



## **RNSG 1019B Transition to Professional Nursing**

### **COURSE SYLLABUS**

Fall Semester 2022 (202312)

This syllabus is subject to change. If changes are made, you will be notified as soon as possible.

#### **COURSE INFORMATION**

Credit Hours/Minutes: 7/9000

Didactic: 4 (3000 minutes)

Lab: 1 (1500 minutes)

Clinical: 2 (4500 minutes)

Campus/Class Location: Swainsboro Campus, Building 8, Room 8136

**Class Meets:** Tuesdays from 2:00 pm-6:00 pm. There will be additional lab days on Wednesdays or Thursdays from 8/17-9/22 or until clinical begins.

Clinical: Clinical hours will vary; Clinicals will tentatively begin the week of 9/28 and will generally be on a Wednesday or Thursday. A detailed schedule for lab and clinical will be provided.

Course Reference Number (CRN): 20157

#### **INSTRUCTOR CONTACT INFORMATION**

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

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

Office Hours: Mondays from 9:00 am-11:00 am & 1:00 pm-4:00 pm by appointment

Email Address: [Ginny Ennis \(gennis@southeasterntech.edu\)](mailto:gennis@southeasterntech.edu)

Phone: 478-289-2333

Fax Number: 478-289-2336

Tutoring Hours: please schedule an appointment

Preferred Method of Contact: STC Email

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

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

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

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

Preferred Method of Contact: STC 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 Handbook](https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf) (<https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf>).

### **REQUIRED TEXT**

1. Treas, L. , Barnett, K. L., & Smith, M. (2022). *Basic nursing: Thinking, doing, and caring (3rd 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.
3. Hinkle, J., & Cheever, K. (2022). *Brunner & Suddarth's: Textbook of medical-surgical nursing (15th ed.)*. Wolters Kluwer Health/Lippincott Williams & Wilkins.
4. Assessment Technologies Institute (ATI) Virtual Simulation and testing services-YOUR ATI FEE IS DUE BY 1700 ON THE FIRST DAY OF CLASS

### **REQUIRED SUPPLIES & SOFTWARE**

Pen, pencil, paper, large 3 ring binder, highlighter, laptop (per specifications below), computer access, ear phones for ATI assignments, folder with pockets, calculator, and clinical supplies

Fees are due as outlined on the RNSG 1019B lesson plan. If fees are not paid by the due date, the student will not be allowed to attend class/lab/clinical until the fees are paid. Any absence(s) will count toward the total number of hours the student is allowed to miss in the course.

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

### Informatics

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

### Client Education

Order	Unit Outcomes	Learning Domain	Level of Learning
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
	<b><u>Demonstration/Discussion/Skill Performance:</u></b>	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</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Oral temperature</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Rectal temperature</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Tympanic membrane temperature</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Temporal artery temperature</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Axillary temperature</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Obtaining a pulse</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Radial</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Apical</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Other commonly assessed pulse locations</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Obtaining Respirations</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Obtaining Blood pressure</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Orthostatic blood pressure</li> </ul>	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)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Foot and hand</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Oral care (conscious vs unconscious client)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Hair</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Perineal area</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Providing bath: (Discussion/Demonstration/ATI Skills Modules)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Ambulatory client</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Bed bound client</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>• Bed making(Discussion/Demonstration/ATI Skills Modules)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Occupied</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>○ Unoccupied</li> </ul>	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
	<ul style="list-style-type: none"> <li>Assisting with ambulation (Discussion/Demonstration/ATI Skills Modules)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Walking with a crutch/cane/walker (Discussion/Demonstration/ATI Skills Modules)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Wheelchair use (Discussion/Demonstration/ATI Skills Modules)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Client positioning (Discussion/Demonstration/ATI Skills Modules)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Pressure ulcer prevention measures and equipment (Discussion/Demonstration/ATI Skills Modules)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Providing range of motion*(Discussion/Demonstration/ATI Skills Modules)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Transferring clients (Discussion/Demonstration/ATI Skills Modules)</li> </ul>	Psychomotor	Guided Response
	<ul style="list-style-type: none"> <li>Applying anti-embolic stocking/sequential compression devices (Discussion/Demonstration/Student Practice)</li> </ul>	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
	<u>Demonstration/Discussion/Skill Performance:</u>	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>• Nasogastric tube insertion and removal</li> </ul>		
	<ul style="list-style-type: none"> <li>• Administering specialized nutritional support via nasogastric, gastrostomy or jejunostomy tube utilizing: (Discussion/Demonstration/ATI Skills Module)</li> </ul>	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



## 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
	• Monitoring with pulse oximetry (With VS)		
	• Teaching deep breathing and coughing (Discussion/Demonstration)		
	• Promoting breathing with an incentive spirometer (Discussion/Demonstration)		
	• Administering oxygen (Discussion/Demonstration/ATI Skills Module)		
	○ Nasal cannula		
	○ Masks (simple face mask, rebreather, nonrebreather, venturi)		
	○ Providing tracheostomy care		
	○ Suctioning secretions from airway		
	○ Monitoring client with chest drainage system		

## 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
	• Initiation of IV therapy	Psychomotor	Guided Response
	• Regulating the flow rate	Psychomotor	Guided Response
	• Setting up and using volume control pumps	Psychomotor	Guided Response
	• Changing IV solutions and tubing	Psychomotor	Guided Response
	• Changing IV dressing	Psychomotor	Guided Response
	○ Peripheral	Psychomotor	Guided Response
	○ Central	Psychomotor	Guided Response
	• Discontinuing a peripheral IV	Psychomotor	Guided Response
	• Administering a blood transfusion (Discussion/Demonstration)	Psychomotor	Guided Response
	• Total parental nutrition (Discussion/ATI Skills Module)	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

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

### Basic Alterations in Mobility

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

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

### Basic Alterations in Immunity

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

### Basic Alterations in Hematology Function

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

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

### **Fluid and Electrolyte Management**

<b>Order</b>	<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

Order	Unit Outcomes	Learning Domain	Level of Learning
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

### GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

- 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.

