



**RNSG 1005 Foundations of Nursing  
COURSE SYLLABUS  
Fall Semester 2019**

**COURSE INFORMATION**

Credit Hours/Minutes: 7/7500 (Didactic 5 Credit Hours (3750 minutes); Lab 1 Credit Hour (1500 minutes); Clinical 1 Credit Hour (2250 minutes)  
Campus/Class Location: Vidalia Campus/Gillis Building Room 836  
Class Meets: Mondays, Tuesdays and Thursdays from 0900-1500  
Course Reference Number (CRN): 20087

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Ginny Ennis, Master of Science in Nursing (MSN), Registered Nurse (RN)  
(Another ASN instructor may fill in and teach at any time)  
Campus/Office Location: Vidalia Campus/Gillis Building Room 840  
Office Hours: Monday, Tuesday and Thursday 3:00-4:00 and Wednesday 9:00-4:00  
Email Address: [Ginny Ennis \(gennis@southeasterntech.edu\)](mailto:gennis@southeasterntech.edu)  
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Instructor Name: Brooke Hinson, Master of Science in Nursing (MSN), Registered Nurse (RN)  
(Another ASN instructor may fill in and teach at any time)  
Campus/Office Location: Vidalia Campus/Gillis Building Room 707  
Office Hours: Monday, Tuesday and Thursday 3:30-5:00 and Wednesday 9:00-5:00.  
Email Address: [Brooke Hinson \(bhinson@southeasterntech.edu\)](mailto:bhinson@southeasterntech.edu)  
Phone: 912-538-3144  
Fax Number: 912-538-3106  
Tutoring Hours: please schedule an appointment

**SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

**REQUIRED TEXT**

1. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span (10th ed.)*. Philadelphia, PA: F. A. Davis Company.
2. Potter, P. A., Perry, A. G., Hall, A., & Stockert, P. A. (2017). *Fundamentals of nursing (9th ed.)*. St. Louis, MO: Elsevier.

## REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, paper, large 3 ring binder, highlighter, computer access, ear phones (for ATI skills modules), cell phone that will access your student email and ear phones for the phone, calculator, 4 folders for clinicals, and clinical supplies.

Fees are due as outlined on the RNSG 1005 Fall 2019 Lesson Plan. If fees are not paid by due date, the student will not be allowed to attend class/lab until fees are paid. These absences will count toward number of hours missed.

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

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 provides an introduction to nursing and roles of the nurse, as well as profession related and client care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the laboratory and clinical settings. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. 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 introduce the student to the application of theoretical concepts and implementation of safe client care to adults in a variety of healthcare settings.

## MAJOR COURSE OUTCOMES

Upon completion of the course, the student will be able to:

- 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.

## PREREQUISITE(S)

Program Admission

## COREQUISITE(S)

RNSG 1018-Pharmacological Concepts and Drug Calculations

## UNIT OUTCOMES

### Nursing Role and Scope of Practice

Order	Description	Learning Domain	Level of Learning
1.	Define nursing and relate its current state to historical events	Cognitive	Remembering

Order	Description	Learning Domain	Level of Learning
	and leaders.		
2.	Compare and contrast the various roles of contemporary nurses today.	Cognitive	Analyzing
3.	Review the different educational paths to professional nursing and their implications for career mobility and advancement.	Cognitive	Understanding
4.	Discuss the scope of practice of unlicensed personnel, licensed/vocational nurses, professional nurses, and advanced practice nurses.	Cognitive	Understanding
5.	Describe how state nurse practice acts define the legal scope of nursing practice.	Cognitive	Remembering
6.	Review an established code of ethics and its role in guiding nursing practice and ethical decision making.	Cognitive	Understanding
7.	Recognize competencies related to knowledge, skills, and attitudes that nurses are expected to integrate into their practice.	Cognitive	Analyzing
8.	Differentiate between healthcare-related macro- and microsystems and their relationship to the nurses' role.	Cognitive	Analyzing
9.	Review ethical and legal implications of HIPAA.	Cognitive	Understanding

### Spectrum of Healthcare

Order	Description	Learning Domain	Level of Learning
1.	Differentiate between the terms health and illness and the impact that lifestyle and risk factors has on one's health status.	Cognitive	Analyzing
2.	Define the terms health promotion and wellness and discuss the nurse's role in supporting client's movement towards optimal health.	Cognitive	Remembering
3.	Differentiate between primary, secondary, and tertiary care as well as the role of the nurse when providing these levels of care.	Cognitive	Analyzing
4.	Differentiate between the goals of acute and chronic care and examples of client conditions in each category.	Cognitive	Analyzing
5.	Discuss the principles of restorative or rehabilitative care, its goals, and the role of the nurse when working with clients undergoing rehabilitation.	Cognitive	Understanding
6.	Compare and contrast palliative and hospice care and the role of the nurse in providing end of life care.	Cognitive	Analyzing
7.	Describe the various health care settings within which client care is delivered.	Cognitive	Remembering
8.	Discuss the roles of state and federal governments in regulating health care agencies.	Cognitive	Understanding

### Client Centered Care

Order	Description	Learning Domain	Level of Learning
1.	Discuss the meaning of client-centered care.	Cognitive	Understanding
2.	Describe concepts of holistic health and nursing.	Cognitive	Remembering
3.	Describe the concept of caring as a foundation for nursing practice.	Cognitive	Remembering
4.	Review the professional skills inherent in providing client-centered care.	Cognitive	Understanding

### Nursing Process

Order	Description	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	Remembering
4.	Differentiate between subjective and objective data and various data collection methods.	Cognitive	Understanding
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	Description	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
4.	Discuss the significance of the scientific method for determining best nursing practices	Cognitive	Understanding

