



## **RNSG 1019B Transition to Professional Nursing COURSE SYLLABUS Fall Semester 2020 (202112)**

### **COURSE INFORMATION**

Credit Hours/Minutes: 7/9000

Didactic: 4 (3000 minutes)

Lab: 1 (1500 minutes)

Clinical: 2 (4500 minutes)

Campus/Class Location: Georgia Virtual Technical Connection (GVTC)/Blackboard and Swainsboro Campus, Building 8, Room 8136 and Room 8145 (when on campus). Please note that on-campus class and/or testing may occur during this semester; if this happens, you will be given notice in order to make preparations to be on campus.

Class Meets: Tuesdays from 2:00 pm-6:00 pm via internet, students must be available via Blackboard Collaborate sessions for lecture until on campus classes resume. Students are expected to log into Blackboard Collaborate at the time of class and participate for the duration of the class. Failure to do so will result in an absence. There will be additional lab days on Thursdays on 8/20, 8/27, 9/3, 9/10, 9/17 & 9/24.

Clinical: Clinical hours will vary; Clinicals will tentatively begin the week of 9/30 and will generally be on a Wednesday or Thursday.

Course Reference Number (CRN): 20183

Preferred Method of Contact: STC Email

### **INSTRUCTOR CONTACT INFORMATION**

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

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

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

Virtual (Blackboard Course Room) Office Hours: Mondays from 9:00 am-11:00 am & 1:00 pm-4:00 pm by appointment. Due to the uncertainties of COVID-19, please contact your instructor by email to make an appointment.

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

Phone: 478-289-2284

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment via email

Instructor Name: Christina Johnson, Master of Science in Nursing (MSN), Registered Nurse (RN), Critical Care Registered Nurse (CCRN), Trauma Certified Registered Nurse (TCRN)

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

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

Virtual (Blackboard Course Room) Office Hours: Mondays from 9:00 am-11:00am & 1:00 pm-4:00 pm by appointment. Due to the uncertainties of COVID-19, please contact your instructor by email to make an appointment.

Email: [Christina Johnson \(mailto:cjohnson@southeasterntech.edu\)](mailto:cjohnson@southeasterntech.edu)

Phone: 478-289-2284

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment via email

All communication with faculty should be completed using STC email. Please note that emails sent during business hours will be answered within 24-48 hours. Emails sent during holidays and on weekends may not be answered until the next business day.

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

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

### **REQUIRED TEXT**

1. Treas, L. S., & Wilkinson, J. M. (2017). *Basic nursing: Thinking, doing, and caring (2<sup>nd</sup> ed.)*. F. A. Davis.
2. Doenges, M., Moorhouse, M., & Murr, A. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span (10<sup>th</sup> ed.)*. F. A. Davis Company.
3. Hoffman, J., & Sullivan, N. (2019). *Medical-surgical nursing (2nd ed.)*. F. A. Davis.
4. Assessment Technologies Institute (ATI) testing web services

### **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, 2 folders for clinicals, name clip without a reel and clinical supplies.

**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
- Webcam with microphone is required
- ATI Internet Requirements: A minimum internet speed of 5 Mbps is required (10 Mbps or more is recommended). Test your internet speed using [www.speedtest.net](http://www.speedtest.net)

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

### **COURSE DESCRIPTION**

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

The course provides an introduction to nursing and roles of the nurse, as well as professional related and client care concepts. The theoretical foundation for basic assessment and skills will be built upon and the student will be given an opportunity to demonstrate these skills in the laboratory and clinical settings. The

student will use the nursing process as a decision-making framework to assist the student in developing effective clinical judgment skills.

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

### MAJOR COURSE OUTCOMES

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

### PREREQUISITE(S)

Program Admission

### CO-REQUISITE

RNSG 1018B – Pharmacological Concepts & Drug Calculations

### CONTENT/UNIT OUTCOMES

#### Nursing Role and Scope of Practice

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

### Spectrum of Healthcare

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

### Nursing Process

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Identify the steps of the nursing process.	Cognitive	Remembering
2.	Compare and contrast the various steps of the nursing process and the role of the nurse.	Cognitive	Analyzing
3.	Define the nursing process and discuss its use as a tool for identifying actual and potential client problems and planning client-centered care.	Cognitive	Understanding
4.	Differentiate between subjective and objective data and various data collection methods.	Cognitive	Understanding
5.	Review the NANDA list of nursing diagnoses and their use in describing potential and actual client problems.	Cognitive	Understanding
6.	Discuss the purpose of a client plan of care, its developmental process, its implementation, and role in determining attainment of client outcomes.	Cognitive	Understanding
7.	Apply principles of the nursing process to an actual or simulated client record.	Cognitive	Applying

### Clinical Judgement

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

### Advocacy

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

### Cultural Sensitivity

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Define cultural sensitivity and its relationship to nursing practice.	Cognitive	Remembering
2.	Discuss the term culture and the various components that contribute to its definition: a) Ethnicity b) Spiritual beliefs c) Social practices	Cognitive	Understanding
3.	Compare and contrast the terms cultural sensitivity and cultural competence in relation to the role of the health care provider.	Cognitive	Analyzing
4.	Recognize the influence culture has on health, health practices, illness, and caring patterns.	Cognitive	Analyzing

### Spirituality

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

### Evidence-Based Practice

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

### Quality Improvement

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

## Safety

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

## Informatics

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

## Client Education

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

## Professionalism

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

## Leadership

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

## Rest and Sleep

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

## Sensory Perception

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

## Documentation

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

## Vital Sign Measurements

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

## Hygiene

Order	Description	Learning Domain	Level of Learning
1.	Describe conditions and activities that place clients at risk for altered skin integrity.	Cognitive	Understanding
2.	Discuss the effect that cultural practices have on hygiene.	Cognitive	Understanding
3.	Determine a client's need for assistance with hygiene-related care.	Cognitive	Remembering
	<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> </ul> </li> </ul>	Psychomotor	Guided Response
		Psychomotor	Guided Response
		Psychomotor	Guided Response