### STUDENT REQUIREMENTS

Students are expected to complete all exams and daily assignments. A unit exam average of 70% or above must be obtained in order to take the final exam. An average of 70% for unit exams must be maintained in order to advance to and attend clinical. 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 be withdrawn in accordance with the withdrawal procedure.

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 in the program.

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). For example: exam has 60 questions and each question will be worth 1.66 pts. The student misses 7 questions  $7 \times 1.66 = 11.62$ . Grade will be recorded as 88.3. This rule applies to every grade issued during this semester. All final averages will be recorded as is (for example a 69.9 is a 69.9).

**ASN Bridge Pathway Option Students:** Since Bridge Pathway students do attend clinical and didactic

simultaneously, students not passing the theory/lecture component of a course with a unit exam average of 70 or better will not be permitted to attend clinical until a unit exam average of 70 or better (per syllabus calculation of unit exams) is achieved. Students must make-up clinical time due to unsatisfactory academic progress at the complete discretion of the clinical facility, faculty and program instructor.

There is a maximum **two** clinical day cap for not attending clinical due to unsatisfactory classroom performance. Therefore, failure to attend more than two assigned clinical days may result in failure of clinical component of the course and subsequent failure of the course(s).

**ASN Bridge Pathway Option Students:** Students must make a 100% on a calculation exam **before** giving medications at clinical. The first attempt calculation exam for the Bridge option students will be given the first day of class for semesters two and three. 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. 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. Absences on third attempt may be evaluated on an individual basis.

Calculation exam for this semester will be administered in RNSG 1018B.

It is the student's responsibility to ensure all clinical requirements (immunizations, CPR (cardiopulmonary) certification, etc.) remain up to date throughout the program. The student should provide the updated information to course faculty and upload the information into the clinical management system. Failure to do so by deadline will result in an occurrence and may prevent the student from being accepted by the clinical facility. Failure to be accepted by the clinical facility may result in dismissal from the program as the student will not be able to complete the course without the clinical component

Textbook PowerPoints will be available via the RNSG 1019B Blackboard course. Additional instructor PowerPoints may be available in this course as well.

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

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

Students participating in clinical learning experiences are required to follow the specific screening and PPE protocols of the clinical facility.

### **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
Chills
Shortness of breath or difficulty breathing (not attributed to any other health condition)
Cough: new or worsening, not attributed to another health condition
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat (not attributed to any other health condition)
Congestion or runny nose (not attributed to any other health condition)
Nausea or vomiting
Diarrhea
<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, regardless of vaccination status, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report <https://www.southeastern.edu/covid-19/>. Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](mailto:Stephannie.Waters@southeastern.edu), Exposure Control Coordinator, [swaters@southeastern.edu](mailto:swaters@southeastern.edu), 912-538-3195.

### **TESTING**

Testing for this course is scheduled for in-person, but there may be some online testing allowed due to COVID-19. This will be evaluated on an individual basis if appropriate. See below for specific testing guidelines.

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

If a student shows up late on an exam date or is not prepared to start the exam 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 exam, and this will be counted as his/her



opportunity for a make-up exam. After each unit exam, students **must** review missed concepts and rationales allowing for remediation on the missed concepts. While testing in Blackboard, the remediation is provided in a one-time review after the unit exam submission. If for some reason, testing through Blackboard is unavailable, students will review a paper copy of their unit exam in class. After the mandatory remediation review, if a student believes he/she needs further explanation of missed concepts, an appointment should be scheduled with his/her instructor or another faculty member. In addition, if a student believes a test question needs to be challenged, the student must email their instructor the rationale for consideration. This request must be received via email within 24 hours of the examination. No verbal or text message requests will be granted. The exam question and 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.

## **CLINICAL REQUIREMENTS**

It is the student's responsibility to ensure all clinical requirements (Immunizations, Basic Life Support Certification, N95 Fit Testing, etc.) remain up to date throughout the program. The student should provide the updated information to course faculty and the ASN administrative assistant and upload the information into the clinical management system as required by clinical facilities. Failure to do so by deadline may result in an occurrence and may prevent the student from being accepted by the clinical facility. Failure to be accepted by the clinical facility may result in dismissal from the program as the student will not be able to complete the course without the clinical component.

See course lesson plan for due dates. See clinical requirement checklist for specific requirements. Documents should be uploaded by the student to the link sent to their STC email address.

