



**RNSG 2020 Medical Surgical Nursing III
COURSE SYLLABUS
Fall Semester 2020**

COURSE INFORMATION

Credit Hours/Minutes: 8/12000 (Didactic 4 hours (3000 minutes), Clinical 4 hours (9000 minutes))

Class Location: Georgia Virtual Technical College Connection (GVTC)/Blackboard and Vidalia Campus/Gillis Vidalia Campus Gillis Building Room TBD (if/when able to return to campus)

Virtual Blackboard Collaborate Class Meets: Monday and Tuesday 9:00-12:00 and 1:00-3:00 and Wednesday 9:00-12:00; students must be available via Blackboard Collaborate sessions for lecture. 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.

Course Reference Number (CRN): 20187

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Jennifer Corner Master of Science in Nursing (MSN), Registered Nurse (RN)
(Another ASN instructor may fill in and teach at any time)

Campus/Office Location: Vidalia Campus/Gillis Building Room 725

Office Hours: Monday-Wednesday 0700-0830 and Thursday 0700-1700 (virtual office hours)

Email Address: Jennifer Corner (jcorner@southeasterntech.edu)

Phone: 912-538-3253

Fax Number: 912-538-3106

Tutoring Hours: please schedule an appointment via email

Preferred Method of Contact: 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. Hinkle, J., & Cheever, K. (2018). *Brunner & Suddarth's: Textbook of medical-surgical nursing (14th ed.)*. Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Doenges, M., Moorhouse, M., & Murr, A. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span (10th ed.)*. F. A. Davis Company.
3. Assessment Technologies Institute (ATI) Virtual Simulation and testing services.

REQUIRED SUPPLIES & SOFTWARE:

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

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

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

COURSE DESCRIPTION

This course focuses on complex concepts of nursing care as they relate to clients with complex, multisystem alterations in health requiring medical and /or surgical intervention. Emphasis is placed on the care of clients with complex, multisystem alterations within selected body systems and will enhance concepts taught in previous nursing courses. Complex clinical skills, as well client-centered care; teamwork and collaboration; evidence-based practice; quality improvement; safety; informatics; professionalism; and leadership are integrated throughout the course. A clinical experience, the practicum, provides the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings as a transition into professional nursing practice.

MAJOR COURSE COMPETENCIES

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

1. Act as a client advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for clients.
2. Demonstrate clinical judgment when managing the care of clients.
3. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for adult clients.
4. Manage healthcare information systems and client care technology to reduce errors and communicate relevant client information with members of the healthcare team.
5. Integrate evidence based knowledge in the management of care to clients with complex, multisystem alterations in health.
6. Evaluate the efficacy of health-related education that has been provided to clients and their families.
7. Use organizational, time management, and priority setting skills when managing a caseload of clients and making clinical judgments about their care.
8. Evaluate the effectiveness of quality improvement strategies using client outcome data.

PREREQUISITE(S)

Program Admission, RNSG 1018, 1005, 2000, 2005.

(*During Spring 2020, COVID 19 affected students enrolled in RNSG 1020 and RNSG 1030. Students who successfully maintained an average of at least 70% after the completion of the unit exams and final exams for in RNSG 1020 and RNSG 1030 received an IN PROGRESS "IP" as their grade. These students will be allowed to finish the clinical components/ATI proctored testing (if applicable) of those courses at a later date; however, they will be allowed to progress to RNSG 2020 and RNSG 2030 for Fall 2020.)

COREQUISITE(S)

RNSG 2030 Trends and Issues in Nursing and Healthcare

RNSG 1020/1030 Clinical completion from Spring 2020 Semester

CONTENT/UNIT OUTCOMES:**HEMODYNAMIC MONITORING**

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Recognize alterations in atrial, pulmonary arterial, and pulmonary wedge pressures.	Cognitive	Remembering
2.	Apply knowledge of pathophysiology when measuring cardiac output, oxygen saturation levels, and wedge pressures.	Cognitive	Applying
3.	Analyze data obtained via systemic intra-arterial monitoring.	Cognitive	Analyzing
4.	Identify priority nursing actions for clients with an alteration in cardiac output in the critical care setting.	Cognitive	Remembering

