

SUBJECT TO CHANGE



RNSG 2030 Trends & Issues in Nursing and Healthcare COURSE SYLLABUS Fall Semester 2019

COURSE INFORMATION

Credit Hours/Minutes: 2/1500 (Didactic 2 Credit Hours /1500 minutes)

Campus/Class Location: Vidalia Campus/Gillis Building Room 836

Class Meets: Mondays and Tuesdays 1:00-4:00

Course Reference Number (CRN): 20099

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Donna Jean Braddy 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 732

Office Hours: Mondays-Thursdays 0700-0900 and 1600-1700

Email Address: [Donna Jean Braddy dbraddy@southeasterntech.edu](mailto:Donna.Jean.Braddy@seatech.edu)

Phone: 912-538-3172

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. Stegen, A., & Sowerby, H. (2019). *Nursing in today's world: Trends, issues, and management* (11th ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. ATI (Assessment Technologies Institute) testing web service

REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, paper, large 3 ring binder, highlighter, ear phones (for ATI skills Modules), and large spiral notebook,

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.

SUBJECT TO CHANGE

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 non-clinical course facilitates the transition of the student to the role of a professional nurse in the microsystem of a work unit. Emphasis is placed on contemporary issues, work ethics, and management concepts, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed.

MAJOR COURSE OUTCOMES

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

1. Examine the organizational structure of a macrosystem, its governance structure, potential impact on the role of the nurse, and provision of healthcare within the microsystem of a work unit.
2. Analyze selected leadership styles and theories and their effect on the management of employees.
3. Integrate principles of group process and teamwork into the operation of the inter-professional healthcare team.
4. Apply leadership skills and empowerment strategies when managing the care of clients, families, and groups.
5. Apply ethical decision making when managing the care of clients, families, and groups.
6. Delegate tasks within the legal parameters of that entity's scope and practice, ensuring safe, quality client-centered care.
7. Evaluate the effectiveness of quality improvement strategies using client outcome data to improve health care services.
8. Analyze personal career goals and additional education or certification needed to achieve these goals.

PREREQUISITE(S)

Program Admission, RNSG 1005, 1018, 1020, 1030, 2000, 2005

COREQUISITE(S)

RNSG 2020

CONTENT/UNIT OUTCOMES

Organizational Structure and Governance

Unit Outcomes	Learning Domain	Level of Learning
1. Examine the mission statement and related philosophy and goals of an institution.	Cognitive	Analyzing
2. Compare and contrast various levels of management.	Cognitive	Analyzing
3. Investigate the role of the stakeholders of an organization.	Cognitive	Analyzing

SUBJECT TO CHANGE

Leadership and Management

Unit Outcomes	Learning Domain	Level of Learning
1. Compare and contrast the concepts of management and leadership.	Cognitive	Analyzing
2. Analyze selected leadership theories and their perspective of the employer and employee.	Cognitive	Analyzing
3. Analyze selected leadership styles and the subsequent role of the manager.	Cognitive	Analyzing
4. Discuss the role and function of management within health care organizations.	Cognitive	Understanding

Delegation and Supervision

Unit Outcomes	Learning Domain	Level of Learning
1. Differentiate between decision making, problem solving, and clinical judgment.	Cognitive	Analyzing
2. Examine the process and implications of planned and unplanned change on staff and institutional integrity.	Cognitive	Analyzing
3. Evaluate the use of time management skills when providing, managing, and researching client care based on best practices.	Cognitive	Evaluating
4. Apply the rights of delegation in relation to appropriately delegating tasks to licensed and unlicensed personnel.	Cognitive	Applying
5. Compare the scope of practice of licensed and unlicensed personnel that make up the health care team.	Cognitive	Analyzing
6. Investigate the concepts of accountability and responsibility of the professional nurse in relation to delegated assignments and delegated tasks.	Cognitive	Analyzing
7. Analyze various conflict management/resolution strategies and their use in resolving intra/interpersonal conflict.	Cognitive	Analyzing
8. Examine the use of assertive and other communication skills during the process of conflict resolution and negotiation.	Cognitive	Analyzing

Teamwork

Unit Outcomes	Learning Domain	Level of Learning
1. Compare and contrast various methods of organizing human resources for the provision of client care.	Cognitive	Analyzing
2. Analyze team building strategies that can be used to enhance collaboration and cooperation between team members.	Cognitive	Analyzing
3. Examine various types of conflict and conflict management strategies.	Cognitive	Analyzing

Quality Improvement

Unit Outcomes	Learning Domain	Level of Learning
1. Analyze the concept of quality improvement in relation to the	Cognitive	Analyzing

SUBJECT TO CHANGE

Unit Outcomes	Learning Domain	Level of Learning
provision of safe, high quality client care.		
2. Investigate the role of quality improvement in relation to external constituents (Joint Commission, Prospective Payment Systems, and Professional Standards Review Organizations).	Cognitive	Analyzing
3. Ascertain the role of the nurse in the quality improvement process.	Cognitive	Analyzing
4. Compare Institute of Medicine (IOM) Competencies, American Association of Colleges for Nursing (AACN) Essentials, and Quality and Safety Education for Nurses (QSEN) Competencies in improving the quality of health care.	Cognitive	Analyzing

Legal Issues

Unit Outcomes	Learning Domain	Level of Learning
1. Evaluate the role of the nurse in relation to ensuring informed decision making by the client regarding advance directives, procedural consent, and other legal issues.	Cognitive	Evaluating
2. Justify the importance of maintaining HIPAA and the Privacy Acts' regulations related to confidentiality in all oral, written, and electronic communications.	Cognitive	Evaluating
3. Integrate ANA's Standards of Practice and state mandated scope of practice directives into client care provided either directly or indirectly.	Cognitive	Applying
4. Analyze the relationship between policies, procedures, and standards set by an institution.	Cognitive	Analyzing
5. Analyze the nurse's role in ensuring the provision of safe client care that meets institutional and professional standards.	Cognitive	Analyzing
6. Review organizational resources available and proper solicitation of these resources when issues related to safe, ethical, and legal nursing practice arise.	Cognitive	Understanding
7. Examine the elements of liability necessary to prove negligence.	Cognitive	Analyzing
8. Determine the responsibility of the nurse in relation to mandatory reporting.	Cognitive	Evaluating
9. Evaluate the sources of laws and consequence for violation.	Cognitive	Evaluating
10. Report unsafe practice of health care personnel and interventions as appropriate.	Cognitive	Applying
11. Integrate knowledge of advance directives into client care.	Cognitive	Applying

Ethical Issues

Unit Outcomes	Learning Domain	Level of Learning
1. Integrate Code of Ethics into client care provided either directly or indirectly.	Cognitive	Applying

SUBJECT TO CHANGE

Unit Outcomes	Learning Domain	Level of Learning
2. Analyze the relationship between advocacy and client rights.	Cognitive	Analyzing
3. Analyze ethical principles.	Cognitive	Analyzing
4. Evaluate steps in the ethical decision making process.	Cognitive	Evaluating

Personal Development

Unit Outcomes	Learning Domain	Level of Learning
1. Analyze personal career goals and additional education or certification needed to achieve these goals.	Cognitive	Analyzing
2. Examine the path nurses take when transitioning from a novice nurse to an expert nurse.	Cognitive	Analyzing
3. Appreciate the role that preceptors and mentors have in assisting new graduates in becoming competent in their practice and socialized into their new role.	Affective	Valuing
4. Discuss how lifelong learning is necessary to maintain practice that is current and protects the welfare of clients.	Cognitive	Understanding
5. Analyze the various causes of occupational stress in nursing and personal strategies that can be used to minimize its effects.	Cognitive	Analyzing
6. Evaluate burnout and measures that can be taken to reduce the likelihood of its development.	Cognitive	Evaluating
7. Analyze current trends in the employment of nurses.	Cognitive	Analyzing
8. Discuss continuing education requirements of the registered nurse.	Cognitive	Understanding
9. Create a resume' and cover letter.	Cognitive	Creating
10. Participate in a mock interview.	Psychomotor	Demonstration

Informatics

Unit Outcomes	Learning Domain	Level of Learning
1. Analyze the integral role that health care informatics plays in delivering safe, quality client care.	Cognitive	Analyzing
2. Investigate strategies for transforming information into practice.	Cognitive	Analyzing
3. Examine databases that provide evidence based information for health care providers and their clients.	Cognitive	Analyzing
4. Ascertain methods for validating that information found on the Internet is accurate, reliable, and free from error.	Cognitive	Analyzing

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

SUBJECT TO CHANGE

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.

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10th. 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 $7 \times 1.66 = 11.62$. Grade will be recorded as $100 - 11.62 = 88.38$. 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.

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 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.

ATI ACTIVITIES

All ATI (Assessment Technologies Institute) 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 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 (TICKET TO TEST). 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 2030, you will have the ATI Leadership Practice Assessment A and the Leadership Proctored Assessment to complete to meet this requirement.

All ATI Capstone activities must be completed as outlined on ATI Capstone Content Review Policy and Calendar Packet. Points are awarded according to the Points for ATI Capstone Grading Rubric.

SUBJECT TO CHANGE

STUDENT ATI/NCLEX GUARANTEE

This Guarantee will provide students additional assistance in preparing to pass the NCLEX if not successful on the first attempt. There are 2 options for the Guarantee to be effective.

Option 1: If the student is present for **all** days of the Live Review Course and **DOES NOT** enroll in Virtual ATI, then the Live Review Guarantee option is in effect. If the student is unsuccessful on NCLEX first attempt, the student has to contact ATI within 3 weeks of the NCLEX test date, and the student may enroll in Virtual ATI for 12 weeks at no additional charge.

Option 2: If a student **accesses** the first Module in Virtual ATI, then the Virtual ATI Guarantee option begins. This Guarantee is only effective if the student obtains the green light and then takes the NCLEX within 3 weeks of that green light date. The Guarantee states that the student can receive an additional 12 weeks of Virtual ATI at no charge if they are unsuccessful on the first attempt of the NCLEX and contacts ATI within 3 weeks of the NCLEX test date.

This guarantee is for 12 week access Virtual-ATI, at no charge, if the requirements of the guarantee are met.

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 will be required to submit an entry. 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**.

SUBJECT TO CHANGE

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

HEALTH SCIENCES

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

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 will be considered absent if he/she is not in class by 9:30.

The didactic portion of the class will meet for 30 hours. **For this class, which meets 2 days a week for 6 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.**

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, 478-289-2274, Building 1, Room 1210

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

SUBJECT TO CHANGE

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, 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.

WORK ETHICS

The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of

SUBJECT TO CHANGE

study. Ten work ethics traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. Completion of work ethics assignments, which will account for 5% of the course grade, and a grade of 70 or better is required in order to complete this course.

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

SUBJECT TO CHANGE

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" 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.

SUBJECT TO CHANGE

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

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

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

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on 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 3 unit exams	55
Final Exam	30
ATI Activities-See attached rubric	5
ATI Capstone	5
Work Ethics	5

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89

SUBJECT TO CHANGE

Letter Grade	Range
C	70-79
D	60-69
F	0-59

Subject to change

RNSG 2030 Trends & Issues in Nursing and Healthcare Fall Semester 2019 Lesson Plan

Week 1 August 13

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Intro to Course	Introduction to Course Review Syllabi and Course Expectations Work Ethics Packet- DUE Dec 2	Complete first day paperwork Work on Work Ethics Packet	a,c
ATI	Critical Thinking Proctored Exam	ATI: Achieve: Test Taking Skills- Due: 08/19/19	a,b,c
Chapter 5: The World of Healthcare Employment	Organizational Structure and Governance	Read assigned chapters	1 a,c

Week 2 August 19

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Chapter 4: Making Professional Goals a Reality	Personal Development	Read assigned chapters Work on Work Ethics Packet	8 a,c
Chapter 13: Facing the Challenges of Today's Workplace	Personal Development	Read assigned chapter ATI: Nurse's Touch The Leader: Case 5: Interprofessional Clinical Pathway – Due: 8/20/2019	8 a,c

Week 2 August 20

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
TEST 1	Chapters 4 ,5, 13	TEST 1 25% Mark for SSP	1, 8 a,c
Chapter 7: Legal Responsibilities for Practice	Legal Issues	Read assigned chapters ATI: Nurse's Touch the Leader: Case 2:Rx	1,4,5,7 a,c

Subject to change

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		to Client Injury/Incident- Due: 08/27/2019	

Week 3 August 26

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Chapter 8: Ethical Concerns in Nursing Practice	Ethical Issues	Read assigned chapters	5 a,c
Chapter 9: Safety Concerns in Healthcare	Quality Improvement	Read assigned chapters ATI: Nurse's Touch The Leader: Case 4: QI- Due: 08/27/2019	7 a,c

Week 3 August 27

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
TEST 2	Chapters 7, 8, 9	TEST 2 50% Mark for SSP	1,4,5,7,8 a,c
Cover Letter/Resume	Personal Development Lance Helms- Guest Speaker	Created Cover Letter/Resume Due: 9/3/2019 ATI: 1. Learning System RN: Practice Assessment: Leadership 2. Learning System RN Final: Comprehensive Final Due: 09/10/2019	8 a,c

Week 4 September 2- LABOR DAY HOLIDAY

Week 4 September 3

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Chapter 11:	Leadership and	50% Mark for SSP	2,4

Subject to change

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Initiating the Leadership and Management Role	Management	Cover letter and resume are due today! ATI: 1. Nurse's Touch Professional Communication: Organizational Communication due on 9/10/2019 Work on Work Ethics Packet	a,c
Chapter 12: Working with Others in a Leadership Role	Delegation and Supervision/ Teamwork	Read Assigned Chapters ATI: Nurses Touch the Leader: Case 1: Assignment and Delegation AND Case 3: Conflict Management – Due: 09/10/2019	3,6 a,c