## **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).** Failure to complete all the assignments, with the **required benchmark of 85% or satisfactory (this benchmark must be met in order for the assignment to be considered complete)** will result in unit exam point deductions. Failure to compete 50% or more of the ATI assignments associated with the unit exam will result in a 10-point deduction off that specific unit exam. Failure to compete less than 50% of the ATI assignments associated with the unit exam will result in a 5-point deduction off that specific unit exam. For example, if the student is required to complete 10 assignments for unit exam one, failure to complete 8 assignments will result in a 10-point deduction, whereas, failure to complete 4 assignments will result in a 5-point deduction from unit exam one. In addition, if the student completes all assignments but only meets the benchmark on 8 assignments, a 5-point deduction will occur. **The ATI Module Report for each assignment will be generated at 7:00 am on the day prior to an exam.** It is

recommended that students take a picture of the final results of each assignment once completed. During clinicals, ATI assignments may be 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 PRACTICE AND PROTORED EXAM RN FUNDAMENTALS**

ATI RN Fundamentals Content Mastery Series with NGN will count an additional 5% of your grade. Please see the ATI Rubric for specifics. You will need to provide **handwritten** focused review for ATI RN Fundamentals Practice Assessment A with NGN and complete the remediation in order to be eligible to take the Proctored exam. The practice assessment's **handwritten** focused review is due by 7:00 am on the day before the proctored exam. If these requirements are not completed, you will receive a zero for that portion on the grading rubric. This is to be submitted in the appropriate Blackboard course Dropbox by the deadline or you will receive a zero for that portion on the grading rubric.

An additional ATI resource (which is optional) is Engage Fundamentals RN. It is located under the LEARN tab in ATI. There are modules related to some of the content in this course. You are encouraged to utilize these modules for additional clarification of course content and for content areas you may be weak in.

### **BLOODBORNE AND TUBERCULOSIS PATHOGENS/HAZARD COMMUNICATION TRAINING**

Students are required to complete special training over bloodborne and tuberculosis pathogens and hazard communication prior to attending lab or clinical rotations. Videos over the topics are located in the Blackboard course. After viewing the videos, students will take exams and have 3 attempts to score a 100%. If after 3 attempts, students do not score a 100%, the student must remediate with a faculty member and then retest to earn a score of 100%. **Students must score 100% before attending lab or clinical.**

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

### **SKILLS LAB**

Students will be separated into groups for lab days. Students are expected to bring the skills-check off book and the skills pack/kit for each lab day. The groups will be decided by the instructor and are non-negotiable. Masks and other PPE may be required for lab days and are non-negotiable.

### **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**.

Journals are located in the RNSG 1019B Blackboard Course.

### **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.

### **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 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.

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:** [Daphne Scott dscott@southeasterntech.edu](mailto:dscott@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

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

### **SPECIFIC ABSENCES**

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

### **PREGNANCY**

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

**Swainsboro Campus:** [Daphne Scott dscott@southeasterntech.edu](mailto:dscott@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

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

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

### **WITHDRAWAL PROCEDURE**

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

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a “W” for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance or academic deficiency after the 65% point will receive a “WP” (Withdrawal Passing) or a “WF” (Withdrawal Failing) for the semester.

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

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

### **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 an 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 < 0% 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

As set forth in the student catalog, Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law).

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

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 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 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 Exams – This percentage is based on 11 unit exams in RNSG 1019B	50

Assessment/Assignment	Percentage
Final Exam	25
ATI Content Mastery Series –This percentage is based on the ATI Content Mastery Series RN Fundamentals 2019. Please see the ATI Rubric for specifics.	5
<b>Clinical-</b> The clinical portion of the course grade is determined based on the clinical preceptor evaluations and clinical paperwork rubric. The grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors.	20
<b>Lab Skills Check-offs</b> pass/fail for the following skills: (Maximum of 2 attempts per skill) <ol style="list-style-type: none"> <li>1. Inserting and discontinuing indwelling urinary catheter</li> <li>2. Physical Assessment</li> <li>3. Manual Vital Signs (Blood Pressure, Radial Pulse, and Respirations)</li> <li>4. Initiating and discontinuing peripheral IV</li> </ol>	Pass/Fail

**\*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 Fundamentals Rubric	x 0.05 =	+	_____
Clinical grade	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 1019B Transition to Professional Nursing  
Fall Semester 2022 Lesson Plan (subject to change)**