ALTERATIONS IN OXYGENATION

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Perform a comprehensive assessment with a focus on collecting data on adult clients who have complex alterations in oxygenation in the critical care setting.	Psychomotor	Guided Response
2.	Integrate knowledge of anatomy, physiology, pathophysiology and nutrition into the plan of care for adult clients who have complex alterations in oxygenation in the critical care setting.	Cognitive	Creating
3.	Correlate clinical manifestations to pathophysiological processes for adult clients who have complex alterations in oxygenation in the critical care setting.	Cognitive	Analyzing
4.	Interpret diagnostic tests and perform related nursing interventions when providing care to adult clients who have complex alterations in oxygenation in the critical care setting.	Cognitive	Creating
5.	Discuss the medical management for adult clients who have complex alterations in oxygenation in the critical care setting.	Cognitive	Understanding
6.	Describe the indications, management and complications associated with mechanical ventilation in the critically ill adult client.	Cognitive	Understanding
7.	Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex alterations in oxygenation in the critical care setting.	Cognitive	Creating
8.	Ascertain the role of the nurse when providing quality care to adult clients who have complex alterations in oxygenation in the critical care setting.	Cognitive	Evaluating
9.	Provide health and safety related education to adult clients who have complex alterations in oxygenation in the critical care setting.	Cognitive	Creating

ALTERATIONS IN CARDIAC OUTPUT AND TISSUE PERFUSION

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Perform a comprehensive assessment with a focus on collecting data on adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.	Psychomotor	Guided Response
2.	Integrate knowledge of anatomy, physiology, pathophysiology and nutrition into the plan of care for adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.	Cognitive	Creating
3.	Correlate clinical manifestations to pathophysiological processes for adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.	Cognitive	Analyzing
4.	Interpret diagnostic tests and perform related nursing interventions when providing care to adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.	Cognitive	Analyzing
5.	Discuss the medical management for adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.	Cognitive	Understanding
6.	Discuss the complications of shock.	Cognitive	Understanding
7.	Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex alterations in cardiac output and tissue perfusion in the critical care setting.	Cognitive	Creating
8.	Ascertain the role of the nurse when providing quality care to adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.	Cognitive	Evaluating
9.	Provide health and safety related education to adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting	Cognitive	Creating

ALTERATIONS IN COGNITION AND SENSATION

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Perform a comprehensive assessment with a focus on collecting data on adult clients who have complex alterations in cognition and sensation in the critical care setting.	Psychomotor	Guided Response
2.	Integrate knowledge of anatomy, physiology, pathophysiology and nutrition into the plan of care for adult clients who have complex alterations in cognition and sensation in the critical care setting.	Cognitive	Creating
3.	Correlate clinical manifestations to pathophysiological processes for adult clients who have complex alterations in cognition and sensation in the critical care setting.	Cognitive	Analyzing
4.	Interpret diagnostic tests and perform related nursing interventions when providing care to adult clients who have complex alterations in cognition and sensation in the critical care setting.	Cognitive	Analyzing
5.	Discuss the medical management for adult clients who have complex alterations in cognition and sensation in the critical care setting.	Cognitive	Understanding
6.	Describe indications for monitoring ICP for adult clients with complex alterations in cognition and sensation in the critical care setting	Cognitive	Understanding
7.	Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex alterations in cognition and sensation in the critical care setting.	Cognitive	Creating
8.	Ascertain the role of the nurse when providing quality care to adult clients who have complex alterations in cognition and sensation in the critical care setting.	Cognitive	Evaluating
9.	Provide health and safety related education to clients who have complex alterations in cognition and sensation in the critical care setting.	Cognitive	Creating

ALTERATIONS IN INTEGUMENT

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss the epidemiology of burn injuries.	Cognitive	Understanding
2.	Explain the pathophysiological processes associated with burn injuries.	Cognitive	Understanding
3.	Describe the classification of burn injuries.	Cognitive	Understanding
4.	Correlate the pathophysiological changes seen in clients with burn injuries.	Cognitive	Analyzing
5.	Identify fluid replacement requirements for clients with burn injuries.	Cognitive	Remembering
6.	Discuss appropriate diagnostic examinations for clients with burn injuries.	Cognitive	Understanding
7.	Integrate knowledge to design a comprehensive plan of care of clients burn injuries in the critical care setting that includes the following considerations: a) Pharmacological b) Dietary c) Lifestyle	Cognitive	Applying
8.	Ascertain the role of the nurse when providing quality care to clients who have burn injuries in the critical care setting.	Cognitive	Evaluating
9.	Provide health and safety related education to clients who experience burn injuries in the critical care setting.	Cognitive	Creating