Week 5 TUESDAY September 10

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Chapter 15: Applying Research and Technology to Nursing Practice	Informatics	Read assigned chapters Work on Work Ethics Packet	7 a,c
Cover Letter/Resumes Corrections	Work on completion of final drafts to present at mock interview		

Week 5 THURSDAY September 12

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
TEST 3	Chapters 11,12,15 Review for Final Exam	TEST 3 Study for Final Exam ATI: Leadership Practice Assessments	2,3,4,6,7 a,c

Subject to change

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		A and B are due at midnight tonight! Work on Work Ethics Packet	

Week 6 September 16

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Mock Interviews 9am-noon			8
ATI	ATI Practice Assessment A Leadership Remediation and Focused Review Due ATI Leadership Proctored Exam	ATI: ATI Proctored Exam Leadership Proctored Remediation and Focused Review to be emailed to DJ Braddy by 5pm on September 25 Work on Work Ethics Packet	1-8 a,b,c

Week 6 September 17

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Mock Interviews 9am-noon		Work on Work Ethics Packet	8
FINAL EXAM	Comprehensive Final		1-8 a,b,c

September 25

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
ATI	Leadership Proctored Remediation and Focused Review to be emailed to DJ Braddy by 5pm	Work on Work Ethics Packet	1-8 a,b,c

September 26

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
ATI Capstone	Welcome Email and	Work on Work Ethics	

Subject to change

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Orientation	log into classroom Follow RN ATI CAPSTONE CONTENT CALENDAR for remaining due dates	Packet	

September 27-Dec 2

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		Work on Work Ethics Packet PACKET IS DUE DECEMBER 2	

***Competency/Unit Outcomes:**

1. Examine the organizational structure of a macrosystem, its governance structure, potential impact on the role of the nurse, and provision of healthcare within the microsystem of a work unit.
2. Analyze selected leadership styles and theories and their effect on the management of employees.
3. Integrate principles of group process and teamwork into the operation of the inter-professional healthcare team.
4. Apply leadership skills and empowerment strategies when managing the care of clients, families, and groups.
5. Apply ethical decision making when managing the care of clients, families, and groups.
6. Delegate tasks within the legal parameters of that entity's scope and practice, ensuring safe, quality client-centered care.
7. Evaluate the effectiveness of quality improvement strategies using client outcome data to improve health care services.
8. Analyze personal career goals and additional education or certification needed to achieve these goals.

****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 2030 ATI ACTIVITIES RUBRIC

Date Due 0700 each day unless specified	Activity Title	Ticket
08/19/2019	Achieve: Test Taking Skills	Ticket to Class
08/20/2019	Nurse's Touch The Leader: Case 5:Interprofessional Clinical Pathway	Ticket to Test

Subject to change

Date Due 0700 each day unless specified	Activity Title	Ticket
08/27/2019	Nurse's Touch the Leader: Case 2:Rx to Client Injury/Incident	Ticket to Test
08/27/2019	Nurse's Touch The Leader: Case 4: QI	Ticket to Test
09/10/2019	Nurse's Touch Professional Communication: Organizational Communication	Ticket to Test
09/10/2019	Nurses Touch the Leader: Case 1: Assignment and Delegation	Ticket to Test
09/10/2019	Nurses Touch the Leader: Case 3: Conflict Management	Ticket to Test
09/10/2019	1. Learning System RN: Practice Assessment: Leadership 2. Learning System RN Final: Comprehensive Final	Ticket to Class
09/10/2019 due at midnight	Leadership Practice Assessments A and B	
09/16/2019	Leadership Practice Assessments A Remediation and Focused Review	Ticket to Test (Proctored)
09/16/2019	PROCTORED ATI LEADERSHIP	
09/25/2019	Leadership Proctored Remediation and Focused Review to be emailed to DJ Braddy by 5pm	

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 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.

*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 2030, you will have the ATI Leadership Practice Assessment A and the Leadership Proctored Assessment to complete to meet this

Subject to change

requirement.

ATI CAPSTONE

All ATI Capstone activities must be completed as outlined on ATI Capstone Content Review Policy and Calendar Packet. Points are awarded according to the Points for ATI Capstone Grading Rubric. ATI Capstone assignments account for 5% toward your final grade.

SUBJECT TO CHANGE

RNSG 2030 ATI CONTENT MASTERY SERIES RUBRIC-LEADERSHIP NURSING

Complete Practice Assessment: Leadership 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



Leadership Proctored Assessment

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

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