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
8/16 Tuesday (Tues) Week 1	Orientation  Fundamentals Chapter (Fund Ch) 3,16,17,37,38	<p>Review syllabus and lesson plan, review books/resource materials, and ASN student handbook</p> <p>Review ASN Skills Book and Master Skills Checklist</p> <p><b>Uniforms and Skills Packs should have been previously ordered</b></p> <p><b>*ATI fee due-</b> make sure this is charged to your STC account if it comes out of your financial aid in Banner Web or that you paid the business office if financial aid does not pay for your ATI- you do NOT have to provide proof to us.</p> <p><b>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: The Steps of the Nursing Process Fund Ch 16: Patient Education Fund Ch 17: Documenting &amp; Reporting Fund Ch 37: Community &amp; Home Health Nursing Fund Ch 38: Nursing Informatics</p> <p><b>In class: ATI Video Case Study: Nursing Process</b></p> <p><b>*** 8/17 is Last Day of Drop/Add for This Semester</b></p>	<p>Read assigned chapters</p> <p>ATI</p> <p><b>Additional Resources for this course.</b> These are optional but highly suggested. Register for Davis Advantage using the code under the silver scratch off inside the front cover of the textbook. Complete Davis Advantage Student Resource Activities for the corresponding chapter(s).</p>	<p>*2, 4, 5, 7  ** a-c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
8/17 or 8/18 Wed or Thurs	<b>VIRTUAL LAB (to be completed at home)</b>	<p><b>ATI SKILLS MODULES</b> See Skills Lab Calendar</p> <p>Complete the video training and quizzes in Blackboard found in the Required Training content folder for Bloodborne Pathogens and Tuberculosis and Hazard Communication. <b>After viewing the videos, students will take the exams and have 3 attempts to score a 100%.</b> If after 3 attempts, students do not score a 100%, the student must remediate with a faculty member and then retest to earn a score of 100%. <u>Students must score 100% before attending lab or clinical.</u> The exams <b>MUST</b> be completed no later than, 8/22, at 0700.</p>		<p>*1-8 **a-c</p>
8/23 Tues Week 2	<p><b>EXAM 1</b> (Fund Ch 3,16,17,37,38)</p> <p>Fund Ch 21,22,23</p>	<p><b>EXAM 1</b> (Fund Ch 3,16,17,37,38)</p> <p>Lecture: Fund Ch 21: Safety Fund Ch 22: Facilitating Hygiene Fund Ch 23: Administering Medication</p> <p><b>In class: Critical Thinking Entrance Proctored Exam.</b></p> <p><b>Due today:</b> *PreCheck/Student Check Registration/Payment due, approximately \$90 &amp; upload PreCheck receipt to link sent to your STC Student email.</p> <p>*Upload signed handbook documents to link sent to your STC Student email.</p> <p><b>Failure to submit required documents on time may result in an occurrence and a 3 point deduction off of your final course average.</b></p>	<p>Read assigned chapters</p> <p>ATI</p>	<p>*1, 2, 3, 4, 5, 6, 7, 8</p> <p>** a-c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
8/24 or 8/25 Wed or Thurs	<b>SKILLS LAB</b> <b>9:00 am-4:00 pm</b>	<b>SKILLS, ATI, LAB</b> See Skills Lab Calendar <b>**Be sure to bring skills check-off booklet and skills pack to EVERY lab day.</b>		*1-8  **a-c
8/30 Tues Week 3	Fund Ch 24,28,31	Lecture: Fund Ch 24: Nutrition Fund Ch 28: Pain Fund Ch 31: Sleep & Rest  <b>In class: ATI Video Case Study: Pain Management</b>  <b>Due today:</b> Upload copies of all immunizations and requirements on clinical requirement checklist to the link sent to your STC email address. Be sure to keep a copy of your health requirements for your clinical notebook.  <b>Failure to submit required documents on time may result in an occurrence and a 3 point deduction off of your final course average.</b>	Read assigned chapters  ATI	*1, 2, 3, 4, 6, 7, 8  ** a-c
8/31 or 9/1 Wed or Thurs	<b>SKILLS LAB</b> <b>9:00 am-4:00 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
9/6 Tues Week 4	<b>EXAM 2</b> (Fund Ch 21-23,24,28,31)  Fund Ch 4,11,12,39,41	<b>EXAM 2</b> (Fund Ch 21-23,24, 28,31)  <b>25% Testing mark for Student Success Plan (SSP)-Students who do not have the minimum 70 unit exam average will receive a SSP per the course syllabus.</b>  Lecture: Fund Ch 4: Evidence-Based Practice: Theory & Research Fund Ch 11: Caring in Multicultural Healthcare Environments Fund Ch 12: Spirituality Fund Ch 39: Legal Accountability Fund Ch 41: Ethics & Values (Hand-out)  <b>In class: ATI Video Case Study: Cultural Diversity</b>	Read assigned chapters  ATI	* 1, 2, 3, 4, 5, 7, 8  ** a-c
9/7 or 9/8 Wed or Thurs	<b>SKILLS LAB</b> <b>9:00 am-4:00 pm</b>	<b>SKILLS, ATI, LAB</b> See Skills Lab Calendar		*1-8  **a-c
9/13 Tues Week 5	<b>TEST 3</b> (Fund Ch 4,11,12,39,41)  Medical-Surgical (MS) Ch 21-23, 27	<b>EXAM 3</b> (Fund Ch 4,11,12,39,41)  Lecture: MS Ch 21: Assessment of Cardiovascular Function MS Ch 22: Management of Patients with Dysrhythmias and Conduction Problems MS Ch 23: Management of Patients with Coronary Vascular Disorders MS Ch 27: Assessment and Management of Patients with Hypertension	Read assigned chapters  ATI	*1- 8  ** a-c
9/14 or 9/15 Wed or Thurs	<b>SKILLS LAB</b> <b>9:00 am-4:00 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
9/20 Tues Week 6	<b>EXAM 4</b> (MS Ch 21-23,27)  MS Ch 17,18,20	<b>EXAM 4</b> (MS Ch 21-23,27)  Lecture: MS Ch 17: Assessment of Respiratory Function MS Ch 18: Management of Patients with Upper Respiratory Tract Disorders MS Ch 20: Management of Patients with Chronic Pulmonary Disease (only a section of the chapter will be discussed-oxygen therapy p. 608-613 & postural drainage, chest percussion and vibration, and improving breathing patterns p. 625-628)	Read assigned chapters	*2, 3, 4, 5, 6, 7, 8  ** a-c
9/21 or 9/22 Wed or Thurs	<b>SKILLS LAB</b> <b>9:00 am-4:00 pm</b>	<b>SKILLS, ATI, LAB</b> See Skills Lab Calendar  <b>UNIFORM CHECK</b> -Wear complete uniform including shoes, watch for dress code check; hair and nails, etc. (uniform and lab coat should NOT be wrinkled at all)- see handbook for uniform requirements		*1-8  **a-c
9/27 Tues Week 7	<b>EXAM 5</b> (MS Ch 17,18,20)  MS Ch 58,59	<b>EXAM 5</b> (MS Ch 17,18,20-as noted above)  Lecture: MS Ch 58: Assessment and Management of Patients with Eye and Vision Disorders MS Ch 59: Assessment and Management of Patients with Hearing and Balance Disorders  <b>50% Testing mark for Student Success Plan for (SSP)-Students who do not have the minimum 70 unit exam average will receive a SSP and a TEAMS Early Alert per the course syllabus.</b>	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
10/4 Tues Week 8	MS Ch 60,61	Lecture: MS Ch 60: Assessment of Neurologic Function MS Ch 61: Management of Patients with Neurologic Dysfunction	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
10/11 Tues	<b>EXAM 6</b> (Ch 58-61)	<b>EXAM 6</b> (Ch 58-61)	Read assigned chapters	*2, 3, 4, 5, 6, 7, 8