ALTERATIONS IN MOBILITY

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Perform a comprehensive assessment with a focus on collecting data on adults who have complex alterations in mobility due to musculoskeletal trauma.	Psychomotor	Guided Response
2.	Integrate knowledge of anatomy, physiology, pathophysiology, nutrition into the plan of care for adults who have complex alterations in mobility.	Cognitive	Creating
3.	Correlate clinical manifestations in relation to the pathophysiological processes for clients with complex alterations in mobility.	Cognitive	Analyzing
4.	Discuss the management of clients with complex alterations in mobility.	Cognitive	Understanding
5.	Ascertain priority actions for adults who have complex alterations in mobility.	Cognitive	Evaluating
6.	Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex alterations in mobility.	Cognitive	Creating
7.	Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have complex alterations in mobility.	Cognitive	Applying
8.	Demonstrate correct use and establish proper functioning of therapeutic devices that support mobility.	Psychomotor	Guided Response
9.	Ascertain the role of the nurse when providing quality care to adults who have complex alterations in mobility	Cognitive	Evaluating
10.	Provide health and safety related education to adults who have complex alterations in mobility.	Cognitive	Creating

EMERGENCY PREPAREDNESS

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Discuss issues related to an internal threat, natural disaster, or a mass casualty situation.	Cognitive	Understanding
2.	Identify current concepts in disaster response.	Cognitive	Remembering
3.	Discuss the hospital response to a disaster including triage and its related steps, personal protective equipment, decontamination, surge planning, and mental health of healthcare workers.	Cognitive	Understanding
4.	Identify the roles of health care professionals in response to an emergency.	Cognitive	Remembering
5.	Prioritize care in an emergency in the field and hospital.	Cognitive	Creating
6.	Identify common mechanisms of injury.	Cognitive	Remembering
7.	Define major complications of trauma.	Cognitive	Remembering
8.	Discuss the prevalence and pathophysiological process of environmental emergencies.	Cognitive	Understanding
9.	Correlate clinical manifestations to the pathophysiological processes for clients with selected emergencies.	Cognitive	Analyzing
10.	Describe diagnostic results used to confirm the diagnosis of selected emergencies.	Cognitive	Understanding
11.	Compare and contrast emergency management of clients with selected emergencies.	Cognitive	Analyzing
12.	Develop a comprehensive plan of nursing care for clients with selected emergencies.	Cognitive	Creating
13.	Relate the importance of knowing the location and purpose of the SDS Manual.	Cognitive	Evaluating
14.	Determine priorities when evacuating clients from a client care setting.	Cognitive	Remembering

NCLEX PREP

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Attend mandatory live NCLEX review.**For Summer 2020, the live review will be in a virtual setting due to COVID-19. Attendance will still be mandatory	Psychomotor	Set
2.	Practice test-taking strategies using test items from selected resources as outlined on lesson plan.	Psychomotor	Set
3.	Score 90% predictability on the Capstone Exam.	Cognitive	Applying
4.	Develop and Implement a remediation plan based on identified areas of weakness.	Cognitive	Creating

GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS (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 advance to the clinical setting. 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 10th. No scores will be rounded (up or down). *For example: exam has 60 questions and each question will be worth 1.66 pts.* The student 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).

Students must make a **100% on a calculation exam before attending in-patient/skills laboratory simulation clinical**. Students may take the drug calculation exam a maximum of **THREE** attempts. Each attempt will be a different but similar version. For this exam, students will be allowed 3 minutes per question. The first attempt calculation exam for RNSG 2020 will be on August 26th If the student is **unsuccessful on the first attempt, the student must attend the scheduled remediation with an ASN Faculty member before subsequent attempts can be taken**. 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.

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.

COVID-19 Key Symptoms
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)
In the past 14 days, if you:
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, 912-538-3195.

Textbook PowerPoints will be available via the Blackboard course.

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

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 student's 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.

IN-PERSON/ON CAMPUS TESTING

If a student shows up late for class on an exam date or is not prepared to start the test on time, 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 on campus examination, students are required to place all textbooks and personal property on the floor in the front of the classroom as directed by the instructor. Students may be separated in different classrooms, assigned different seats, and/or provided desk dividers during testing as informed by the instructor. No talking is allowed once the exam begins. Once the exam begins, students will not be allowed to exit the classroom until the exam is completed and/or turned into the instructor. Smart watches, cell phones, or any other electronic devices will not allowed during exams. Students found with electronic/communication devices during the exam will be considered cheating; which will result in a zero for the exam. All exams are timed with students receiving one minute to answer each examination question. An additional minute will be added per calculation exam question

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 ATI Module Report for each assignment will be generated at **5pm** as indicated on the RNSG 2020 ATI ACTIVITIES calendar. The faculty will pull the ATI Module Report at 5pm 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, 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** (Medical Surgical and Pharmacology) will count 2.5% of your grade. These exams will be administered on campus if possible. Please see the ATI Rubric for specifics. You will need to provide a handwritten focused review for ATI Medical Surgical and Pharmacology Practice **Assessment** 2019 A and

complete the 3 hours of remediation for each in order to be eligible to test. 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.

