



**RNSG 2020
COURSE SYLLABUS
Fall Semester 2018**

COURSE INFORMATION

Credit Hours/Minutes: 8/12000

Class Location: Vidalia Campus Gillis Building Room 842

Class Meets: Monday, Tuesday & Wednesday from 0900-1200

Course Reference Number (CRN): 20307

Instructor contact information

Instructor Name: Summer Moore, Bachelor of Science in Nursing (BSN), Register Nurse (RN)

Office Location: Vidalia Campus Gillis Building Room 819

Office Hours: Mondays-Thursdays 0800-0900 and 1500-1800

Email Address: [Summer Moore smoore@southeasterntech.edu](mailto:Summer.Moore@southeasterntech.edu)

Office Phone: 912-538-3201

Fax Number: 912-538-3106

Tutoring Hours (if applicable): Please schedule an appointment)

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

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

REQUIRED TEXT

1. Hinkle, J., & Cheever, K. (2014). *Brunner & Suddarth's: Textbook of medical-surgical nursing* (13th ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins
2. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span* (9th ed.). Philadelphia, PA: F. A. Davis Company.
3. ATI testing web service

REQUIRED SUPPLIES & SOFTWARE:

Pen, pencil, paper , large 3 ring binder, highlighter, computer access, ear phones (for ATI skills Modules), large spiral notebook, calculator, 2 folders, and clinical supplies. Students should not share login credentials with others and should change passwords periodically to maintain security.

COURSE DESCRIPTION

This course focuses on complex concepts of nursing care as they relate to clients with complex, multisystem

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

MAJOR COURSE OUTCOMES

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

1. Perform a comprehensive health assessment of clients with deviations from normal that contribute to complex, multisystem alterations in health.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's diverse cultural, spiritual, and developmental variations while addressing the interaction of complex, multisystem alterations in health.
3. Act as a client advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for clients with complex, multisystem alterations in health.
4. Demonstrate clinical judgment when managing the care of clients with complex, multisystem alterations in health.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for adult clients with complex, multisystem alterations in health.
6. Use verbal and nonverbal communication to promote caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team.
7. Use healthcare information systems and client care technology to manage client care, mitigate error, and communicate relevant client information with members of the healthcare team.
8. Integrate evidence based knowledge in the management of care to clients with complex, multisystem alterations in health.
9. Evaluate the efficacy of health-related education that has been provided to clients and their families.
10. Use organizational, time management, and priority setting skills when managing a caseload of clients and making clinical judgments about their care.
11. Evaluate the effectiveness of quality improvement strategies using client outcome data.

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12. Adhere to ethical, legal, and professional standards while managing the care of adult clients with multisystem alterations in health.

PREREQUISITE(S)

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

COREQUISITE(S)

RNSG 2030

CONTENT/UNIT OUTCOMES:

HEMODYNAMIC MONITORING

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

ALTERATIONS IN OXYGENATION

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

ALTERATIONS IN CARDIAC OUTPUT AND TISSUE PERFUSION

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

ALTERATIONS IN COGNITION AND SENSATION

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

ALTERATIONS IN INTEGUMENT

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

ALTERATIONS IN MOBILITY

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

EMERGENCY PREPAREDNESS

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

NCLEX PREP

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Attend mandatory live NCLEX review.	Psychomotor	Set
2.	Practice test-taking strategies using test items from selected resources as outlined on lesson plan.	Psychomotor	Set
3.	Score 90% predictability on the Capstone Exam.	Cognitive	Applying
4.	Develop and Implement a remediation plan based on identified areas of weakness.	Cognitive	Creating

CLINICAL OUTCOMES: LEVEL II

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

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and needs.

QSEN CONCEPT: CLIENT CENTERED CARE

a.	Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing complex, multisystem health alterations in a variety of settings.	Psychomotor	Guided Response
b.	Utilize the nursing process to prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes.	Cognitive	Applying
c.	Model culturally sensitive care for clients and their families from diverse backgrounds.	Cognitive	Applying
d.	Utilize clinical reasoning when evaluating nursing care to improve client outcomes.	Cognitive	Applying
e.	Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	Cognitive	Applying
f.	Provide health-related education to clients and their families that include the use of varying teaching methods	Cognitive	Creating

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

QSEN CONCEPT: TEAMWORK AND COLLABORATION

a.	Coordinate client care with members of the inter-professional healthcare team.	Cognitive	Creating
b.	Integrate input from other members of the healthcare team to improve individual and team performance.	Cognitive	Creating
c.	Report identified issues that may negatively affect client care to members of the healthcare team.	Cognitive	Applying

C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.

QSEN CONCEPT: EVIDENCE BASED PRACTICE

a.	Analyze best current evidence for its application to practice when providing and managing client-centered care.	Cognitive	Analyzing
b.	Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.	Cognitive	Creating

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D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.