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 9	MS Ch 43,46	Lecture: MS Ch 43: Assessment and Management of Patients with Hepatic Disorders MS Ch 46: Management of Patients with Diabetes	ATI	** a-c
10/18 Tues Week 10	MS Ch 55,56	Lecture: MS Ch 55: Assessment of Integumentary Function MS Ch 56: Management of Patients with Dermatologic Disorders  <b>*** 10/24 is the 65% Point for This Class***</b>	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
10/25 Tues Week 11	<b>EXAM 7</b> (Ch 43,46,55,56)  MS Ch 35,36,38,39,41  Fund Ch 29	<b>EXAM 7</b> (Ch 43,46,55,56)  Lecture: MS Ch 35: Assessment of Musculoskeletal Function MS Ch 36: Management of Patients with Musculoskeletal Disease (only a section of the chapter will be discussed-arthroplasty p. 1124-1134) MS Ch 38: Assessment of Digestive and Gastrointestinal Function MS Ch 39: Management of Patients with Oral & Esophageal Disorders (Only a section of the chapter will be discussed-delivering nutrition enterally p. 1244-1252) MS Ch 41: Management of patients with Intestinal & Rectal Disorders (Only a section of this chapter will be discussed-delivering nutrition parenterally p. 1313-1318) Fund 29: Physical Activity & Immobility	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c
11/1 Tues Week 12	<b>EXAM 8</b> (MS Ch 35,36,38,39,41 & Fund Ch 29)  MS Ch 31-34	<b>EXAM 8</b> (MS Ch 35,36,38,39,41- <b>as noted above</b> & Fund Ch 29)  Lecture: MS Ch 31: Assessment of Immune Function MS Ch 32: Management of Patients with	Read assigned chapters  ATI	*2, 3, 4, 5, 6, 7, 8  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		Immunodeficiency Disorders MS Ch 33: Assessment and Management of Patients with Allergic Disorders MS Ch 34: Assessments and Management of Patients with Rheumatic Disorders		
11/8 Tues Week 13	<b>EXAM 9</b> (MS Ch 31-34)  MS Ch 28-30,10	<b>EXAM 9</b> (MS Ch 31-34)  Lecture: MS Ch 28: Assessment of Hematologic Function and Treatment Modalities MS Ch 29: Management of Patients with Nonmalignant Hematological Disorders MS Ch 30: Management of Patients with Hematologic Neoplasms MS Ch 10: Fluid and Electrolytes: Balance and Disturbance	Read assigned chapters  ATI  <b>***ATI RN Fundamentals Online Practice A with NGN &amp; B with NGN Assessments due by 11/14 at 0700.</b>	*2, 3, 4, 5, 6, 7, 8  ** a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
11/15 Tues Week 14	<b>EXAM 10</b> (MS Ch 28-30,10)  MS Ch 12-16	<b>EXAM 10</b> (MS Ch 28-30,10)  Lecture: MS Ch 12: Management of Patients with Oncologic Disorders MS Ch 13: Palliative and End-of Life Care MS CH 14: Preoperative Nursing Management MS Ch 15: Intraoperative Nursing Management MS Ch 16: Postoperative Nursing Management	Read assigned chapters  ATI  <b>*** ATI RN Fundamentals Practice A with NGN &amp; B with NGN Assessment and remediation and focused review on Practice Assessment A with NGN must be completed per rubric prior to taking Proctored Exam as outlined on ATI Activities Calendar.</b>	*1-8  ** a-c
11/22 Tues		<b>NO CLASS OR CLINICAL THIS WEEK</b> <b>This week's journal due 11/28 at 7 am</b>	Read assigned chapters	



Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
11/29 Tues Week 15	<b>EXAM 11</b> (MS Ch 12-16)	<b>EXAM 11</b> (MS Ch 12-16)  <b>ATI RN Fundamentals Proctored Exam will be given in class</b>  <b>Make-up Exam Day</b>	Read assigned chapters  ATI:  *** <b>ATI RN Fundamentals with NGN Proctored Exam remediation and focused review must be completed per rubric prior to taking Comprehensive Final Exam for this course as outlined on ATI Activities Calendar.</b>	*1-8  ** a-c
12/6 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 9/28-12/1 (Tentative) Clinicals are 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 schedule and 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.