SIMULATION LAB

This course may include a 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. A pre-simulation assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the clinical simulation lab will leave the student ineligible to attend clinical. If the student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to review the student handbook regarding simulation lab regulations.

SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT

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

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

Each week, you will be required to submit an entry in your journal. You will be provided certain topics about the week and may include feelings about the week's experiences. Your instructors will read your journal! It would be prudent to omit non-constructive personal comments about your instructors or classmates. If there is an issue with a course, clinical, instructor, classmate, etc., the student should discuss these issues with the program director and follow protocol for grievances.

The journal will be linked to the following courses: RNSG 1005, RNSG 1020, 2000 and 2020; however, during Fall 2020 the Practicum Final Reflection will act as the life-long learning assignment RNSG 2020.

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). A student is allowed to miss a maximum of 6 hours. Students missing more than 6 hours will be dropped for exceeding the attendance procedure. The 150 clinical hours are non-negotiable; missed clinical hours must be made up at the discretion of the instructor.

The clinical portion of this course requires 150 clinical hours (9000 minutes) during the semester. Clinicals (practicum hours) will be postponed until further notice. The 150 clinical practicum hours are non-negotiable and will be completed according to your preceptor's schedule once in-patient clinical resumes. A clinical absence will require an excuse or appropriate documentation and all missed clinical time must be made up as required to fulfill the curriculum requirements. Absences must be discussed with faculty, Program Director and/or Special Needs Coordinator dependent on the circumstances of the absence. Students who do not make up all clinical time missed will be issued a final clinical grade of zero and will be unable to progress in the program. The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

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

Attendance of all ATI Live Review days is MANDATORY! This may be in a virtual setting on campus. More information to follow as the COVID situation is developed.

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:Macy.Gay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen.Thomas@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 appropriate arrangements with the appropriate campus coordinator.

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

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen.Thomas@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.

ATI EXIT EXAM STATEMENT:

Prior to graduation from the STC ASN program, the student is required to pass the ATI Comprehensive Predictor Exit Exam with a minimum of at least 90% predicted probability of passing NCLEX. This is a requirement for graduation and not an option. The student will receive an incomplete for RNSG 2020 until successful completion of the ATI probability predictor. After the third attempt, if the student is still unsuccessful, the student will receive a W for RNSG 2020 and may apply for readmission into the ASN program. If the student does not meet the required percentage on the first attempt, the student must remediate in the deficient content areas as outlined in the RN Comprehensive Predictability Remediation Plan. The student must take their second attempt during the first week of the following Spring Semester. On the second attempt, if the student does not achieve the required percentage, then the student will complete a remediation plan with an online ATI Virtual Coach and take their third attempt by midterm of Spring Semester. If a third attempt is needed, the student must pay an additional ATI testing fee.

STUDENT ATI/NCLEX GUARANTEE:

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

Option 1: If the student is present for **all** days of the Live Review Course and **DOES NOT** enroll in Virtual ATI,

then the Live Review Guarantee option is in effect. If the student is unsuccessful on NCLEX first attempt, the student has to contact ATI within 3 weeks of the NCLEX test date, and the student may enroll in Virtual ATI for 12 weeks at no additional charge.

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

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

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

A student will only be allowed to make-up one unit exam, which will be given at the discretion of the instructor. A physician's excuse/appropriate documentation may be required for the student to be eligible to take a make-up exam. A 10 point deduction may be issued if the student misses a unit exam and fails to provide appropriate documentation. The documentation must be submitted to the course instructor(s) within 48 hours of the missed exam. 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.

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

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 via email/Blackboard Collaborate 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:

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

ACCESSIBILITY STATEMENT

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

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

ACCESS TO TECHNOLOGY

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

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

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

GRADING POLICY

Assessment/Assignment	Percentage
Unit Exam (There are 5 unit exams)	50%
Final Exam	25%
RNSG 2020 ATI content Mastery Series rubric –RN Adult Medical Surgical Nursing *	2.5%
RNSG 2020 ATI content Mastery Series rubric –RN Pharmacology*	2.5%
Clinical-Practicum dates tentatively October 26, 2020	20%

Calculation Examination –Students must score 100% within 3 attempts in order to progress in the course and program. Students who do not meet the requirements for the Calculation Examination on the third attempt will receive a W for all RNSG courses in which they are enrolled and will not be able to progress in the program. Students will take calculation exams prior to beginning RNSG 1020/1030 clinical (tentative start date September 21, 2020)

* Due to COVID-19, students may not be able to complete the clinical/ATI testing activities which may require on campus/off site activities. In the event this occurs, students will receive an IP for RNSG 2020 and will make up activities at a later date.