### Advocacy

Order	Description	Learning Domain	Level of Learning
1.	Define advocacy and its relationship to nursing practice.	Cognitive	Remembering
2.	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

Order	Description	Learning Domain	Level of Learning
3.	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	Description	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	Cognitive	Understanding
	a) Ethnicity		
	b) Spiritual beliefs		
	c) Social practices		
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	Description	Learning Domain	Level of Learning
1.	Compare and contrast the concepts of spirituality and religion.	Cognitive	Analyzing
2.	Review the religious practices and their relationship to health promotion and health care.	Cognitive	Understanding
3.	Determine factors that contribute to spiritual distress and resulting manifestations.	Cognitive	Evaluating
4.	Review the nurses' role when caring for clients who are experiencing spiritual distress.	Cognitive	Understanding

### Communication

Order	Description	Learning Domain	Level of Learning
1.	Define communication and its relationship to nursing practice.	Cognitive	Remembering
2.	Describe the components of the communication process.	Cognitive	Understanding
3.	Differentiate between verbal and nonverbal communication.	Cognitive	Analyzing
4.	Discuss characteristics of varied types of communication.	Cognitive	Understanding
5.	Differentiate between non therapeutic and therapeutic communication.	Cognitive	Analyzing
6.	Discuss the use of technology in the communication process.	Cognitive	Understanding
7.	Describe how nursing documentation is a written form of communication.	Cognitive	Understanding
8.	Identify potential barriers to effective communication.	Cognitive	Remembering

### Interdisciplinary Collaboration

Order	Description	Learning Domain	Level of Learning
1.	Define the concept of interdisciplinary care.	Cognitive	Remembering
2.	Describe the essential aspects of collaborative health care.	Cognitive	Understanding
3.	Discuss the benefits of an interdisciplinary health care team providing client care.	Cognitive	Understanding

### Evidence-Based Practice

Order	Description	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	Description	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	Description	Learning Domain	Level of Learning
1.	Define the concept of client safety.	Cognitive	Remembering
2.	Discuss personal and environmental factors that impair a client's ability to protect themselves from injury.	Cognitive	Understanding
3.	Review interventions that can assist in reducing risk of client injury :	Cognitive	Understanding
	a) Properly identifying the client		
	b) Using the rights of medication administration		
	c) Performing fall risk assessment		
	d) Communicating client information to appropriate team members		
4.	Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care.	Cognitive	Understanding
5.	Recognize the role of the nurse in monitoring own care and that of others in promoting a safe environment for the client.	Cognitive	Analyzing
6.	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	Description	Learning Domain	Level of Learning
1.	Define the concept of informatics.	Cognitive	Remembering
2.	Describe the uses of computers in nursing education and practice.	Cognitive	Understanding
3.	Discuss the computer skills and computer applications necessary for monitoring and documenting client information.	Cognitive	Understanding
4.	Identify relevant search engines and databases to obtain evidence based research when determining best practice.	Cognitive	Remembering

## Client Education

Order	Description	Learning Domain	Level of Learning
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	Description	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
4.	Compare and contrast accountability and responsibility.	Cognitive	Analyzing

## Leadership

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

### Rest and Sleep

Order	Description	Learning Domain	Level of Learning
1.	Review the role played by rest and sleep in maintaining good physical and mental health.	Cognitive	Understanding
2.	Discuss the effect that lack of sleep has on a client's physical and mental health.	Cognitive	Understanding
3.	Discuss developmental variations in sleep patterns.	Cognitive	Understanding
4.	Describe the functions, physiology, and stages of sleep.	Cognitive	Understanding
5.	Identify conditions that interfere with a client's rest and sleep pattern.	Cognitive	Remembering
6.	Recognize the characteristics of common sleep disorders.	Cognitive	Analyzing
7.	Review nursing interventions that can help improve a client's quality of rest and sleep	Cognitive	Understanding

### Sensory Perception

Order	Description	Learning Domain	Level of Learning
1.	Review the role played by sensory perception in maintaining good physical health.	Cognitive	Understanding
2.	Describe the anatomical and physiological components of the sensory-perceptual process.	Cognitive	Understanding
3.	Discuss factors that affect a client's sensory perceptual processes.	Cognitive	Understanding
4.	Identify conditions that interfere with clients' ability to process sensory input.	Cognitive	Remembering
5.	Differentiate between sensory deficits, overload, and deprivation.	Cognitive	Analyzing
6.	Review nursing interventions that can facilitate or maintain a client's sensory perceptual processes.	Cognitive	Understanding

### Documentation

Order	Description	Learning Domain	Level of Learning
1.	Describe the significance of nursing documentation as a written form of communication.	Cognitive	Understanding
2.	Discuss the use of technology in the communication process.	Cognitive	Understanding
3.	Identify the purpose and various elements of the client record.	Cognitive	Remembering
4.	Review the legal parameters that guide documentation and the maintenance of client records.	Cognitive	Understanding
5.	Review proper guidelines for effective documentation.	Cognitive	Understanding
6.	Apply principles of effective documentation to an actual or simulated client record.	Cognitive	Applying
7.	Demonstrate proper documentation techniques that support accurate, thorough, and timely charting.	Psychomotor	Guided Response