QSEN CONCEPT: QUALITY IMPROVEMENT

a.	Utilize recognized nursing standards to improve and advance the quality of healthcare services.	Cognitive	Applying
b.	Utilize measurement tools to gather data related to the gap between current and desired client outcomes.	Cognitive	Applying
c.	Articulate the impact that the macrosystem has on the microsystem of the work unit.	Cognitive	Applying
d.	Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit.	Cognitive	Applying

E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings.

QSEN CONCEPT: SAFETY

a.	Anticipate safety risks to clients, self, and others in healthcare, home, and community settings.	Cognitive	Creating
b.	Implement actions that minimize safety risks and environmental hazards in healthcare settings	Cognitive	Applying
c.	Implement National Client (Patient) Safety Goals in healthcare settings.	Cognitive	Applying

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

QSEN CONCEPT: INFORMATICS

a.	Utilize client care technologies effectively when assessing and monitoring clients.	Cognitive	Applying
b.	Implement strategies that protect the integrity of client information when managing client-centered care.	Cognitive	Applying

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

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QSEN CONCEPT: PROFESSIONALISM

a.	Maintain professional standards of nursing practice in the delivery of client-centered care.	Cognitive	Creating
b.	Maintain professional accountability and responsibility in the delivery of client-centered care.	Cognitive	Creating
c.	Maintain nursing practice that supports ethical decision making and tort law in the delivery of client-centered care.	Cognitive	Creating
d.	Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of client-centered care.	Cognitive	Creating

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

QSEN CONCEPT: LEADERSHIP

a.	Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care.	Cognitive	Applying
b.	Practice delegating client care tasks to appropriate members of the healthcare team.	Cognitive	Applying

GENERAL EDUCATION CORE COMPETENCIES

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

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

STUDENT REQUIREMENTS

Students are expected to complete all exams and daily assignments. A unit exam average of 70% or above must be obtained in order to take the final exam. An average grade of 70% between unit exams and the final must be obtained in order to advance to the clinical setting for RNSG 1005.

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

Unit Exam Average: $72.5 \times .60 = 43.5$

Final Exam Grade: $65.5 \times .20 = 13.1$.

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

$56.6 / 80 = 70.7$ average grade and student will be allowed to progress to the clinical portion of the RNSG 1005

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course.

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

A final cumulative average of at least 70% must be obtained in order to progress to future nursing courses. No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). For example: exam has 60 questions and each question will be worth 1.66 pts. The student misses 7 questions $\times 1.66 - 100 = 88.38$. Grade will be recorded as 88.3. This rule applies to every grade issued during this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

EXAMINATION REQUIREMENTS

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

CLINICAL REQUIREMENTS

Students must make a **100% on a calculation exam before attending clinical**. Students may take the drug calculation exam a maximum of **THREE** attempts. Each attempt will be a different but similar version. For this exam, students will be allowed 3 minutes per question. Drug calculation exams will be given the first day of this semester. There will be a week time frame in between the attempts to allow time for remediation, and the student is strongly encouraged to schedule tutoring with an ASN instructor before the next attempt. If a student misses an attempt due to an absence, the student forfeits that attempt and will take the next scheduled attempt. An absence on a third attempt may be evaluated on an individual basis.

EXAMS Students may be provided time to look at their exam score in class and a general discussion may occur; however, due to time constraints students are encouraged to schedule an appointment with their instructor or another ASN faculty member to view and get further explanation on the missed concepts. In addition, if a student believes a test question needs to be challenged, the student must email their instructor the rationale for consideration. This request must be received via email within 24 hours of the examination. No verbal or text message requests will be granted. The test question and rationale will go before a panel of nursing faculty for decision.

ATI ACTIVITIES All ATI activities must be completed as outlined on ATI rubric. Failure to do so will result in zero points for the missed activity. No points will be awarded if the activity is not completed on time or the benchmark (most are 85% or Satisfactory) is not met. ATI assignments will be checked at **7:00 am** on the morning the assignment is due. If assignment is not satisfactorily completed by this time it will be considered incomplete and points will not be awarded.

TICKET TO CLASS Assignments **may** be given as homework which will serve as the student's ticket into class. The student will not be allowed in class if they fail to complete the ticket to class assignment. This will count

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as an absence and the student will not be allowed to return to class until the assignment is completed in its entirety. Students may be required to wait until the class takes a break before they are allowed to enter as not to interrupt class.

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

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

Each week, you will be required to submit an entry. You will be provided certain topics about the week and may include feelings about the week's experiences.

Your instructors will read your journal! It would be prudent to omit non-constructive personal comments about your instructors or classmates. If there is an issue with a course, clinical, instructor, classmate, etc., the student should discuss these issues with the program director and follow protocol for grievances.

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, every Monday (Tuesday in the event Monday is a holiday) by 8:00 am. The journal will be linked to the following courses: RNSG 1018 1020, 2000 and 2020. A point per week deduction for not submitting your journal by the date/time due will result in points being taken off your **FINAL AVERAGE**. For example, there will be 10 journal entries due for Summer Semester. If no journal entries were completed, then 10 points will be deducted from your **FINAL AVERAGE**.