The Clinical Grade (20% of overall course grade) For RNSG 2020 WILL Be Comprised Of:

Assignment	Percentage
Clinical Performance Assessment Tool (Determined by averaging the midterm and final evaluation tool averages)	80%
Practicum Journal Assignments	10%
Final Reflection	10%

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

Unit exam grade x 0.50 = _____

Final exam grade x 0.25 = + _____

ATI Activity MS x 0.025 = + _____

ATI Activity Pharm x 0.025 = + _____

Clinical x 0.20 = + _____

Numerical course grade = _____

GRADING SCALE

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

RNSG 2020
FALL SEMESTER 2020 LESSON PLAN*
 (*Subject to Change)

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
August 17	Introduction Chapter 41 Chapter 42	Review Syllabi and Course Expectations Management of patients with Musculoskeletal Disorders Management of patients with Musculoskeletal Trauma	Read assigned Chapters Complete ATI Assignments Due August 18 by 5pm: RN Learning Systems: MS: Musculoskeletal The Communicator (Technique Identifiers): Client Undergoing knee surgery	1-8 a-c
August 18	Chapter 42	Management of patients with Musculoskeletal Trauma	Read assigned Chapters Study for Unit Exam 1	1-8 a-c
August 19 ** 25% mark for SSP	Unit Exam 1 Calculations	Unit Exam 1 (chapters 41 and 42) Review Calculation Practice Problems	Review calculation practice problems for Calculation Exam #1	1-8 a-c
August 24	Chapter 68 Chapter 14	Management of patients with Neurologic Trauma Shock and Multiple Organ Dysfunction Syndrome	Read assigned Chapters Complete ATI Assignments Due August 25 by 5pm: Targeted MS Practice Assessments: Neurosensory & Musculoskeletal Nurse Logic 2.0: Knowledge & Clinical Judgment: Advanced Student Test	1-8 a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
August 25	Chapter 14	Shock and Multiple Organ Dysfunction Syndrome	Read assigned Chapters Study for Unit Exam #2	1-8 a-c
August 26 **50% mark for SSP	Unit Exam 2 Calculation Exam #1	Unit Exam 2 (chapters 14 and 68) Calculation Exam #1 and remediation for Calculation Exam #2 (if needed)		1-8 a-c
August 31	Chapter 21 Chapter 23	Respiratory Care Modalities (pages 521-551) Management of patients with Chest and Lower Respiratory Tract Infections (pages 609-633)	Read assigned Chapters Complete ATI Assignments Due September 1 by 5pm: Nurse Logic 2.0: Nursing Concepts: Advanced Student Test Nurse Logic 2.0: Priority Setting Frameworks Advanced Student Test	1-8 a-c
September 1	Chapter 29	Management of patients with Complications from Heart Disease (pages 835-839 & and Chapter 23 reinforced pages 629-633)	Read assigned Chapters Study for Unit Exam #3	
September 2	Unit Exam 3	Unit Exam 3 (chapters 21,23 and 29) Calculation Exam #2 (if needed) Remediation for Calculation Exam #3 (if needed)	Complete ATI Assignments Due September 8 by 5pm: Nurse Logic 2.0: Testing & Remediation: Advanced Student Test	1-8 a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
September 8	Chapter 62 Chapter 72	Management of patient with Burn Injury Emergency Nursing	Read assigned Chapters Study for Unit Exam #4	1-8 a-c
September 9	Unit Exam 4	Unit Exam 4 (chapters 62) Calculation Exam #3 (if needed)		1-8 a-c
September 14	Chapter 73	Terrorism, Mass Casualty, and Disaster Nursing	Read assigned Chapters	1-8 a-c
September 15	Unit exam 5 Make up Exams	Unit Exam 5 (Chapter 72 and 73) Make up exams will be given this day if needed	Study for Unit Exam #5	1-8 a-c
September 16	Final Exam	Final Exam	Final Exam	1-8 a-c
September 21- October 22	CLINICAL	RNSG 1020/1030 Clinical	Complete IP from Spring 2020 Semester due to COVID	Complete IP from Spring 2020 Semester due to COVID
October 26- November 12 **October 27 th is 65% mark of Fall Semester	PRACTICUM	RNSG 2020 PRACTICUM	PRACTICUM ASSIGNMENTS AS OUTLINED IN PRACTICUM HANDBOOK AND BELOW	1-8 a-c
November 16- November 19	NCLEX Prep	ATI LIVE REVIEW COURSE (MAYBE CONDUCTED VIA VIRTUAL STTING DUE TO COVID-19). <u>ATTENDANCE IN MANDATORY</u>		1-8 a-c
November 23		ATI Pharmacology Proctored Exam	See ATI Activities Calendar	1-8 a-c
November 30		ATI MS Proctored Exam	See ATI Activities Calendar	1-8 a-c
December 7		ATI Comprehensive Predictor	See ATI Activities Calendar	EOPSLO