Date Due	Website Navigation and Activity Title
<b>WEEK TWO</b>	
<b>8/22/22</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 and complete</li> <li>2. My ATI → Study Materials → Learn → Nurse's Touch: Professional Communication → Modules → <b>Client Education</b> → Begin Test and complete</li> <li>3. My ATI → Study Materials → Learn → Nurse's Touch: Informatics &amp; Technology → Modules → <b>Informatics</b> → Begin Lesson and complete</li> <li>4. My ATI → Study Materials → Learn → Nurse's Touch: Informatics &amp; Technology → Modules → <b>Informatics</b> → Begin Test and complete</li> </ol>
<b>WEEK FOUR</b>	
<b>9/6/22</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 and complete</li> <li>2. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Video Interaction: Aging Client</b> → Begin Case and complete</li> <li>3. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → Standard Quizzes → <b>Communication</b> → Begin Quiz and complete</li> <li>4. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → Standard Quizzes → <b>Gerontology</b> → Begin Quiz and complete</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 and complete</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 and complete</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 and complete</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 and complete</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 and complete</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 and complete</li> </ol>
<b>WEEK SIX</b>	
<b>9/19/22</b>	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Standard Quizzes → <b>Medical-Surgical: Cardiovascular and Hematology</b> → Begin Quiz and complete</li> </ol>
<b>WEEK SEVEN</b>	
<b>9/26/22</b>	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Standard Quizzes → <b>Medical- Surgical: Respiratory</b> → Begin Quiz and complete</li> </ol>
<b>WEEK NINE</b>	

10/10/22	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Standard Quizzes → <b>Medical-Surgical: Neurosensory</b> → Begin Quiz and complete</li> <li>2. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Technique Identifier: Client Experiencing Aphasia</b> → Begin Case and complete</li> </ol>
<b>WEEK ELEVEN</b>	
10/24/22	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-Surgical: Endocrine</b> → Begin Quiz and complete</li> <li>2. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <b>Medical-Surgical: Dermatological</b> → Begin Quiz and complete</li> </ol>
<b>WEEK TWELVE</b>	
10/31/22	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Technique Identifier: Client Undergoing Colorectal Surgery</b> → Begin Case and complete</li> <li>2. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Standard Quizzes → <b>Medical-Surgical: Musculoskeletal</b> → Begin Quiz and complete</li> <li>3. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Standard Quizzes → <b>Medical-Surgical: Gastrointestinal</b> → Begin Quiz and complete</li> </ol>
<b>WEEK THIRTEEN</b>	
11/7/22	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Standard Quizzes → <b>Medical-Surgical: Immune and Infectious</b> → Begin Quiz and complete</li> <li>2. My ATI → Study Materials → Test → <b>RN Targeted Medical Surgical Immune Online Practice 2019</b> → Begin and complete</li> </ol>
<b>WEEK FOURTEEN</b>	
11/14/22	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Test → <b>RN Targeted Medical Surgical Fluid, Electrolyte, and Acid-Base Online Practice 2019</b> → Begin and complete</li> <li>2. My ATI → Test → <b>ATI RN Fundamentals Online Practice Assessment 2019 A with NGN A &amp; B with NGN due by 0700.</b></li> </ol>
<b>WEEK FIFTEEN</b>	
11/28/22	<ol style="list-style-type: none"> <li>1. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Video Interaction: Family in a Stressful Situation</b> → Begin Case and complete</li> <li>2. My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <b>Technique Identifier: Client Undergoing Surgery</b> → Begin Case and complete</li> <li>3. My ATI → Study Materials → Test → Learning Systems RN 3.0 → Standard Quizzes → <b>Medical-Surgical: Oncology</b> → Begin Quiz and complete</li> <li>4. My ATI → Study Materials → Test → <b>RN Targeted Medical Surgical Perioperative Online Practice 2019</b> → Begin and complete</li> <li>5. My ATI → Test → <b>ATI RN Fundamentals Practice Assessment 2019 A with NGN Remediation &amp; Focused Review (See attached rubric) due by 11/28/22 at 0700 via Blackboard Dropbox.</b></li> <li>6. My ATI → Test → <b>ATI RN Fundamentals Proctored Assessment 2019 with NGN will be given in class on 11/29/22.</b></li> </ol>
<b>WEEK SIXTEEN</b>	
12/5/22	<ol style="list-style-type: none"> <li>1. My ATI → Test → <b>ATI RN Fundamentals Proctored Assessment 2019 with NGN Remediation &amp; Focused Review (See attached rubric) due by 12/5/22 at 0700 via Blackboard Dropbox.</b></li> </ol>