Order	Description	Learning Domain	Level of Learning
	<u>Demonstration/Discussion/Skill Performance:</u>		
	<ul style="list-style-type: none"> <li>• Subjective and objective data*</li> </ul>		
	<ul style="list-style-type: none"> <li>• Narrative charting*</li> </ul>		
	<ul style="list-style-type: none"> <li>• Flow sheets (Discussion)</li> </ul>		
	<ul style="list-style-type: none"> <li>• 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
3.	Describe the techniques of inspection, palpation, percussion and auscultation used in a physical assessment.	Cognitive	Understanding
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Assessment techniques when performing a complete assessment of all body systems**</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Health history and review of system</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Weight</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Standing scale</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Chair scale (Discussion)</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Bed scale(Discussion)</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.	Identify equipment needed to obtain vital signs.	Cognitive	Remembering
4.	Recognize normal vital sign values.	Cognitive	Remembering
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Obtaining body temperature*</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Oral temperature</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Rectal temperature</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Tympanic membrane temperature</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Temporal artery temperature</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Axillary temperature</li> </ul>		
	<ul style="list-style-type: none"> <li>• Obtaining a pulse**</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Radial**</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Apical</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Other commonly assessed pulse locations</li> </ul>		

Order	Description	Learning Domain	Level of Learning
	<ul style="list-style-type: none"> <li>• Obtaining Respirations**</li> </ul>		
	<ul style="list-style-type: none"> <li>• Obtaining Blood pressure ** <ul style="list-style-type: none"> <li>○ Orthostatic blood pressure</li> </ul> </li> </ul>		

## Hygiene

Order	Description	Learning Domain	Level of Learning
1.	Review the role played by the skin, mucous membranes, teeth, and nails in maintaining the body's first line of defense against pathogens.	Cognitive	Understanding
2.	Describe conditions and activities that place clients at risk for altered skin integrity.	Cognitive	Understanding
3.	Discuss hygienic practices that support healthy skin integrity.	Cognitive	Understanding
4.	Discuss the effect that cultural practices have on hygiene.	Cognitive	Understanding
5.	Determine a client's need for assistance with hygiene-related care.	Cognitive	Remembering
6.	Describe the procedures for providing hygiene-related care in a safe, comfortable environment while maintaining privacy.	Cognitive	Understanding
7.	Demonstrate proper techniques that support client hygiene.	Psychomotor	Guided Response
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Providing care: (Discussion/Demonstration/ATI Skills Modules) <ul style="list-style-type: none"> <li>○ Foot and hand*</li> <li>○ Oral care (conscious vs unconscious client) *</li> <li>○ Hair *</li> <li>○ Perineal area*</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>• Providing bath: (Discussion/Demonstration/ATI Skills Modules) <ul style="list-style-type: none"> <li>○ Ambulatory client</li> <li>○ Bed bound client*</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>• Bed making(Discussion/Demonstration/ATI Skills Modules) <ul style="list-style-type: none"> <li>○ Occupied*</li> <li>○ Unoccupied</li> </ul> </li> </ul>		

## Activity and Exercise including Ergonomics

Order	Description	Learning Domain	Level of Learning
1.	Review the role played by the musculoskeletal and neurological systems in providing and regulating movement.	Cognitive	Understanding
2.	Relate the effect exercise has on proper functioning of body systems and activity tolerance.	Cognitive	Analyzing

Order	Description	Learning Domain	Level of Learning
3.	Identify the elements of an exercise program that serves to maintain proper functioning and prevent lifestyle diseases.	Cognitive	Remembering
4.	Discuss the effect lack of movement has on bones, muscles, and joints.	Cognitive	Understanding
5.	Demonstrate proper techniques that support client mobility and prevent complications of immobility.	Psychomotor	Guided Response
6.	Review principles of good body mechanics and ergonomics when positioning, moving, lifting, and ambulating clients.	Cognitive	Understanding
7.	Identify assistive devices that can be used when moving clients to aid in the prevention of injury.	Cognitive	Remembering
8.	Examine the relationship between using good body mechanics and preventing injuries.	Cognitive	Analyzing
9.	Discuss appropriate interventions to take to minimize injury to client and self during a client fall.	Cognitive	Understanding
10.	Demonstrate proper body mechanics and ergonomics when positioning, moving, lifting and ambulating clients.	Psychomotor	Guided Response
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Assisting with ambulation* (Discussion/Demonstration/ATI Skills Modules)</li> </ul>		
	<ul style="list-style-type: none"> <li>Walking with a crutch/cane/walker* (Discussion/Demonstration/ATI Skills Modules)</li> </ul>		
	<ul style="list-style-type: none"> <li>Wheelchair use (Discussion/Demonstration/ATI Skills Modules)*</li> </ul>		
	<ul style="list-style-type: none"> <li>Client positioning (Discussion/Demonstration/ATI Skills Modules)*</li> </ul>		
	<ul style="list-style-type: none"> <li>Pressure ulcer prevention measures and equipment(Discussion/Demonstration/ATI Skills Modules)</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing range of motion*(Discussion/Demonstration/ATI Skills Modules)</li> </ul>		
	<ul style="list-style-type: none"> <li>Transferring clients(Discussion/Demonstration/ATI Skills Modules)*</li> </ul>		
	<ul style="list-style-type: none"> <li>Applying anti-embolic stocking/sequential compression devices (Discussion/Demonstration/Student Practice) *</li> </ul>		