COMPETENCY AREAS:

1. Act as a client advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for clients.
2. Demonstrate clinical judgment when managing the care of clients.
3. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for adult clients.
4. Manage healthcare information systems and client care technology to reduce errors and communicate relevant client information with members of the healthcare team.
5. Integrate evidence based knowledge in the management of care to clients with complex, multisystem alterations in health.
6. Evaluate the efficacy of health-related education that has been provided to clients and their families.
7. Use organizational, time management, and priority setting skills when managing a caseload of clients and making clinical judgments about their care.
8. Evaluate the effectiveness of quality improvement strategies using client outcome data.

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 2020 ATI ACTIVITIES

Date Due	Activity Title
August 18 by 5pm	Learning Systems RN 3.0: MS: Musculoskeletal found under Practice Quiz
August 18 by 5pm	The Communicator (Technique Identifiers): Client Undergoing knee surgery
August 25 by 5pm	Targeted MS Practice Assessments: Neurosensory & Musculoskeletal
August 25 by 5pm	Nurse Logic 2.0: Knowledge & Clinical Judgment: Advanced Student Test
September 1 by 5pm	Nurse Logic 2.0: Nursing Concepts: Advanced Student Test
September 1 by 5pm	Nurse Logic 2.0: Priority Setting Frameworks Advanced Student Test
September 8 by 5pm	Nurse Logic 2.0: Testing & Remediation: Advanced Student Test
September 15 by 5pm	Learning Systems RN 3.0: Adult Medical Surgical Final found under Final Quiz
November 2 by 5pm	Practice Assessments: RN Pharmacology 2019 A and B *Handwritten Remediation only on A due November 23 at 0900
November 2 by 5pm	Practice Assessments: RN Adult Medical Surgical Nursing 2019 A and B *Handwritten Remediation only on A due November 30 at 0900
November 23 0900	ATI Proctored RN Pharmacology 2019 ** See RNSG 2020 ATI content mastery series rubric
November 30 0900	ATI Proctored RN Adult Medical Surgical Nursing 2019 ** See RNSG 2020 ATI content mastery series rubric
December 7 0900	ATI Comprehensive Predictor Exit Exam **Focused Review for Proctored Pharmacology and Medical Surgical Due at 0900. You must complete the ATI Comprehensive Practice Assessment A and B before the Comprehensive Predictor Exit Exam

RNSG 2020 ATI CONTENT MASTERY SERIES RUBRIC-MEDICAL SURGICAL NURSING

Complete Practice Assessment: RN Medical Surgical Nursing 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



RN MEDICAL SURGICAL PROCTORED ASSESSMENT

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

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

RNSG 2020 ATI CONTENT MASTERY SERIES RUBRIC-RN PHARMACOLOGY

Complete Practice Assessment: RN Pharmacology 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



PHARMACOLOGY PROCTORED ASSESSMENT

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

Total Points: ____/50

3. Completion of the Practice Assessment A is worth a total score of 50
 - a. Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
 - b. Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.
4. Completion of the Proctored Assessment 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

All students have been provided a Practicum Handbook with information regarding additional Practicum Information before practicum begins.

RNSG 2020 PRACTICUM ASSIGNMENTS

Journal Assignment

Purpose: To optimize the student's personal clinical experiences, the student will keep a journal to record the completion of the RNSG 2020/2020B outcomes and learning experiences throughout the semester. Each week a journal will be submitted via Blackboard by **Thursday morning no later than 0800**. If no practicum hours were completed for a particular week, then the student will make a note in the allotted Blackboard journal entry location to indicate this. No client names or identifying information should be used in the journal entries. Each journal article should be submitted with the bolded outcome first and the narrative following. The student should document in detail each week how the outcome was met. See italicized examples below.

1. Client-Centered Care: Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values, and needs.

(ie: Describe how you met your client's needs including, the health assessments, the nursing process, clinical reasoning and advocacy all while taking into consideration the client's culture/diverse background. Give examples of how you utilized both verbal and nonverbal communication in client care with clients, families and other members of the health care team. What are some changes in communication that you have made to decrease communication barriers and how have you used these skills to resolve conflict? Describe how you have assessed the learning needs and learning styles of your clients. What teaching methods have you utilized when providing client care?)