Order	Description	Learning Domain	Level of Learning
	○ Hair *	Psychomotor	Guided Response
	○ Perineal area*	Psychomotor	Guided Response
	● Providing bath: (Discussion/Demonstration/ATI Skills Modules)	Psychomotor	Guided Response
	○ Ambulatory client	Psychomotor	Guided Response
	○ Bed bound client*	Psychomotor	Guided Response
	● Bed making(Discussion/Demonstration/ATI Skills Modules)	Psychomotor	Guided Response
	○ Occupied*	Psychomotor	Guided Response
	○ Unoccupied	Psychomotor	Guided Response

### Activity and Exercise including Ergonomics

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the effect lack of movement has on bones, muscles, and joints.	Cognitive	Understanding
2.	Demonstrate proper techniques that support client mobility and prevent complications of immobility.	Psychomotor	Guided Response
3.	Identify assistive devices that can be used when moving clients to aid in the prevention of injury.	Cognitive	Remembering
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	● Assisting with ambulation* (Discussion/Demonstration/ATI Skills Modules)	Psychomotor	Guided Response
	● Walking with a crutch/cane/walker* (Discussion/Demonstration/ATI Skills Modules)	Psychomotor	Guided Response
	● Wheelchair use (Discussion/Demonstration/ATI Skills Modules)*	Psychomotor	Guided Response
	● Client positioning (Discussion/Demonstration/ATI Skills Modules)*	Psychomotor	Guided Response
	● Pressure ulcer prevention measures and equipment (Discussion/Demonstration/ATI Skills Modules)	Psychomotor	Guided Response
	● Providing range of motion*(Discussion/Demonstration/ATI Skills Modules)	Psychomotor	Guided Response
	● Transferring clients (Discussion/Demonstration/ATI Skills Modules)*	Psychomotor	Guided Response
	● Applying anti-embolic stocking/sequential compression devices (Discussion/Demonstration/Student Practice) *	Psychomotor	Guided Response

## Infection Control

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the etiology of hospital acquired infections.	Cognitive	Understanding
2.	Differentiate between standard precautions and various types of isolation precautions.	Cognitive	Analyzing
3.	Demonstrate proper techniques that support infection control.	Psychomotor	Guided Response
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	• Hand hygiene and universal precautions**	Psychomotor	Guided Response
	• Applying and removing personal protective equipment*	Psychomotor	Guided Response
	• Medical and surgical asepsis *	Psychomotor	Guided Response
	• Apply gloves**	Psychomotor	Guided Response
	○ Sterile	Psychomotor	Guided Response
	○ Nonsterile	Psychomotor	Guided Response
	• Preparing a sterile field**	Psychomotor	Guided Response

## Skin Integrity and Wound Care

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the factors that contribute to impaired skin integrity.	Cognitive	Understanding
2.	Discuss nursing interventions to promote skin integrity.	Cognitive	Understanding
3.	Describe the process of wound healing.	Cognitive	Understanding
4.	Identify the differences in primary and secondary healing.	Cognitive	Remembering
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	• Applying a dressing: (Discussion/Demonstration)	Psychomotor	Guided Response
	○ Dry	Psychomotor	Guided Response
	○ Moist	Psychomotor	Guided Response
	• Wound irrigation (Discussion/Demonstration)	Psychomotor	Guided Response
	• Negative pressure wound therapy (Discussion)	Psychomotor	Guided Response
	• Maintaining portable wound suction (Discussion)	Psychomotor	Guided Response
	• Application of heat (Discussion/Demonstration)	Psychomotor	Guided Response
	• Application of cold (Discussion/Demonstration)	Psychomotor	Guided Response
	• Obtaining a wound culture (Discussion/Demonstration)	Psychomotor	Guided Response

## Urinary Elimination

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

## Bowel Elimination

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

## Nutrition

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss physical, psychological, developmental, and cultural factors that affect a client's nutritional status.	Cognitive	Understanding
2.	Use guidelines based on the USDA My Plate when determining dietary recommendations for clients.	Cognitive	Applying
3.	Differentiate between various alternative and therapeutic diets.	Cognitive	Analyzing
4.	Review nursing interventions that can assist clients in meeting their nutritional needs.	Cognitive	Understanding
5.	Demonstrate proper techniques that support a client's nutritional needs.	Psychomotor	Guided Response
	<b><u>Demonstration/Discussion/Skill Performance:</u></b>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Measuring blood glucose by skin puncture</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Assisting an adult with feeding (Discussion)</li> </ul>	Psychomotor	Guided Response
	<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>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Bolus or intermittent feeding</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Continuous feeding</li> </ul>	Psychomotor	Guided Response

## Comfort/Pain

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

**Medication Administration**

<b>Order</b>	<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1.	Discuss the role of the nurse in safely and legally administering medications to clients.	Cognitive	Understanding
2.	Identify the rights of medication administration.	Cognitive	Remembering
3.	Determine the various routes by which medication can be administered.	Cognitive	Analyzing
4.	Perform basic drug calculations.	Psychomotor	Guided Response
5.	Demonstrate proper techniques that support safe medication administration.	Psychomotor	Guided Response
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	• Administering Medications: (Discussion/Demonstration/ATI Skill Modules)	Psychomotor	Guided Response
	○ Oral *	Psychomotor	Guided Response
	○ Ophthalmic	Psychomotor	Guided Response
	○ Otic	Psychomotor	Guided Response
	○ Metered Dose or Dry inhalers	Psychomotor	Guided Response
	○ Nasal	Psychomotor	Guided Response
	○ Rectal	Psychomotor	Guided Response
	○ Topical	Psychomotor	Guided Response
	○ Transdermal	Psychomotor	Guided Response
	○ Vaginal	Psychomotor	Guided Response
	• Proper medication preparation*	Psychomotor	Guided Response
	• Basic drug calculations*	Psychomotor	Guided Response
	• Medication administration charting*	Psychomotor	Guided Response
	• Injections: *	Psychomotor	Guided Response
	○ Intradermal	Psychomotor	Guided Response
	○ Subcutaneous	Psychomotor	Guided Response
	○ Intramuscular	Psychomotor	Guided Response
	○ Intravenous (bolus and piggyback)	Psychomotor	Guided Response
	• Withdrawing medications*	Psychomotor	Guided Response
	○ Vial	Psychomotor	Guided Response
	○ Ampule	Psychomotor	Guided Response
	○ When combining two medications	Psychomotor	Guided Response