### Infection Control

Order	Description	Learning Domain	Level of Learning
1.	Identify the links in the chain of infection.	Cognitive	Remembering
2.	Review the anatomical and physiological barriers that protect an individual against infections.	Cognitive	Understanding
3.	Describe the signs and symptoms of an inflammatory response, local and systemic infections, and related diagnostic tests.	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
4.	Discuss the etiology of hospital acquired infections.	Cognitive	Understanding
5.	Differentiate between medical and surgical asepsis.	Cognitive	Analyzing
6.	Relate principles of asepsis and its application to client care.	Cognitive	Applying
7.	Differentiate between standard precautions and various types of isolation precautions.	Cognitive	Analyzing
8.	Review nursing interventions that protect a client against infections.	Cognitive	Understanding
9.	Demonstrate proper techniques that support infection control.	Psychomotor	Guided Response
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Hand hygiene and universal precautions**</li> <li>• Applying and removing personal protective equipment*</li> <li>• Medical and surgical asepsis *</li> <li>• Apply gloves** <ul style="list-style-type: none"> <li>○ Sterile</li> <li>○ Nonsterile</li> </ul> </li> <li>• Preparing a sterile field**</li> </ul>		

#### Skin Integrity and Wound Care

Order	Description	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
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Applying a dressing: (Discussion/Demonstration) <ul style="list-style-type: none"> <li>○ Dry</li> <li>○ Moist</li> </ul> </li> <li>• Wound irrigation(Discussion/Demonstration)</li> <li>• Negative pressure wound therapy(Discussion)</li> <li>• Maintaining portable wound suction(Discussion)</li> <li>• Application of heat(Discussion/Demonstration)</li> <li>• Application of cold(Discussion/Demonstration)</li> <li>• Obtaining a wound culture(Discussion/Demonstration)</li> </ul>		

#### Urinary Elimination

Order	Description	Learning Domain	Level of Learning
1.	Review the role played by urinary elimination in maintaining good physical health.	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
2.	Describe the process of urine production and subsequent elimination patterns.	Cognitive	Understanding
3.	Differentiate between normal and abnormal urinary elimination patterns.	Cognitive	Analyzing
4.	Discuss factors that affect a client's urinary elimination status.	Cognitive	Understanding
5.	Identify conditions that interfere with clients normal urinary elimination patterns.	Cognitive	Remembering
6.	Compare and contrast normal and abnormal characteristics of urine.	Cognitive	Analyzing
7.	Identify diagnostic tests related to elimination and the nurse's role in obtaining urinary specimens.	Cognitive	Remembering
8.	Review nursing interventions that can facilitate or maintain a client's urinary elimination patterns.	Cognitive	Understanding
9.	Demonstrate proper techniques that support a client's urinary elimination needs.	Psychomotor	Guided Response
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Assessing urine volume using a bladder ultrasonic scanner (Discussion)</li> </ul>		
	<ul style="list-style-type: none"> <li>Assisting client on and off a bedpan and with urinals* (Discussion/Demonstration/Student Performance)</li> </ul>		
	<ul style="list-style-type: none"> <li>Collecting urine specimens (Discussion/Demonstration)</li> </ul>		
	<ul style="list-style-type: none"> <li>Catheter insertion and removal <ul style="list-style-type: none"> <li>External (Discussion)</li> <li>Straight (Discussion)</li> <li>Indwelling**</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>Applying a urinary ostomy pouch (Discussion)</li> </ul>		

### Bowel Elimination

Order	Description	Learning Domain	Level of Learning
1.	Review the role played by bowel elimination in maintaining good physical health.	Cognitive	Understanding
2.	Describe the process of feces production and subsequent elimination patterns.	Cognitive	Understanding
3.	Differentiate between normal and abnormal bowel elimination patterns.	Cognitive	Analyzing
4.	Discuss developmental and other factors that affect a client's bowel elimination status.	Cognitive	Understanding
5.	Identify conditions that interfere with clients normal bowel elimination patterns.	Cognitive	Remembering
6.	Compare and contrast normal and abnormal characteristics of feces.	Cognitive	Analyzing
7.	Identify diagnostic tests related to elimination and the nurse's	Cognitive	Remembering

Order	Description	Learning Domain	Level of Learning
	role in obtaining bowel specimens.		
8.	Review nursing interventions that can facilitate or maintain a client's bowel elimination patterns.	Cognitive	Understanding
9.	Demonstrate proper techniques that support a client's bowel elimination needs.	Psychomotor	Guided Response
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Assessing stools for occult blood (Discussion)</li> </ul>		
	<ul style="list-style-type: none"> <li>Assisting client on and off a bedpan* (Discussion/Demonstration/Student Performance)</li> </ul>		
	<ul style="list-style-type: none"> <li>Administering an enema (Discussion/Demonstration)</li> </ul>		
	<ul style="list-style-type: none"> <li>Applying a fecal ostomy pouch (Discussion)</li> </ul>		

### Nutrition

Order	Description	Learning Domain	Level of Learning
1.	Review the role played by nutrition in maintaining good physical health.	Cognitive	Understanding
2.	Describe normal processes related to digestion, absorption, and metabolism of carbohydrates, proteins, and fats.	Cognitive	Understanding
3.	Describe the role water, vitamins, minerals, and electrolytes play in supporting body functions and processes.	Cognitive	Understanding
4.	Determine the significance of the balance between caloric intake and energy expenditure in relation to weight gain and loss.	Cognitive	Evaluating
5.	Discuss physical, psychological, developmental, and cultural factors that affect a client's nutritional status.	Cognitive	Understanding
6.	Identify norms for body weight and BMI based on established standards.	Cognitive	Remembering
7.	Use guidelines based on the USDA My Plate when determining dietary recommendations for clients.	Cognitive	Applying
8.	Differentiate between various alternative and therapeutic diets.	Cognitive	Analyzing
9.	Review nursing interventions that can assist clients in meeting their nutritional needs.	Cognitive	Understanding
10.	Demonstrate proper techniques that support a client's nutritional needs.	Psychomotor	Guided Response
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Measuring blood glucose by skin puncture**</li> </ul>		
	<ul style="list-style-type: none"> <li>Assisting an adult with feeding (Discussion)</li> </ul>		
	<ul style="list-style-type: none"> <li>Administering specialized nutritional support via nasogastric, gastrostomy or jejunostomy tube utilizing: (Discussion/Demonstration/ATI Skills Module)*</li> </ul>		
	<ul style="list-style-type: none"> <li>o Bolus or intermittent feeding</li> </ul>		

Order	Description	Learning Domain	Level of Learning
	○ Continuous feeding		

### Comfort/Pain

Order	Description	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:	Cognitive	Understanding
	a) acupressure		
	b) acupuncture		
	c) biofeedback		
	d) aromatherapy		
9.	Demonstrate proper techniques that support a client's comfort needs.	Psychomotor	Guided Response
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	• PCA therapy (Discussion)		
	• Epidural analgesia (Discussion)		

### Medication Administration

Order	Description	Learning Domain	Level of Learning
1.	Discuss the role of the nurse in safely and legally administering medications to clients.	Cognitive	Understanding
2.	Discuss factors that can increase the risk of making a medication error.	Cognitive	Understanding
3.	Identify the rights of medication administration.	Cognitive	Remembering
4.	Determine the various routes by which medication can be administered.		
5.	Determine the various routes by which medication can be administered.	Cognitive	Analyzing
6.	Perform basic drug calculations.	Psychomotor	Guided

Order	Description	Learning Domain	Level of Learning
			Response
7.	Discuss the role of the nurse related to educating clients about their medications.	Cognitive	Understanding
8.	Demonstrate proper techniques that support safe medication administration.	Psychomotor	Guided Response
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Administering Medications: (Discussion/Demonstration/ATI Skill Modules) <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> </li> <li>• Proper medication preparation*</li> <li>• Basic drug calculations*</li> <li>• Medication administration charting*</li> <li>• Injections: * <ul style="list-style-type: none"> <li>○ Intradermal</li> <li>○ Subcutaneous</li> <li>○ Intramuscular</li> <li>○ Intravenous (bolus and piggyback)</li> </ul> </li> <li>• Withdrawing medications* <ul style="list-style-type: none"> <li>○ Vial</li> <li>○ Ampule</li> <li>○ When combining two medications</li> </ul> </li> </ul>		

### Oxygen Therapy Management

Order	Description	Learning Domain	Level of Learning
1.	Review concepts and terms of oxygenation.	Cognitive	Understanding
2.	Discuss indications for oxygen therapy.	Cognitive	Understanding
3.	Describe methods of oxygen delivery.	Cognitive	Understanding
4.	Explain indications, management and complications of artificial airways.	Cognitive	Understanding
5.	Discuss rationale, methods and complications for mechanical ventilation.	Cognitive	Understanding
6.	Contrast various mechanical ventilator modalities.	Cognitive	Analyzing
7.	Clarify indications and nursing implications for the following:	Cognitive	Evaluating
	a) Incentive spirometry		

Order	Description	Learning Domain	Level of Learning
	b) Postural drainage		
	c) Chest physiotherapy		
	d) Nebulizer treatments		
	e) Intermittent positive pressure breathing		
8.	Provide health and safety related education based on the identified needs of clients receiving oxygen therapy.	Cognitive	Applying
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Monitoring with pulse oximetry* (With VS)</li> </ul>		
	<ul style="list-style-type: none"> <li>Teaching deep breathing and coughing (Discussion/Demonstration)</li> </ul>		
	<ul style="list-style-type: none"> <li>Promoting breathing with an incentive spirometer (Discussion/Demonstration)*</li> </ul>		
	<ul style="list-style-type: none"> <li>Administering oxygen (Discussion/Demonstration/ATI Skills Module) <ul style="list-style-type: none"> <li>Nasal cannula*</li> <li>Masks (simple face mask, rebreather, nonrebreather, venturi)*</li> <li>Providing tracheostomy care*</li> <li>Suctioning secretions from airway</li> <li>Monitoring client with chest drainage system</li> </ul> </li> </ul>		

### Intravenous Therapy

Order	Description	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
3.	Identify peripheral veins appropriate for use in IV therapy.	Cognitive	Remembering
4.	Describe factors that influence needle selection.	Cognitive	Understanding
5.	Identify basic intravenous solutions.	Cognitive	Remembering
6.	Identify complications associated with infusion therapy.	Cognitive	Remembering
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Initiation of IV therapy**</li> <li>Regulating the flow rate**</li> <li>Setting up and using volume control pumps**</li> <li>Changing IV solutions and tubing**</li> <li>Changing IV dressing* <ul style="list-style-type: none"> <li>Peripheral</li> <li>Central</li> </ul> </li> <li>Discontinuing a peripheral IV **</li> <li>Administering a blood</li> </ul>		

Order	Description	Learning Domain	Level of Learning
	transfusion*(Discussion/Demonstration)		
	• Total parental nutrition (Discussion/ATI Skills Module) *		

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

\*\*Denotes skills that the students will be required complete with skills check off as part of Skill Final Exam.

### GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College 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 advance to the clinical setting. Note that students will be required to attend specific, non-acute care clinical sites prior to the final.