2. Teamwork and Collaboration: Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.

(ie: Describe how you coordinated with members of the healthcare team and how you used input from these members to improve individual and team performance.)

3. Evidence-Based Practice: Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.

(ie: How did you analyze and integrate best current evidence for client care? It may be something as simple as washing hands because evidence shows that hand hygiene decreases the incidence of spreading infection.)

4. Quality Improvement: Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.

(ie: Describe how you used nursing standards, measurement tools and participated in the collection of data related to a nurse sensitive indicator to help improve the quality of health care services. How do macro and microsystems impact the work unit? Describe how you used resources in an efficient manner and reported inefficiencies.)

5. Safety: Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings. (ie: How were you able to anticipate safety risks to clients, self, and others and implement actions to minimize these risks?)

6. Informatics: Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.

(ie: Describe how you used client care technologies effectively to deliver client care and how did you implement strategies to protect the client's information.)

7. Professionalism: Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.

(ie: Describe how you maintained professional standards, accountability, and responsibility while delivering client care. How were ethical standards and decision making upheld? How did you use nursing regulatory guidelines and institutional policies in the delivery of client care?)

8. Leadership: Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.

(ie: Describe how you used time management and priority setting skills in the provision of quality client care. Give examples of how you delegated client care tasks to the appropriate members of the health care team.)

Final Reflection

The Final Reflection is due with the final weekly journal submission.

- A. Discuss what you learned from each experience. Compare your first clinical experience at the beginning of this program to your practicum clinical experience.***
- B. How did your practicum experience assist your personal and professional growth?***
- C. What was the best thing you gained from the practicum experience?***
- D. How do you envision yourself as a Registered Nurse five years from now?***

RNSG 2020 RUBRIC: WEEKLY JOURNAL ENTRY AND FINAL REFLECTION

In order for the student to receive credit for each weekly journal and final reflection, the journal must be completed as outline and submitted by the due date. Failure to submit the entire entree on time will result in a grade of zero for that assignment. Answers must reflect thought and application to both the clinical experience and application of outcomes to the program.

Southeastern Technical College
RNSG 2020/2020B: Mid Practicum Evaluation Tool

Complete after the student has completed 75 practicum hours

(Evaluation must be placed in a sealed envelope with preceptor signature across closure)
Using the following Practicum Performance Assessment Scale, please evaluate the student's midterm clinical performance:

Score	Assessment	Description
4	Excellent	Demonstrates a thorough and in-depth understanding of concepts and applies the concepts to client /family-centered care. Consistently excels in demonstrating outcomes independently.
3	Good	Demonstrates adequate understanding of concepts and applies the concepts to client/family-centered care. Utilizes effective approaches to nursing practice independently.
2	Fair	Needs some assistance to apply concepts to nursing practice. Performs safely with guidance. Contributes to group discussion when analyzing and evaluating client/ family-centered care situations. Unable to independently demonstrate outcome behavior with assistance.
1	Poor	Requires consistent guidance to apply concepts, analyze, and evaluate client/family-centered care situations. Consistently requires verbal cues. Unable to independently demonstrate outcomes.

1. Client Centered Care: Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values, and needs.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing complex, multisystem health alterations in a variety of settings. 	
<ul style="list-style-type: none"> • Utilize the nursing process to prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes. 	
<ul style="list-style-type: none"> • Model culturally sensitive care for clients and their families from diverse backgrounds. 	
<ul style="list-style-type: none"> • Utilize clinical reasoning when evaluating nursing care to improve client outcomes. 	
<ul style="list-style-type: none"> • Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients 	

1. Client Centered Care: Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values, and needs.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • and their families. 	
<ul style="list-style-type: none"> • Provide health-related education to clients and their families that include the use of varying teaching methods. 	

2. Teamwork and Collaboration: Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Coordinate client care with members of the inter-professional healthcare team. 	
<ul style="list-style-type: none"> • Integrate input from other members of the healthcare team to improve individual and team performance. 	
<ul style="list-style-type: none"> • Report identified issues that may negatively affect client care to members of the healthcare team. 	

3. Evidence-Based Practice: Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Analyze best current evidence for its application to practice when providing and managing client-centered care. 	
<ul style="list-style-type: none"> • Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice. 	

4. Quality Improvement: Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Utilize recognized nursing standards to improve and advance the quality of healthcare services. 	
<ul style="list-style-type: none"> • Utilize measurement tools to gather data 	

4. Quality Improvement: Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
related to the gap between current and desired client outcomes.	
<ul style="list-style-type: none"> • Articulate the impact that the macrosystem has on the microsystem of the work unit. 	
<ul style="list-style-type: none"> • Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit. 	