## Oxygen Therapy Management

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	1. Discuss rationale, methods and complications for mechanical ventilation.	Cognitive	Understanding
2.	2. Clarify indications and nursing implications for the following: a) Postural drainage b) Chest physiotherapy c) Intermittent positive pressure breathing	Cognitive	Evaluating
	<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	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the objectives of IV therapy.	Cognitive	Understanding
2.	Identify the types of infusion devices used in parenteral therapy.	Cognitive	Remembering
	<u>Demonstration/Discussion/Skill Performance:</u>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Initiation of IV therapy**</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Regulating the flow rate**</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Setting up and using volume control pumps**</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Changing IV solutions and tubing**</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Changing IV dressing*               <ul style="list-style-type: none"> <li>Peripheral</li> <li>Central</li> </ul> </li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Discontinuing a peripheral IV **</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Administering a blood transfusion*(Discussion/Demonstration)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Total parental nutrition (Discussion/ATI Skills Module) *</li> </ul>	Psychomotor	Guided Response

### Basic Alterations in Cardiac Output and Tissue Perfusion

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

### Basic Alterations in Cognition and Sensation

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

## Basic Alterations in Regulation and Metabolism

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

## Basic Alterations in Integument

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



### Basic Alterations in Mobility

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

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

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

Order	Unit Outcomes	Learning Domain	Level of Learning
	b) Dietary c) Lifestyle		
8.	Discuss the correct use and functioning of therapeutic devices that support basic alterations in ingestion, digestion, absorption and elimination.	Cognitive	Understanding
9.	Provide health and safety related education and safety needs for adults who have basic alterations in ingestion, digestion, absorption and elimination.	Cognitive	Creating

### Basic Alterations in Immunity

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

### Basic Alterations in Hematology Function

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss clinical manifestations of clients with basic alterations in hematological functions.	Cognitive	Understanding
2.	Discuss diagnostic testing relevant to basic alterations in hematological function and the nurse's role.	Cognitive	Understanding
3.	Discuss changes in hematological function as they pertain to aging.	Cognitive	Understanding
4.	Discuss the management of clients with basic alterations in hematological function.	Cognitive	Understanding
5.	Identify a plan of care for clients with alterations in hematological function including the following considerations: a) Pharmacological b) Dietary c) Lifestyle	Cognitive	Remembering
6.	Identify the clinical presentation and management of complications associated with basic alterations in immunity.	Cognitive	Remembering

Order	Unit Outcomes	Learning Domain	Level of Learning
7.	Discuss the correct use and functioning of therapeutic devices that support clients who have an alteration in hematological function.	Cognitive	Understanding
8.	Provide health and safety related education to clients who have basic alterations in hematological function.	Cognitive	Creating

### Fluid and Electrolyte Management

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

### Alterations in Acid Base Balance

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the significance of acid-base balance for homeostasis.	Cognitive	Understanding
2.	Review the steps for arterial blood gas interpretation.	Cognitive	Understanding
3.	Discuss compensation measures.	Cognitive	Understanding
4.	Identify major acid base disorders.	Cognitive	Understanding
5.	Describe the role of the respiratory and renal systems in the regulation of acid base.	Cognitive	Understanding
6.	Explain nursing implications relating to clients with acid base disorders.	Cognitive	Understanding

### Preoperative/Intraoperative/Postoperative Care

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Differentiate between the various phases of the surgical experience (pre, intra, and postoperative).	Cognitive	Analyzing
2.	Identify the role of the nurse in each of these phases.	Cognitive	Remembering

3.	Differentiate between the different types of anesthesia used in the operative client.	Cognitive	Analyzing
4.	Describe the impact drugs used during a surgical procedure can have on adult clients given in the immediate postoperative period.	Cognitive	Remembering
5.	Compare and contrast medications commonly given to operative clients.	Cognitive	Analyzing
6.	Discuss the legal and ethical issues related to ensuring informed consent.	Cognitive	Remembering
7.	Discuss potential post-surgical and immobility complications and the nurses' role in preventing them.	Cognitive	Remembering
8.	Intervene to provide a safe environment for the surgical client.	Cognitive	Applying
9.	Discuss the special needs of the bariatric surgical client.	Cognitive	Remembering

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

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Describe the role of the nurse in health education and prevention in decreasing the incidence of cancer.	Cognitive	Remembering
2.	Discuss the care options and resources for clients with a terminal prognosis.	Cognitive	Remembering
3.	Describe the role of the nurse when providing and coordinating the care of clients with oncological conditions.	Cognitive	Remembering
4.	Compare and contrast the various types of radiation therapies, related side effects, and nursing interventions.	Cognitive	Analyzing
5.	Compare and contrast surgical treatment goals related to cure and palliation.	Cognitive	Analyzing
6.	Discuss the various classifications of drugs used in the treatment of cancer.	Cognitive	Remembering
7.	Identify the clinical presentation, clinical management and role of the nurse when caring for a client having an oncological emergency.	Cognitive	Remembering
8.	Discuss knowledge of actions, contraindications, potential side effects, and nursing implications of medications used in the treatment of cancer.	Cognitive	Remembering
9.	Identify a plan of care for client with cancer including the following considerations: a) Pharmacological b) Dietary c) Lifestyle	Cognitive	Remembering
10.	Provide health and safety related education based on the identified needs of clients with cancer.	Cognitive	Creating

**\*Denotes skills that the 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

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 (ONLINE AND FACE-TO-FACE)

Students are expected to complete all exams and daily assignments. A unit exam average of 70% or above must be obtained in order to take the final exam. An average grade of 70% between unit exams and the final must be obtained in order to progress. Students are required to have at least a 70% or higher when calculating the average of the unit exams and final exam before other components, listed under grading policy, will be added for calculation of the final course average/grade. If the student fails to meet the unit exam/final exam expectations, the student will receive a W for academic deficiency.

*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 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 correctly answers 52 questions out of 60.  $52 \text{ correct answers} \times 1.66 = 86.32$ . The grade will be recorded as 86.3. This rule applies to every grade issued during the semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).*

If virtual simulation clinical is utilized, students may not be required to take a calculation examination prior to the activities; however, students must make a **100% on a calculation exam before attending in-patient/skills laboratory simulation clinical**. Students may take the 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. Calculation exams will be given within the first 3 full weeks of each semester, except for the first semester. During the first semester, the students will complete all ATI drug calculation modules in RNSG 1018B before the first attempt will be given. There will be a week time frame in between the attempts to allow time for remediation. 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. If you do not score a 100% on the first and/or second attempts, you will be required to schedule an appointment and meet with the instructor to review your exam and work extra problems provided by the instructor prior to testing again.

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

Power Points for RNSG 1019B will be available on Blackboard.

## TESTING

Testing for the course may be done online or in-person. See below for specific testing guidelines.

### RESPONDUS ONLINE TESTING GUIDELINES:

Due to the campus closure in response to the COVID 19 pandemic the Department of Nursing is making an exception in offering online/offsite testing for Practical Nursing and Associate of Science in Nursing Programs. The programs will use Respondus Monitor through Blackboard to administer and proctor the examinations. If a student violates any of these guidelines, his/her test score/attempt will not be counted and the student may be required to take a makeup/additional test

The following are faculty expectations of the student during the online/offsite testing process.

1. The student will download Respondus to their devices from the STC website.
2. The student will log in at least 15 minutes before the exam is scheduled to begin.
3. The student will secure an area with reliable internet service prior to beginning the exam. It is the students responsibility to secure a location with reliable internet connection before beginning the examination. Specific Requirements listed below:
  - Windows: 10, 8, 7. Windows 10S is not a compatible operating system.
  - Mac: OS X 10.12 to macOS 10.15.
  - Web camera (internal or external) & microphone
  - A broadband internet connection
4. Mobile Hotspots are **not** to be used since as they are not considered a reliable internet source.
5. The student will perform all required Respondus checks prior to being allowed to test. (examples- Webcam Check and Facial Recognition Check) Faculty are not responsible for student technology issues. It is the student's responsibility to maintain their equipment in working order.
6. The student will have in place a monitoring camera as Respondus Monitor will be used to ensure test integrity. The student will take a complete, 360 degree scan of the testing environment, showing floor, desk and walls. In addition, the student will use a hand held mirror held up to the camera to show that their screen and keyboard is clear of any unnecessary items. The student will need to show the front and back of the mirror.
7. During the exam, students will be both audio and visually recorded.
8. The student exams will be timed, just like in the face-to-face setting.
9. The student will not use any books, notes or third party supplies during the test. The desk/table will be cleared of additional items. There will be no paper or writing materials allowed. EXCEPTION: On certain tests, your instructor will notify you when a paper (regular or legal) sized white board with one marker and one eraser is allowed. This white board can only be one-sided. During the environmental scan, students will need to have the whiteboard, marker, and eraser present on their desk/table. They will be required to take the whiteboard and show on the environmental scan that both sides of the whiteboard are free of any writings. During testing, when questions require the use of the whiteboard, students will be required to show their work on the whiteboard for the specific question and show that it is erased after the question prior moving on to the next question. At the end of the exam before submitting the last question, the student will be required to show the front and back of the whiteboard.

10. The student has reviewed the Dishonesty Policy and Procedure for Academic Dishonesty as noted on the course syllabus.
11. The student will not be allowed to use smart watches, cell phones, tablets, calculators, ear phones or other electronic devices during the exam.
12. The student will not wear a hat or any items that obscures the face or eyes while testing.
13. The student will keep the face in clear view of the camera while testing.
14. The student will have all background noise silenced while testing.
15. The student will have no other operating functions open on the computer during testing. (ie: Word, Excel, PowerPoint)
16. The student will be prohibited from taking screen shots or recording of the exam in anyway.
17. The student is prohibited from reading questions or any test material out loud during the test.
18. Question rationales will not be available at this time for test security. Instructors will be available at a later time for missed content review. Students are encouraged to set up individualized meetings with their faculty to discuss specific content areas which were missed.
19. After the exam, the final grade will not be issued or posted to the Blackboard gradebook until the validity of the test is reviewed and approved by the instructor(s). Be aware that the downloads may take 24-72 hours. This includes reviewing the Respondus Monitor report and the video recording of the testing session. At any time the validity is questionable, the student may be required to take a different version of the examination.
20. If a student believes a test question needs to be challenged, the student must email their instructor the evidence-based rationale for consideration. This request must be received via email within 24 hours of the examination.

### **ON CAMPUS, IN-PERSON TESTING**

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, 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 evidence-based 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 evidence-based rationale will go before a panel of nursing faculty for decision.

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 be 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.

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

All ATI activities must be completed as outlined on ATI Activities calendar. **Although previous versions of the assignments may still be available in ATI (example 2.0 or 2016), students are required to complete the most current version of each assignment (example 3.0 or 2019).** Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The faculty will pull the ATI Module Report at **7:00 am on the Monday prior to** the class period as indicated on the RNSG 1019B ATI ACTIVITIES calendar. The faculty will pull the ATI Module Report and failure to successfully complete the assignment by the deadline will result in a 10-point deduction on the unit exam. It is recommended that students take a picture of the final results of each assignment once completed. During clinicals (if applicable), ATI assignments are your ticket to clinicals. If you do not turn the assignment in by the assigned date, you will not be allowed to attend clinical until the assignment is completed. The clinical day missed will be an unexcused absence.

ATI Proctored (RN Fundamentals) will count 5% of your grade. This exam will be administered as soon as we are able to return to campus to administer proctor exams or administered via Proctorio. Please see the ATI Rubric for specifics. You will need to provide a handwritten focused review for ATI RN Fundamentals Practice Assessment 2019 A and complete the 3 hours of remediation in order to be eligible to take the Proctored exam. If these requirements are not completed, you will receive a zero for that portion on the grading rubric.

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

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

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

This self-assessment should help you in determining what you may need to focus on improving, while allowing you to gain a sense of accomplishment at tasks well-done. Re-reading of your journal at intervals during your education should reveal the depth of knowledge you have gained and allow you to see the development of the clinical skills and critical thinking skills required to be an outstanding registered nurse, as well as successful member of the workforce.

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

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, **every Monday by 7:00 am**. The journal will be linked to the following courses: RNSG 1019B, 2000B and 2020B. A point per week deduction for not submitting your journal by the date/time due will result in



points being taken off your **FINAL AVERAGE**. For example, there will be 16 journal entries due for Fall Semester. If no journal entries were completed, then 16 points will be deducted from your **FINAL AVERAGE**.

### **SIMULATION LAB**

This course may include a clinical simulation lab. 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.

### **COVID-19 MASK REQUIREMENT**

Masks or face coverings must be worn at all times while on the campus of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

### **COVID-19 SIGNS AND SYMPTOMS**

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

<b>COVID-19 Key Symptoms</b>
Fever or felt feverish
Cough: new or worsening, not attributed to another health condition
Shortness of breath, not attributed to another health condition
New loss of taste or smell
Chills; Repeated shaking with chills
Sore throat, not attributed to another health condition
Muscle pain, not attributed to another health condition or exercise
Headache, not attributed to another health condition
Diarrhea (unless due to known cause)
<b>In the past 14 days, if you:</b>
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

## **COVID-19 SELF-REPORTING REQUIREMENT**

Students, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using the [COVID 19 Health Reporting Form](#). Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](#), Exposure Control Coordinator, [swaters@southeasterntech.edu](mailto:swaters@southeasterntech.edu), 912-538-3195.

## **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. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 the student will be considered absent if he/she is not in class by 9:30.

The didactic portion of the class will meet for 60 hours (3000 minutes). For this class, which meets 1 day a week for 15 weeks, the maximum amount of time a student may miss is 6 hours during the semester. Students missing more than 6 hours will be dropped for exceeding the attendance procedure.

The lab portion of the class will meet for 30 hours (1500 minutes). For the lab portion of this class, the maximum amount of time a student may miss is 3 hours during the semester. Students missing more than 3 hours will be dropped for exceeding the attendance procedure.

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

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

Procedures of the program may be reviewed on an individual basis related to extenuating circumstances related to COVID.

## STUDENTS WITH DISABILITIES

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

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

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

## SPECIFIC ABSENCES

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

## PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

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

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

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

## WITHDRAWAL PROCEDURE

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

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

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. Students who are dropped from courses due to attendance after the 65% point will receive a WP (Withdrawal Passing-average of 60 or higher) or a WF (Withdrawal Failing-average of 59 or lower). Students will receive a grade of zero for all assignments missed beginning with the Last Date of Attendance (LDA) and the date the student exceeds the attendance procedure.

If a student cannot progress in the Program due to academic deficiency, the student will receive a W (Withdrawn) from all RNSG courses for the semester and will be unable to progress in the nursing program. The faculty will enter the LDA along with the W into BannerWeb.

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 will be issued if the student misses a unit exam and fails to provide appropriate documentation. A grade of "0" will be given to all subsequent unit exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

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

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

- if the student has (1) a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session and complete the Student Success Plan.
- if the student has (1) a cumulative unit exam average of < 70% after the completion of 50 % of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session, as well as review and update the Student Success Plan and submit an Early Alert.
- if the student exhibits behavior outside the expected:
  - codes of conduct outlined in professional codes of ethics, professional standards,
  - all procedures/requirements/policies outlined in program handbooks/documents,
  - STC e Catalog and Student Handbook, and/or
  - clinical facility policies and procedures.

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

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

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

### **ACADEMIC DISHONESTY POLICY**

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

### **PROCEDURE FOR ACADEMIC MISCONDUCT**

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

**1. First Offense**

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

**2. Second Offense**

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

**3. Third Offense**

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

**STATEMENT OF NON-DISCRIMINATION**

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

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

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

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

<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	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147

<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>
Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Email: <a href="mailto:ljonas@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 STC’s website.

**ACCESS TO TECHNOLOGY**

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

**TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT**

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

**GRADING POLICY**

<b>Assessment/Assignment</b>	<b>Percentage</b>
Unit Exams – This percentage is based on 10 unit exams	50
Final Exam	25
RNSG 1019B ATI Content Mastery Series Rubric-RN Fundamentals	5
Clinical-The clinical portion of the course grade is determined based on the clinical faculty/preceptor evaluations and clinical paperwork rubric. The grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors.	20

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

**Each student’s final course grade will be determined as follows:**

Unit exam grade	x 0.50 =		_____
Final exam grade	x 0.25 =	+	_____
ATI Leadership Rubric	x 0.05 =	+	_____
Clinical grade	x 0.20 =	+	_____
Numerical course grade	=		_____

**GRADING SCALE**

<b>Letter Grade</b>	<b>Range</b>
A	90-100
B	80-89

<b>Letter Grade</b>	<b>Range</b>
C	70-79
D	60-69
F	0-59

**RNSG 1019B Transition to Professional Nursing**

**Fall Semester 2020 (202112) Lesson Plan**

<b>Date/Week</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments &amp; Tests Due Dates</b>	<b>Competency Area</b>
8/18 Tuesday (Tues) Week 1	Orientation  Fundamentals Chapter (Fund Ch) 3,4,5,6, 7,18,26,42	<p>Review syllabus and lesson plan and ASN handbook</p> <p><b>Uniforms should have been ordered by 8/7</b></p> <p><b>ATI Fees Due by 9am-When able to access ATI complete the following:</b></p> <ol style="list-style-type: none"> <li>1. ATI Tutorial on ATI Plan: Getting Started Video</li> <li>2. Achieve series on: Test-taking skills and Study skills</li> </ol> <p>Lecture: Fund Ch 3: Assessment Fund Ch 4: Nursing Process:Diagnosis Fund Ch 5: Planning Outcomes Fund Ch 6: Planning Interventions Fund Ch 7: Implementation &amp; Evaluation Fund Ch 18: Documenting &amp; Reporting Fund Ch 26: Teaching &amp; Learning Fund Ch 42: Community &amp; Home Health Nursing</p> <p><b>In class: ATI Video Case Study: Nursing Process</b></p> <p><b>*** 8/19 is Last Day of Drop/Add for This Semester</b></p>	<p>Read assigned chapters</p> <p>ATI</p>	<p>*2, 4, 5, 7 ** a-c</p>
8/27 Thurs	<b>VIRTUAL LAB (to be completed at home)</b>	<p><b>ATI SKILLS MODULES</b> See Skills Lab Calendar</p>		<p>*1-8 **a-c</p>



Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
8/25 Tues Week 2	<b>TEST 1</b> (Fund Ch 3-7,18,26,42)  Fund Ch 23,24,25	<b>TEST 1</b> (Fund Ch 3-7,18,26,42)  Lecture: Fund Ch 23: Safety Fund Ch 24: Hygiene Fund Ch 25: Administering Medications  <b>In class: Critical Thinking Entrance Proctored Exam. This may be administered on a lab day.</b>  <b>PreCheck, Immunizations and myClinicalExchange due</b>	Read assigned chapters  ATI	*1, 2, 3, 4, 5, 6, 7, 8  ** a-c
8/27 Thurs	<b>SKILLS LAB</b> <b>9:00 am-3:00 pm</b>	<b>SKILLS, ATI, LAB</b> See Skills Lab Calendar		*1-8  **a-c
9/1 Tues Week 3	Fund Ch 28,32,35	Lecture: Fund Ch 28: Nutrition Fund Ch 32: Pain Fund Ch 35: Sleep & Rest  <b>In class: ATI Video Case Study: Pain Management</b>  <b>All documents must be submitted in myClinicalExchange.</b>	Read assigned chapters  ATI	*1, 2, 3, 4, 6, 7, 8  ** a-c
9/3 Thurs	<b>SKILLS LAB</b> <b>9:00 am-3:00 pm</b>	<b>SKILLS, ATI, LAB</b> See Skills Lab Calendar		*1-8  **a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
9/8 Tues Week 4	<b>TEST 2</b> (Fund Ch 23-25,28,32,35)  Fund Ch 8,15,16,44	<b>TEST 2</b> (Fund Ch 23-25,28,32,35)  <b>25% Mark for Student Success Plan</b>  Lecture: Fund Ch 8: Theory, Research, & Evidence-Based Practice Fund Ch 15: Culture & Ethnicity Fund Ch 16: Spirituality Fund Ch 44: Legal Accountability  <b>In class: ATI Video Case Study:</b> Cultural Diversity  <b>In class: ATI Video Case Study:</b> Health Insurance Portability and Accountability Act of 1996 (HIPAA) & Client Rights	Read assigned chapters  ATI	* 1, 2, 3, 4, 5, 7, 8  ** a-c
9/10 Thurs	<b>SKILLS LAB</b> <b>10 HOURS</b> <b>9:00 am-7:00 pm</b>	<b>SKILLS, ATI, LAB</b> See Skills Lab Calendar		*1-8  **a-c
9/15 Tues Week 5	<b>TEST 3</b> (Fund Ch 8,15-16,44)  Medical-Surgical (MS) Ch 23-25	<b>TEST 3</b> (Fund Ch 8,15-16,44)  Lecture: MS Ch 23: Assessment of Respiratory Function MS Ch 24: Coordinating Care for Patients With Infectious Respiratory Disorders MS Ch 25: Coordinating Care for Patients With Upper Airway Disorders	Read assigned chapters  ATI	*1- 8  ** a-c
9/17 Thurs	<b>SKILLS LAB</b> <b>10 HOURS</b> <b>9:00 am-7:00 pm</b>	<b>SKILLS, ATI, LAB</b> See Skills Lab Calendar		*1-8  **a-c
9/22 Tues Week 6	MS Ch 28-31	Lecture: MS Ch 28: Assessment of Cardiovascular Function MS Ch 29: Coordinating Care for Patients With Dysrhythmia MS Ch 30: Coordinating Care for Patients With Cardiac Disorders MS Ch 31: Coordinating Care for Patients With Vascular Disorders	Read assigned chapters	*2, 3, 4, 5, 6, 7, 8  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
9/24 Thurs	<b>SKILLS LAB 10 HOURS 9:00 am-7:00 pm</b>	<b>SKILLS, ATI, LAB</b> See Skills Lab Calendar		*1-8  **a-c
9/29 Tues Week 7	<b>TEST 4</b> (MS Ch 23-25,28-31)  MS Ch 45-48	<b>TEST 4</b> (MS Ch 23-25, 28-31)  Lecture: MS Ch 45: Assessment of Visual Function MS Ch 46: Coordinating Care for Patients With Visual Disorders MS Ch 47: Assessment Auditory Function MS Ch 48: Coordinating Care for Patients With Hearing Disorders	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
10/6 Tues Week 8	MS Ch 35-36	Lecture: MS Ch 35: Assessment of Neurologic Function MS Ch 36: Coordinating Care for Patients With Brain Disorders	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
10/13 Tues Week 9	<b>TEST 5</b> (Ch 35-36,45-48)  MS Ch 44,59	<b>TEST 5</b> (Ch 35-36,45-48)  Lecture: MS Ch 44: Coordinating Care for Patients With Diabetes Mellitus MS Ch 59: Coordinating Care for Patients With Hepatic Disorders  <b>50% Mark for Student Success Plan</b>	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
10/20 Tues Week 10	MS Ch 49,51	Lecture: MS Ch 49: Assessment of Integumentary Function MS Ch 51: Management of Patients With Dermatologic Problems	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
10/27 Tues Week 11	<b>TEST 6</b> (Ch 44,49,51,59)  MS Ch 52-53,55,58 Fund Ch 33	<b>TEST 6</b> (Ch 44,49,51,59)  Lecture: MS Ch 52: Assessment of Musculoskeletal Function MS 53: Coordinating Care for Patients With Musculoskeletal Disorders MS 55: Assessment of Gastrointestinal Function MS Ch 58: Coordinating Care for Patients With Intestinal Disorders Fund 33: Activity & Exercise  <b>*** TODAY, 10/27, is 65% Point for This Class</b>	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
11/3 Tues Week 12	<b>TEST 7</b> (MS Ch 52-53,55,58, Fund Ch 33)  MS Ch 18-20,22	<b>TEST 7</b> (MS Ch 52-53,55,58 Fund Ch 33)  Lecture: MS Ch 18: Assessment of Immune Function MS Ch 19: Coordinating Care for Patients With Immune Disorders MS Ch 20: Coordinating Care for Patients With Connective Tissue Disorders MS Ch 22: Coordinating Care for Patients With HIV	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
11/10 Tues Week 13	<b>TEST 8</b> (MS Ch 18-20,22)  MS Ch 33-34,8,10	<b>TEST 8</b> (MS Ch 18-20,22)  Lecture: MS Ch 33: Assessment of Hematological Function MS Ch 34: Coordinating Care of Patients With Hematological Disorders MS Ch 8: Fluid and Electrolyte Management MS Ch 10: Overview of Infusion Therapies	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
11/17 Tues Week 14	<b>TEST 9</b> (MS Ch 33-34, 8,10)  MS Ch 5,13,15-17	<b>TEST 9</b> (MS Ch 33-34,8,10)  Lecture: MS Ch 5: Palliative Care and End-of-Life Issues MS Ch 13: Overview of Cancer MS CH 15: Priorities for the Preoperative Patient MS Ch 16: Priorities for the Intraoperative Patient MS Ch 17: Priorities for the Postoperative Patient	Read assigned chapters  ATI  <b>*** ATI RN Fundamentals Practice A &amp; B Assessment and remediation and focused review on Practice Assessment A must be completed per rubric prior to taking Proctored Exam as outlined on ATI Activities Calendar.</b>	*2, 3, 4, 5, 6, 7, 8  ** a-c
11/24 Tues		<b>NO CLASS OR CLINICAL THIS WEEK</b>	Read assigned chapters	

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
12/1 Tues Week 15	<b>TEST 10</b> (MS Ch 5,13,15-17)	<b>TEST 10</b> (MS Ch 5,13,15-17)  <b>In class: ATI RN Fundamentals Proctored Exam will be given in class or via Proctorio</b>	Read assigned chapters  ATI: <b>All</b> ATI Skills Modules due prior to taking Final Exam  <b>*** ATI RN Fundamentals Proctored Exam remediation and focused review must be completed per rubric prior to taking Comprehensive Final Exam for this course as outlined on ATI Activities Calendar or as to be determined by instructor</b>	*1-8  ** a-c
12/8 Tues Week 16	<b>COMPREHENSIVE FINAL EXAM</b>	<b>COMPREHENSIVE FINAL EXAM</b>		*1-8  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week of 9/30-12/3 Clinicals generally on Wednesday or Thursday each week	CLINICAL	Clinical Practice-based Learning Activities and Interactions	Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.  <b>Clinical requirements for assignments/ paperwork will be distributed prior to clinical</b>	*1-8 ** a-c

**MAJOR COURSE COMPENCIES:**

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

**General Core Educational Competencies**

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

## RNSG 1019B ATI ACTIVITIES CALENDAR

\*\*\*ALL activities listed are due by 0700 the Monday before class\*\*\*

Activities must be passed with a "Satisfactory" rating or 85% + score.

\*\*\*ALL activities listed below must be completed to take unit exams\*\*\*

Date Due	Website Navigation and Activity Title
<b>WEEK TWO</b>	
<b>8/24/20</b>	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Learn → Nurse's Touch: Professional Communication → Modules → <b>Client Education</b> → Begin Lesson</li> <li>2. My ATI → Study Materials → Learn → Nurse's Touch: Professional Communication → Modules → <b>Client Education</b> → Begin Test</li> <li>3. My ATI → Study Materials → Learn → Nurse's Touch: Nursing Informatics &amp; Technology → Modules → <b>Informatics</b> → Begin Lesson</li> <li>4. My ATI → Study Materials → Learn → Nurse's Touch: Nursing Informatics &amp; Technology → Modules → <b>Informatics</b> → Begin Test</li> </ol>
<b>WEEK FOUR</b>	
<b>9/7/20</b>	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Technique Identifier: Client Discharge Planning</b> → Begin Case</li> <li>2. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Video Interaction: Aging Client</b> → Begin Case</li> <li>3. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Communication</b> → Begin Quiz</li> <li>4. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Gerontology</b> → Begin Quiz</li> <li>5. My ATI → Study Materials → Learn → Nurse's Touch: Wellness &amp; Self Care → Modules → <b>Wellness, Health Promotion, &amp; Disease Prevention</b> → Begin Lesson</li> <li>6. My ATI → Study Materials → Learn → Nurse's Touch: Wellness &amp; Self Care → Modules → <b>Wellness, Health Promotion, &amp; Disease Prevention</b> → Begin Test</li> <li>7. My ATI → Study Materials → Learn → Nurse's Touch: Wellness &amp; Self Care → Modules → <b>Stress: Causes, Effects, &amp; Management</b> → Begin Lesson</li> <li>8. My ATI → Study Materials → Learn → Nurse's Touch: Wellness &amp; Self Care → Modules → <b>Stress: Causes, Effects, &amp; Management</b> → Begin Test</li> <li>9. My ATI → Study Materials → Learn → Nurse's Touch: Wellness &amp; Self Care → Modules → <b>Self Care: Rest &amp; Sleep</b> → Begin Lesson</li> <li>10. My ATI → Study Materials → Learn → Nurse's Touch: Wellness &amp; Self Care → Modules → <b>Self Care: Rest &amp; Sleep</b> → Begin Test</li> </ol>
<b>WEEK SEVEN</b>	
<b>9/28/20</b>	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-Surgical: Respiratory</b> → Begin Quiz</li> <li>2. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-Surgical: Cardiovascular and Hematology</b> → Begin Quiz</li> </ol>
<b>WEEK NINE</b>	
	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-</b></li> </ol>



<b>10/12/20</b>	<b>Surgical: Neurosensory</b> → Begin Quiz 2. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Technique Identifier: Client Experiencing Aphasia</b> → Begin Case
<b>WEEK ELEVEN</b>	
<b>10/26/20</b>	1. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-Surgical: Endocrine</b> → Begin Quiz 2. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-Surgical: Dermatological</b> → Begin Quiz
<b>WEEK TWELVE</b>	
<b>11/2/20</b>	1. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Technique Identifier: Client Undergoing Colorectal Surgery</b> → Begin Case 2. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-Surgical: Musculoskeletal</b> → Begin Quiz 3. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-Surgical: Gastrointestinal</b> → Begin Quiz
<b>WEEK THIRTEEN</b>	
<b>11/9/20</b>	1. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-Surgical: Immune and Infectious</b> → Begin Quiz 2. My ATI → Study Materials → Test → <b>RN Targeted Medical Surgical Immune Online Practice 2019</b> → Begin
<b>WEEK FOURTEEN</b>	
<b>11/16/20</b>	1. My ATI → Study Materials → Test → <b>RN Targeted Medical Surgical Fluid, Electrolyte, and Acid-Base Online Practice 2019</b> → Begin 2. My ATI → Test → <b>ATI RN Fundamentals Online Practice Assessment 2019 A &amp; B</b> (See attached rubric) <b>is due by 0700.</b>
<b>WEEK FIFTEEN</b>	
<b>11/30/20</b>	1. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Video Interaction: Family in a Stressful Situation</b> → Begin Case 2. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Technique Identifier: Client Undergoing Surgery</b> → Begin Case 3. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-Surgical: Oncology</b> → Begin Quiz 4. My ATI → Study Materials → Test → <b>RN Targeted Medical Surgical Perioperative Online Practice 2019</b> → Begin 5. My ATI → Test → <b>ATI RN Fundamentals Practice Assessment 2019 A Remediation &amp; Focused Review (See attached rubric) due by 11/30/20 at 0700 via Blackboard Dropbox.</b>
<b>WEEK FIFTEEN</b>	
<b>12/7/20</b>	1. My ATI → Test → <b>ATI RN Fundamentals Proctored Assessment 2019 Remediation &amp; Focused Review (See attached rubric) due by 12/7/20 at 0700 via Blackboard Dropbox.</b>

\*\*\* All ATI activities must be completed as outlined on ATI Activities calendar. **Although previous versions of the assignments may still be available in ATI (example 2.0 or 2016), students are required to complete the most current version of each assignment (example 3.0 or 2019).** Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The faculty will pull the ATI Module Report at **7:00 am on the Monday prior to** the class period as indicated on the RNSG 1019B ATI ACTIVITIES calendar. The faculty will pull the ATI Module Report and failure to successfully complete the assignment by the deadline will result in a 10-point deduction on the unit exam. It is recommended that students take a picture of the final

results of each assignment once completed. During clinicals (if applicable), ATI assignments are your ticket to clinicals. If you do not turn the assignment in by the assigned date, you will not be allowed to attend clinical until the assignment is completed. The clinical day missed will be an unexcused absence.

ATI Proctored (RN Fundamentals) will count 5% of your grade. This exam will be administered as soon as we are able to return to campus to administer proctor exams or administered via Proctorio. Please see the ATI Rubric for specifics. You will need to provide a handwritten focused review for ATI RN Fundamentals Practice Assessment 2019 A and complete the 3 hours of remediation in order to be eligible to take the Proctored exam. If these requirements are not completed, you will receive a zero for that portion on the grading rubric. You will need to provide a handwritten focused review for ATI RN Fundamentals Proctored Assessment 2019 and complete the required hours of remediation per the ATI Rubric. If these requirements are not completed, you will receive a zero for that portion on the grading rubric.

## RNSG 1019B ATI SKILLS MODULES

These **MUST** be completed by 7:00 am on the day due. The pretest, lesson, and posttest must be completed. You meet the benchmark for each part. After completion of each module you will need to print out the certificate and bring it to lab on the following day. You will not be able to participate in lab day without this and you will be counted as absent for lab.

### **Due: 8/26 by 7:00 am:** (Complete during 8/20 Lab day at home)

Vital Signs  
Physical Assessment Adult  
Nasogastric Intubation  
Enteral Tube Feedings  
IV Therapy  
Medication Administration 1-4  
Infection Control  
Surgical Asepsis  
HIPAA  
Blood Administration  
Central Venous Access Device  
Urinary Catheter Care

### **Due: 9/2 by 7:00 am:**

Enemas  
Wound Care  
Oxygen Therapy  
Airway Management

### **Due: 9/9 by 7:00 am:**

Nutrition, Feeding, and Eating  
Ostomy Care  
Personal Hygiene  
Closed-Chest Drainage  
Ambulation, Transferring, and Range of Motion

### **Due: 9/16 by 7:00 am:**

Pain Management  
Health Care Fraud, Waste, and Abuse Prevention  
Specimen Collection  
Diabetes Management

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

**Complete Practice Assessment: RN Fundamentals Online Practice 2019 A**

Remediation:

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

**/4 points**

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



***Fundamentals Proctored Assessment***

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

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

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