**RNSG 1019B ATI SKILLS MODULES 3.0**  
**(Under Apply tab → Skills modules)**

**These MUST be completed by 7:00 am on the day due. The pretest, lesson, and posttest must be completed. You must meet the benchmark for the posttest. The faculty will pull the ATI Module Report on the due date. You will not be able to participate in lab day without completing this, and you will be counted as absent for lab. You will also receive a ZERO for the ATI assignment.**

**Due: 8/24 or 8/25 Lab Day by 7:00 am: (Complete during 8/17 or 8/18 Lab day at home)**

Vital Signs  
Comprehensive Physical Assessment of an Adult  
Nasogastric Tube  
Enteral Tube Feeding  
IV Therapy and Peripheral Access  
Concepts of Medication Administration  
Injectable Medication Administration  
Intravenous Medication Administration  
Oral and Topical Medication Administration  
Infection Control  
Surgical Asepsis  
Urinary Elimination  
Personal Hygiene

**Due: 8/31 or 9/1 Lab Day by 7:00 am:**

Blood Administration  
Central Venous Access Device  
Bowel Elimination  
Wound Care  
Oxygen Therapy  
Airway Management

**Due: 9/7 or 9/8 Lab Day by 7:00 am:**

Ostomy Care  
Closed-Chest Drainage  
Mobility  
Specimen Collection  
Diabetes Mellitus Management

**Due: 9/14 or 9/15 Lab Day by 7:00 am:**

Pain Management  
Health Care Fraud, Waste, and Abuse Prevention  
HIPAA  
Nutrition

**In Person Skills Lab Schedule (Subject to Change)**  
**Fall 2022**

**You will not be able to participate in lab days if skills modules are not completed by the due date, and you will be counted as absent for lab. You will also receive a ZERO for the ATI assignment.**

**8/24 or 8/25 Lab Day**

Vital Signs  
Physical Assessment of an Adult  
Urinary Elimination & Gloves/Sterile Field/Surgical Asepsis/Bedpan  
Handwashing/PPEs

**8/31 or 9/1 Lab Day:**

IV Therapy and Peripheral Access/IV Push Medications/IVPB Medications  
Concepts of Medication Administration  
Injectable Medication Administration  
Intravenous Medication Administration  
Oral and Topical Medication Administration  
Ophthalmic/Otic/Nasal Medication Administration

**9/7 or 9/8 Lab Day**

Nasogastric Tubes (NGT)  
Enteral Tube Feedings & NGT meds  
Bowel Elimination/Enemas  
Ostomy Care  
Oxygen Therapy  
Airway Management-Trach/Suctioning

**9/14 or 9/15 Lab Day**

Diabetes Mellitus Management  
Wound Care  
Mobility  
Blood Administration  
Antiembolism Stockings  
Compression Devices  
Limb Restraints  
Denture & Oral Care  
Complete Bed Bath  
Replacing Linens on an Occupied Bed

**9/21 or 9/22 Lab Day**

Skills not previously completed and/or any remediation needed

**RUBRIC: RNSG 1019BB ATI PRACTICE ASSESSMENT: RN FUNDAMENTALS ONLINE PRACTICE 2019 A NGN  
(REFER TO ATI ACTIVE LEARNING TEMPLATE EXAMPLES IN BLACKBOARD)**

**Remediation:**

- Minimum 1-hour Focused Review on initial attempt
- Take Post Study Quiz and complete the specific active learning template for each topic missed. Must be handwritten and all sections completed. (If you score 75 or greater, you will not have to take a post study quiz.)

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

Completion of the Practice Assessment A is worth a total score of 50

- Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
- Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.

**RN FUNDAMENTALS 2019 PROCTOR NGN ASSESSMENT-ALL SECTIONS OF THE ACTIVE LEARNING TEMPLATES MUST BE COMPLETE**

<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> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b>	<b>2 hours Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b>	<b>3 hours Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b>	<b>4 hours Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b>

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

Completion of the Proctored Assessment is worth a total score of 50

- 6 Points = a total score of 50
- 5 Points = a total score of 41.6
- 4 Points = a total score of 33.3
- 3 Points = a total score of 25
- 2 Points = a total score of 16.7

**Practice Assessment Score + Proctored Assessment Score= \_\_\_\_\_/100**



## Clinical Requirement Checklist

\*Keep a copy in your clinical notebook and upload a copy to the one drive using the link sent to your STC Student email.

- American Heart Association Basic Life Support Provider Certification
- Precheck/Student Check Receipt
- Physical Exam
- Proof of Health Insurance
- MMR (2 vaccines OR antibody titer)
- Varicella Vaccination (2 vaccines OR titer)
- Diphtheria, Tetanus, Pertussis (Adolescents 11 through 18 years of age should get one Tdap booster. Adults 19 through 64 should substitute Tdap for one booster dose of Td. Td should be used for later booster doses.)
- Influenza Vaccine
- Two-Step Tuberculin Skin Test/PPD OR Interferon gamma release assay (IGRA)
- Hepatitis B Vaccine Series (3 vaccines OR Titer OR Declination form)
- COVID-19 Vaccine (This requirement is determined by each clinical site.)

## STC Department of Nursing Rounding Rules

It is vitally important that you follow the rounding rules below. Failure to follow these rules could cause a client to receive too much or not enough medication. *Note: When you begin working, your facility will have a policy on medication administration that you will be expected to follow.*

### ❖ DOCUMENTING

- When documenting your final answer, you must ensure the unit of measurement is included in your answer to indicate you understand what you are giving.
  - For example, if you are finding teaspoons, make sure the word teaspoon(s) is in your answer.  
Correct = 2 tsp or 2 teaspoons    Incorrect = 2
  - The entire unit of measurement must be correct, for example, 40 mL is not the same as 40 mL/hr.
- No trailing zeros and no naked decimals.
  - For example: Whole numbers should never have a zero placed behind the decimal. Correct = 4 mL  
Incorrect = 4.0 mL
  - For example: When a whole number is NOT present, ALWAYS place a zero in front of the decimal. Correct = 0.1 mL    Incorrect = .1 mL

### ❖ WHEN TO ROUND AND WHEN NOT TO ROUND

- General Rounding: If the number to the right is equal to or greater than 5; round up the number on the left. If the number on the right is less than 5; leave the number to the left as is.
  - For example: 0.76 mL = 0.8 mL; 0.74 mL = 0.7 mL
- Do not round any numbers until the end of the problem!
- **EXCEPTION:** unless you are converting weight (ie: from lbs to kg), you will round to the nearest tenth within the problem.
  - For example:  $150 \text{ lbs} \div 2.2 \text{ kg} = 68.1818181818$ . You will round to the tenth to give you 68.2 kg before continuing the calculation.
  - Keep all your numbers in your calculator until the end. At the end, you will do your final rounding.
- Make sure you read the question well; some questions may direct you to specifically round to a certain number. In this case, you will follow the provided directions (ie: round your answer to the nearest tenth, hundredth, etc).

### ❖ IV CALCULATIONS

- Drops/minute (gtts/min) calculations: need to be calculated to the nearest whole number. You cannot measure a  $\frac{1}{2}$  a drop.
  - For example:  $21.4 = 21 \text{ gtts/min}$      $21.5 = 22 \text{ gtts/min}$ 
    - mL/hr calculations: need to be calculated to the nearest tenth.
  - For example:  $74.32 = 74.3 \text{ mL/hr}$      $75.65 = 75.7 \text{ mL/hr}$

❖ **CAPSULES:** Need to be calculated to the nearest whole number; cannot be cut into other portions.

❖ **TABLETS:** Unless otherwise indicated, assume tablets are scored and round to the nearest half tablet.

## ONLINE/VIRTUAL SYLLABUS ADDITIONS (if needed due to COVID)

### Virtual Blackboard Collaborate Class Meets:

Tuesdays from 1400-1600 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 (BB) at the time of class and participate for the duration of the class. Failure to do so will result in an absence. The sessions may be recorded by the instructor and attendance will be taken. Students are not allowed to utilize the recordings in lieu of attending live sessions. Students are not allowed to access the class recordings.

On exam days you will be required to begin testing at 1400 using Respondus Monitor (a lockdown browser). The final exam and Assessment Technologies Institute (ATI) Practice and Proctored exams are tentatively schedule for in-person, on-campus. Lecture/clinical in BB Collaborate will begin after the exam has closed.

### RESPONDUS ONLINE TESTING GUIDELINES:

Due to the COVID 19 pandemic the Department of Nursing is making an exception in offering online/offsite testing. 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.  
NOTE: Chromebooks do not support the use of Repondus calculators; therefore, they should not be used for testing purposes.
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. Once the student sits down to start the testing process, he/she is not allowed to get up and leave the camera's view. No one should be present in the room while the student is testing.
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.

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.

**Instructor/Preceptor Evaluation Tool  
(RNSG 1019B)**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Clinical Site \_\_\_\_\_

**\*\* If a score of 1, 2 or 4 is given, please provide comments**

**4 (Outstanding):** Student **exceeds** expectations for a **first semester** nursing student. Demonstrates comprehensive understanding of concepts and applies them to client care, is safe, shows initiative. No supportive cues needed.

**3 (Satisfactory):** Student **meets** expectations for a **first semester** nursing student. Demonstrates fundamental level of understanding of concepts and applies them to client care, is safe, periodically shows initiative. Occasional cues needed.

**2 (Needs Improvement):** Student **does not meet** expectations for a **first semester** nursing student. Requires frequent guidance when applying concepts to client care, is usually safe, infrequently shows initiative. Frequent supportive cues needed.

**1 (Unsatisfactory):** Student **does not meet** expectations for a **first semester** nursing student. Requires consistent guidance when applying concepts to client care, is not safe, lacks initiative. Continuous supportive cues needed.

**NO:** Not observed/No opportunity

Clinical Performance Outcome-The Student:	Faculty/Preceptor Score
Performed a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing basic health alterations in a variety of settings.	
Utilized the nursing process to guide the delivery of client care to achieve optimal outcomes.	
Provided culturally sensitive care to clients and families from diverse backgrounds.	
Utilized verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	
Participated as a member of the healthcare team.	
Used legal tenets to guide nursing practice. (i.e. Student abided by HIPAA)	
Displayed professional accountability and responsibility. (i.e. Student was dressed in appropriate clinical attire, was on time, prepared, and acted in a professional manner toward clients and other healthcare team members).	
Used professional standards of nursing practice that guide practice.	

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_