5. Safety: Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Anticipate safety risks to clients, self, and others in healthcare, home, and community settings. 	
<ul style="list-style-type: none"> • Implement actions that minimize safety risks and environmental hazards in healthcare settings. 	
<ul style="list-style-type: none"> • Implement National Client (Patient) Safety Goals in healthcare settings. 	

6. Informatics: Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Utilize client care technologies effectively when assessing and monitoring clients. 	
<ul style="list-style-type: none"> • Implement strategies that protect the integrity of client information when managing client-centered care. 	

7. Professionalism: Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Maintain professional standards of nursing practice in the delivery of client-centered 	

7. Professionalism: Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
care.	
<ul style="list-style-type: none"> • Maintain professional accountability and responsibility in the delivery of client-centered care. 	
<ul style="list-style-type: none"> • Maintain nursing practice that supports ethical decision making and tort law in the delivery of client-centered care. 	
<ul style="list-style-type: none"> • Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of client-centered care. 	

8. Leadership: Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care. 	
<ul style="list-style-type: none"> • Practice delegating client care tasks to appropriate members of the healthcare team. 	

RNSG 2020/2020B MID-PRACTICUM EVALUATION

I acknowledge that I have reviewed my midterm evaluation:

Student Signature/Date

Preceptor Signature/Date

Faculty Signature/Date

Preceptor Comments:

Student Comments:

Faculty Comments:

Southeastern Technical College
RNSG 2020/2020B: Final Practicum Evaluation Tool

Complete after the student has completed 150 practicum hours

(Evaluation must be placed in a sealed envelope with preceptor signature across closure)
Using the following Practicum Performance Assessment Scale, please evaluate the student's midterm clinical performance:

Score	Assessment	Description
4	Excellent	Demonstrates a thorough and in-depth understanding of concepts and applies the concepts to client /family-centered care. Consistently excels in demonstrating outcomes independently.
3	Good	Demonstrates adequate understanding of concepts and applies the concepts to client/family-centered care. Utilizes effective approaches to nursing practice independently.
2	Fair	Needs some assistance to apply concepts to nursing practice. Performs safely with guidance. Contributes to group discussion when analyzing and evaluating client/family-centered care situations. Unable to independently demonstrate outcome behavior with assistance.
1	Poor	Requires consistent guidance to apply concepts, analyze, and evaluate client/family-centered care situations. Consistently requires verbal cues. Unable to independently demonstrate outcomes.

1. Client-Centered Care: Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values, and needs.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing complex, multisystem health alterations in a variety of settings. 	
<ul style="list-style-type: none"> • Utilize the nursing process to prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes. 	
<ul style="list-style-type: none"> • Model culturally sensitive care for clients and their families from diverse backgrounds. 	
<ul style="list-style-type: none"> • Utilize clinical reasoning when evaluating nursing care to improve client outcomes. 	
<ul style="list-style-type: none"> • Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients 	

1. Client-Centered Care: Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values, and needs.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • and their families. 	
<ul style="list-style-type: none"> • Provide health-related education to clients and their families that include the use of varying teaching methods. 	

2. Teamwork and Collaboration: Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Coordinate client care with members of the inter-professional healthcare team. 	
<ul style="list-style-type: none"> • Integrate input from other members of the healthcare team to improve individual and team performance. 	
<ul style="list-style-type: none"> • Report identified issues that may negatively affect client care to members of the healthcare team. 	

3. Evidence-Based Practice: Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Analyze best current evidence for its application to practice when providing and managing client-centered care. 	
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4. Quality Improvement: Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Utilize recognized nursing standards to improve and advance the quality of healthcare services. 	
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4. Quality Improvement: Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
related to the gap between current and desired client outcomes.	
<ul style="list-style-type: none"> • Articulate the impact that the macrosystem has on the microsystem of the work unit. 	
<ul style="list-style-type: none"> • Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit. 	

5. Safety: Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings.	Final Practicum Evaluation Tool To be completed after 150 hours:
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<ul style="list-style-type: none"> • Anticipate safety risks to clients, self, and others in healthcare, home, and community settings. 	
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6. Informatics: Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
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7. Professionalism: Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Maintain professional standards of nursing practice in the delivery of client-centered 	

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8. Leadership: Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
<ul style="list-style-type: none"> • Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care. 	
<ul style="list-style-type: none"> • Practice delegating client care tasks to appropriate members of the healthcare team. 	

RNSG 2020/2020B FINAL-PRACTICUM EVALUATION

I acknowledge that I have reviewed my midterm evaluation:

Student Signature/Date

Preceptor Signature/Date

Faculty Signature/Date

Preceptor Comments:

Student Comments:

Faculty Comments:
