeletal  Learning Systems RN MS: GI
11/4/19	Learning Systems RN MS: Immune & Infectious

	Dosage and Calculation 2.0 Case Studies: AIDS Targeted MS Practice Assessments: Immune
11/11/19	Targeted MS Practice Assessments: Fluid & Electrolyte, Acid-Base Balance
11/18/19	RN Fundamentals Practice A & B Assessment and focused review <b>due by 1200 noon</b> (See attached rubric): <b>Focused Review due by 11/18 by 1200 noon &amp; Remediation (3 points to remember) due by 11/19 at 0900.</b>  Nurse Touch: The Communicator (Case Scenarios): Case 3 (Pre-op/Client's Spouse Anxious)  Nurse Touch: The Communicator (Technique Identifiers): T.I.-4 24-hour Post-op Client  Learning Systems RN MS: Oncology  Dosage and Calculation 2.0 Case Studies: Leukopenia Post-Chemo Tx Targeted MS Practice Assessments: Perioperative
11/19/19	RN Fundamentals Proctored Exam will be given in class (See attached rubric): <b>Focused Review due by 12/2 by 1200 noon &amp; Remediation (3 points to remember) due by 12/3 at 0900.</b>

All ATI activities must be completed as outlined above on the ATI Activities calendar. Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment is due at due at **12 noon on the Monday prior** to the morning of the class period as indicated on the calendar. Failure to turn in the Module Report will result in the student not being eligible to take the unit exam. This may count for the student's one unit make-up if not already used. Please note that only one make-up exam is allowed.

\*ATI ASSESSMENTS (PRACTICE and PROCTOR) are due on specified dates and will be issued points according the ATI Rubric. This will account for the ATI percentage of the course grade. \* For RNSG 1019B, you will have 2 ATI Practice Assessments and 1 Proctored Assessment to complete.

## RNSG 1019B ATI SKILLS MODULES

**\*\*\*These MUST be completed by 12/2/19 at 12 noon or sooner if required for LAB day or student will not be allowed to take RNSG 1019B Final Exam\*\*\***

Vital Signs  
Physical Assessment Adult  
Specimen Collection  
Nasogastric Intubation  
Nutrition, Feeding, and Eating  
Ostomy Care  
Enemas  
Enteral Tube Feedings  
Diabetes Management  
Blood Administration  
Central Venous Access Device  
Urinary Catheter Care  
IV Therapy  
Medication Administration 1-4  
Personal Hygiene  
Infection Control  
Pain Management  
Wound Care  
Oxygen Therapy  
Airway Management  
Closed-Chest Drainage  
Surgical Asepsis  
Ambulation, Transferring, and Range of Motion  
Health Care Fraud, Waste, and Abuse Prevention  
HIPAA

**RNSG 1019B ATI CONTENT MASTERY SERIES RUBRIC-FUNDAMENTALS**

**Complete Practice Assessment: RN Fundamentals Online Practice 2016 A**

Remediation:

- Three hours focused review
- Three critical points to remember for each question topic to review-must be handwritten

**/4 points**

**Total Points \_\_\_\_/50**



***Fundamentals Proctored Assessment***

<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: \_\_\_\_/50**

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 is 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