*For example, if the unit exam average is 72.5 and accounts for 60% of the course grade and the final exam grade is 65.6 and accounts 20% for the course grade, the average before progressing to clinical will be calculated as follows:*

*Unit Exam Average:  $72.5 \times 0.60 = 43.5$*

*Final Exam Grade:  $65.5 \times 0.20 = 13.1$ .*

*Average grade for progression to clinical:  $43.5 + 13.1 = 56.6$*

*$56.6 / 80 = 70.7$  average grade and student will be allowed to progress to the clinical portion of the course.*

A final clinical average grade of at least 70% must be obtained in order to pass the course.

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  $1.66 \times 7 = 11.62$ .  $100 - 11.62 = 88.38$ . 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 (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 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 1018 before the first attempt will be given. There will be a week time frame in between the attempts to allow time for remediation, 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, etc.).

## **EXAMS**

If a student shows up late for class on a test date, the student will 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 (Assessment Technologies Institute) activities must be completed as outlined on the RNSG 1005 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 the beginning 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.

## **TICKET TO CLASS/LAB**

Assignments may be given as homework which will serve as the student's ticket into class. The student will not be allowed in class/lab if they fail to complete the ticket to class/lab assignment. This will count as an absence and the student will not be allowed to return to class/lab 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/lab.

## **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.

## **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 will be required to submit an entry in your journal. You will be provided certain topics about the week and may include feelings about the week's experiences. 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 (Tuesday in the event Monday is a holiday) by 8:00 am. The journal will be linked to the following courses: RNSG 1005, 1020, 2000 and 2020. 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 10 journal entries due for Summer Semester. If no journal entries were completed, then 10 points will be deducted from your **FINAL AVERAGE**.

## **ATTENDANCE GUIDELINES**

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

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

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

## **ADDITIONAL ATTENDANCE PROVISIONS**

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 75 hours. A student is allowed to miss a maximum of 7.5 hours. Students missing more than 7.5 hours will be dropped for exceeding the attendance procedure. The lab portion of the class will meet for 30 hours. The student is expected to follow the laboratory schedule. Lab time is not an option and a student must attend as scheduled. The student is expected to come to lab prepared with all needed supplies. If a student misses a scheduled laboratory time, a physician note or documentation will be required and make-up time will be scheduled at the instructor's discretion. The 37.5 clinical hours are non-negotiable; missed clinical hours must be made up at the discretion of the instructor.

The clinical portion of this course requires 37.5 clinical hours (2250 minutes) during the semester. **A student is allowed to miss a maximum of 1 one clinical day.** A clinical absence will require a makeup day and must be made up prior to beginning the next nursing 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 be issued a final clinical grade of "F". 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.

## **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 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 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”(Withdrawn) 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” (Withdraw Passing) or “WF” (Withdraw Failing) for the semester.

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

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

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

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

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 may be required for the student to be eligible to take a make-up exam. A 10 point deduction may 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:

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
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:Helen.Thomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:Lanie.Jonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

## 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 Southeastern Technical College'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

Assessment/Assignment	Percentage
Unit Exam-This percentage is calculated based on 9 unit exams.	50
Final Exam	25
ATI Activities-This percentage is calculated based on the ATI rubric provided for this course.	5
Clinical- The clinical portion of the course grade is determined based on the clinical preceptor evaluations and clinical paperwork rubric. The grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors.	20
Drug Calculation- Students must score 100% within 3 attempts in order to pass the course. Exam will be administered in RNSG1018 class.	P/F

## GRADING SCALE

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

## RNSG 1005 Foundations Nursing Fall Semester 2019 Lesson Plan

KEY: Ch=Chapter ATI= Assessment Technologies Institute

Date	Chapter/Lesson	Content	Assignments	Competency Area
8/13/19	Semester Begins Chapter 1	Class introduction  ATI Critical Thinking Entrance Assessment  Nursing Today  *ATI fee due by 5:00	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 1 -Getting Started Video	1 a,c
8/15/19	Chapter 21 Chapter 22	Managing Patient Care Ethics and Values	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 1 -Skills Modules: Health Care Fraud, Waste and Abuse Prevention	1,3 a,c
8/19/19	Chapter 23 Chapter 26 HIPAA	Legal Implication in Nursing Practice Documentation and Informatics Health Insurance Portability and Accountability Act  **Bring Laptops for documentation	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 1 -Achieve: Test taking skills , study skills, classroom skills -Skills Modules :HIPAA	1,3 a,c
8/20/19	Chapter 26 cont.	Documentation and Informatics	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI Electronic Health Record Orientation	1,3 a,c

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
8/22/19	TEST 1 Chapter 2	TEST 1 (Ch 1,21,22,23 and 26) The Health Care Delivery System	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter	2 a,b,c
8/26/19	Chapter 6 Chapter 7	Health and Wellness Caring in Nursing Practice	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 2 Nurse Logic 2.0: Knowledge and Judgement-beginning student	1,3,4 a,c
8/27/19	Chapter 36 Chapter 9	Spiritual Health Cultural Awareness	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 2 Nurse Logic 2.0: Nursing Concepts-beginning student	1,3 a,c
8/29/19	TEST 2 Chapter 24	TEST 2 (Ch 2,6,7,36,9) Communication	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 3 -Learning Systems RN Finals Communication -Nurses Touch: The Communicator Case 1, New Nurse/Aphasic Client	1,2,3,4 a,b,c
9/2/2019	HOLIDAY	LABOR DAY HOLIDAY	HOLIDAY	HOLIDAY

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
9/3/19	Chapter 25 Chapter 5	Patient Education Evidence-Based Practice	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 3 Nurse Logic 2.0: Priority Setting Framework	1,4,5 a,c
9/5/19	TEST 3 Chapter 15	TEST 3 (Ch 5,24,25) Critical Thinking in Nursing Practice	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter	1 a,c
9/9/19	Chapter 16 Chapter 17	Nursing Assessment Nursing Diagnosis	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 4 Nurse Logic 2.0: Testing and Remediation- beginning student	1,5 a,c
9/10/19	Chapter 18 Chapter 19	Planning Nursing Care Implementing Nursing Care	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter	1,5 a,c
9/12/19	Chapter 20	Evaluation	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter	1,5 a,c

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
9/16/19	TEST 4 Chapter 27	TEST 4 (Ch 15-20) Patient Safety and Quality	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter	1,4,5 a,b,c
9/17/19	Chapter 43 Chapter 49	Sleep Sensory Alterations	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter	1,4 a,c
9/19/19	Chapter 30 Chapter 31	LAB : VS Technique Head to Toes Assessment	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter	1,4,5 a,c
9/23/19	TEST 5 Chapter 45	TEST 5 (Ch 27,43,49) Nutrition LAB	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 6 -Skills Modules: Enteral Tube Feeds, Nasogastric Intubation, Nutrition, Feeding and Eating	1,4,5 a,c
9/24/19	Chapter 30 Chapter 31	Vital Signs Health Assessment and Physical Examination LAB	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 6 -Skills Modules: Physical Assessment (Adult), Vital Signs	1,4,5 a,c

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
9/26/19	LAB	LAB Skills practice-see lab schedule  *Deadline to pay Pre-Check	LAB	1,3,4,5 a,b,c
9/30/19	TEST 6 Chapter 40	TEST 6 (Ch 45, 30,31) Hygiene LAB  *Deadline to submit ALL immunization requirements.	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 7 -Skills Modules: Personal Hygiene	1,4 a,b,c
10/1/19	Chapter 29 Chapter 39 OSHA/BBP	Infection Control and Prevention Activity and Exercise LAB	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 7 -Skills Modules: Ambulation, Transferring and ROM. Infection Control, Surgical Asepsis	1,4 a,c
10/3/19	LAB	LAB Skills practice-see lab schedule	LAB	4,5 a,b,c
10/7/19	TEST 7 Chapter 48	TEST 7 (Ch 29,39,40) Skin Integrity and Wound Care LAB	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 8 -Skills Modules: Wound Care	1,3,4,5 a,b,c

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
10/8/19	Chapter 46 Chapter 47	Urinary Elimination Bowel Elimination LAB	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 8 -Skills Modules: Enemas, Ostomy Care, Specimen Collection, Urinary Catheter Care	1,4 a,b,c
10/10/19	NO CLASS	Faculty Staff Development Day	NO CLASS	NO CLASS
10/14/19	Chapter 44 LAB	Pain Management LAB Skills practice-see lab schedule	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter LAB ATI: Due 0700 before TEST 8 -Skills Modules: Pain Management	1,3,4,5 a,b,c
10/15/19	LAB	LAB Skills practice-see lab schedule	LAB ATI: Due 0700 before TEST 8 Learning Systems RN Practice Assessments-communication, fundamentals 1 and fundamentals 2	1,3,4,5 a,b,c
10/17/19	LAB	LAB Skills practice-see lab schedule	LAB	1,3,4,5 a,b,c

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
10/21/19	TEST 8 Chapter 32	TEST 8 (Ch 44,46,47,48) Medication Administration LAB	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 9 -Skills Modules: Medication Administration 1, 2,3,4	1,3,4,5 a,b,c
10/22/19 65%	Chapter 41 Chapter 42	Oxygenation Fluid and Electrolytes LAB	Read assigned chapters Complete Clinical Application Questions and Review Questions at end of chapter ATI: Due 0700 before TEST 9 -Skills Modules: Airway Management, Blood Administration, Central Venous Access Devices, Closed Chest Drainage, IV Therapy, oxygen therapy	1,4 a,b,c
10/24/19	LAB	LAB Skills practice-see lab schedule	LAB	1,3,4,5 a,b,c
10/28/19	LAB	LAB Skills practice-see lab schedule	LAB	1,3,4,5 a,b,c
10/29/19	TEST 9	TEST 9 (Ch 32, 41, 42) LAB Skills practice-see lab schedule	LAB	1,3,4,5 a,b,c
10/31/19	LAB	LAB Skills practice-see lab schedule	LAB ATI: RN Fundamentals Online 2016 Assessment A Due	1,3,4,5 a,b,c
11/4/19	ATI	ATI Proctored Exam	LAB	1-5 a,b,c

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
11/5/19	LAB	LAB Skills practice-see lab schedule	LAB ATI: Due by 11/18/19 at 0700 -Achieve: Preparing for clinical experiences	1,3,4,5 a,b,c
11/6/19	LAB	LAB Skills practice-see lab schedule	LAB ATI: Due by 11/11/19 0700 -Learning Systems RN Finals Fundamentals	1,3,4,5 a,b,c
11/7/19	LAB	LAB Skills practice-see lab schedule  *ASN Clinical Attire check off. Be in full clinical dress code requirements.	LAB	1,3,4,5 a,b,c
11/11/19	FINAL LAB	Comprehensive Final Exam LAB Skills practice-see lab schedule	LAB ATI: Due by 12/4/19 at 0700 -Nurses Touch: Becoming a Professional Nurse- Profession and Professional identity, professional nursing practice and professional behaviors in nursing	1-5 a,b,c
11/12/19	LAB	LAB Skills practice-see lab schedule	LAB	1,3,4,5 a,b,c
11/13/19	LAB	LAB Skills practice-see lab schedule	LAB	1,3,4,5 a,b,c
11/14/19	LAB CLINICAL	ATI: RN Fundamentals 2016 Proctored Assessment LAB Skills practice-see lab schedule Tour Clinical Facility	ATI: RN Fundamentals Online Practice 2016 Assessment A remediation due, RN Fundamentals Online Practice 2016 Assessment B Due	1,3,4,5 a,b,c

Date	Chapter/Lesson	Content	Assignments	Competency Area
11/18/19	CLINICAL	CLINICAL See Clinical Schedule	CLINICAL PAPERWORK ATI: Due by 12/4/19 at 0700 -Nurses Touch: Wellness and Self Care-all modules and practice assessment	1-5 a,b,c
11/19/19	CLINICAL	CLINICAL See Clinical Schedule	CLINICAL PAPERWORK	1-5 a,b,c
11/20/19	CLINICAL	CLINICAL See Clinical Schedule	CLINICAL PAPERWORK	1-5 a,b,c
11/21/19	CLINICAL	CLINICAL See Clinical Schedule	CLINICAL PAPERWORK	1-5 a,b,c
11/25/19	CLINICAL	CLINICAL See Clinical Schedule	CLINICAL PAPERWORK ATI: Due by 12/4/19 at 0700 -Nurses Touch: Nursing Informatics and Technology-all modules and practice assessment	1-5 a,b,c
11/26/19	CLINICAL	CLINICAL See Clinical Schedule	CLINICAL PAPERWORK	1-5 a,b,c
11/27/19	HOLIDAY	THANKSGIVING HOLIDAY	HOLIDAY	HOLIDAY
11/28/19	HOLIDAY	THANKSGIVING HOLIDAY	HOLIDAY	HOLIDAY
12/2/19	CLINICAL	CLINICAL See Clinical Schedule	CLINICAL PAPERWORK ATI: Due by 12/4/19 at 0700 -Nurses Touch: Communication-all modules except organizational communication and practice assessment	1-5 a,b,c
12/3/19	CLINICAL	CLINICAL See Clinical Schedule	CLINICAL PAPERWORK	1-5 a,b,c
12/4/19	CLINICAL	CLINICAL See Clinical Schedule	CLINICAL PAPERWORK	1-5 a,b,c

#### MAJOR COURSE COMPETENCIES

- 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.

**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.

### RNSG 1005 ATI Assignment Calendar

DATE DUE 0700	Assignment
8/22/19	<ul style="list-style-type: none"> <li>• Getting Started Video</li> <li>• Skills Modules: Health Care Fraud, Waste and Abuse Prevention</li> <li>• Achieve: Test taking skills , study skills, classroom skills</li> <li>• Skills Modules: HIPAA</li> </ul>
8/29/19	<ul style="list-style-type: none"> <li>• Nurse Logic 2.0: Knowledge and Judgement-beginning student</li> <li>• Nurse Logic 2.0: Nursing Concepts-beginning student</li> </ul>
9/5/19	<ul style="list-style-type: none"> <li>• Learning Systems RN Finals Communication</li> <li>• Nurses Touch: The Communicator Case 1, New Nurse/Aphasic Client</li> <li>• Nurse Logic 2.0:Priority Setting Framework</li> </ul>
9/6/19	<ul style="list-style-type: none"> <li>• Nurse Logic 2.0: Testing and Remediation-beginning student</li> </ul>
9/30/19	<ul style="list-style-type: none"> <li>• Skills Modules: Enteral Tube Feeds, Nasogastric Intubation, Nutrition, Feeding and Eating, Physical Assessment (Adult), Vital Signs</li> </ul>
10/7/19	<ul style="list-style-type: none"> <li>• Skills Modules: Personal Hygiene, Ambulation, Transferring and ROM. Infection Control, Surgical Asepsis</li> </ul>
10/21/19	<ul style="list-style-type: none"> <li>• Skills Modules: Wound Care, Enemas, Ostomy Care, Specimen Collection, Urinary Catheter Care, Pain Management</li> <li>• Learning Systems RN Practice Assessments-communication, fundamentals 1 and fundamentals 2</li> </ul>
10/29/19	<ul style="list-style-type: none"> <li>• Skills Modules: Medication Administration 1, 2,3,4; Airway Management, Blood Administration, Central Venous Access Devices, Closed Chest Drainage, IV Therapy, oxygen therapy</li> </ul>
10/31/19	<ul style="list-style-type: none"> <li>• RN Fundamentals Online 2016 Assessment A</li> </ul>
11/11/19	<ul style="list-style-type: none"> <li>• Learning Systems RN Final Fundamentals</li> </ul>
11/14/19	<ul style="list-style-type: none"> <li>• RN Fundamentals Online 2016 Assessment A remediation</li> <li>• RN Fundamentals Online 2016 Assessment B</li> </ul>
11/18/19	<ul style="list-style-type: none"> <li>• Achieve: Preparing for clinical experiences</li> </ul>
12/4/19	<ul style="list-style-type: none"> <li>• Nurses Touch: Becoming a Professional Nurse-Profession and Professional identity, professional nursing practice and professional behaviors in nursing</li> <li>• Nurses Touch: Wellness and Self Care-all modules and practice assessment</li> </ul>

## RNSG 1005 ATI Content Mastery Series Rubric

### 1. COMPLETE RN FUNDAMENTALS ONLINE PRACTICE ASSESSMENT A (Due by 10/31/2019 at midnight and remediation is due by 11/14/19 at 0700)

Remediation:

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

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

### 2. COMPLETE RN FUNDAMENTALS 2016 PROCTOR ASSESSMENT (IN CLASS ACTIVITY 11/14/2019)

<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