ATTENDANCE GUIDELINES

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

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

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

ADDITIONAL ATTENDANCE PROVISIONS

Health Sciences

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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. All work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 will be considered absent if he/she is not in class by 9:30.

The class will meet for 60 hours. **For this class, which meets 3 day a week for 6 weeks, the maximum number of hours a student may miss is 6 during the semester. Students missing more than 6 hours will be dropped for exceeding the attendance procedure.**

The 150 clinical practicum hours are non-negotiable and will be completed according to your preceptor's schedule. A physician's excuse/appropriate documentation will be required for any missed clinical time and will be made up at the instructor's discretion. **Attendance of the ATI Live Review is MANDATORY!**

SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

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 advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

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" is

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assigned for the course(s) when the student completes the withdrawal form.

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

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" or "WF" 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.

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

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

A student will only be allowed to make-up one unit exam, which will be given at the discretion of the instructor. A physician's excuse/appropriate documentation may be required for the student to be eligible to take a make-up exam. A 10 point deduction may be issued if the student misses a unit exam and fails to provide appropriate documentation. A grade of "0" will be given to all subsequent unit exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

STUDENT SUCCESS PLAN (SSP)

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

If the student has a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or skills deficiency, the faculty will initiate individual counseling session and complete a SSP.

If the student has a cumulative unit exam average of < 70% after the completion of 50 % of the unit exams or skills deficiency, the faculty will initiate individual counseling session, as well as review and update the SSP and

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submit an Early Alert via TEAMS.

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 Student Success Plan.

ACADEMIC DISHONESTY POLICY

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

PROCEDURE FOR ACADEMIC MISCONDUCT

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

1. First Offense

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

2. Second Offense

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

3. Third Offense

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

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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

Subject to change

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 Email: Lanie Jonas ljonas@southeasterntech.edu

GRIEVANCE PROCEDURES

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

ACCESS TO TECHNOLOGY

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

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

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

GRADING POLICY

Assessment/Assignment	Percentage
Unit Exam X 5	50%
Final Exam	25%
ATI Activities (as outlined on RNSG 2005 ATI Activities Rubric)	5%
Clinical (as outlined on RNSG 2005 Clinical Grading Rubric	20%
Drug Calculation (Students will have to score 100% on one of 3 attempt)	P/F
Clinical Grade	Percentage
Clinical Performance Tools	80 %
Journal Assignments	10 %
Final Reflection	10 %

GRADING SCALE

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

Subject to change

Letter Grade	Range
F	0-59

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

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

RNSG 2020
Summer Semester 2018 Lesson Plan

Chapter=CH

Date/Week	Chapter/Lesson	Content	Assignments Due Dates	Competency Area
Week 1				
Monday 8/13/18	Introduction to course	Introduction to Course Review Syllabi and Course Expectations Dosage Calculation Exam 1	RN Learning Systems: MS: Musculoskeletal	1-6 a-c
Tuesday 8/14/18	CH 41	Management of patients with Musculoskeletal Disorders	Nurse's Touch: The Communicator (Technique Identifiers): T.I.-5 Home Visit s/p Arthroplasty	1 a-c
Wednesday 8/15/18	CH 42	Management of patients with Musculoskeletal Trauma	Nurse's Touch: The Communicator (Technique Identifiers): T.I.-9 Rehab for PT s/p Knee Replacement	4 a-c
Week 2				
Monday 8/20/18	Exam 1 CH 68	Exam 1 (CH 41 & 42) Management of patients with Neurologic Trauma	Targeted MS Practice Assessments: Neurosensory & Musculoskeletal	1 a-c
Tuesday 8/21/18	CH 68 CH 14	Dosage Calculation Exam 2 Management of patients with Neurologic Trauma Shock and Multiple Organ Dysfunction Syndrome	Nurse Logic 2.0: Knowledge & Clinical Judgment: Advanced Student Test	1-6 a-c
Wednesday 8/22/18	CH 14	Shock and Multiple Organ Dysfunction Syndrome		1 a-c
Week 3				
Monday 8/27/18	Exam 2 CH 21	Exam 2 (CH 68 & 14) Respiratory Care Modalities (Page 521-551)	Nurse Logic 2.0: Nursing Concepts: Advanced Student Test	1 a-c
Tuesday 08/28/18	CH 23	Dosage Calculation Exam 3 Management of patients with Chest and Lower Respiratory Tract Infections (Page 609-633)	Nurse Logic 2.0: Priority Setting Frameworks Advanced Student Test	1-6 a-c
Wednesday 8/29/18	CH 29	Management of patients with Complications from Heart Disease (835-839 & 629-633)		4 a-c
Week 4				
Monday 09/3/18	HOLIDAY			

Date/Week	Chapter/Lesson	Content	Assignments Due Dates	Competency Area
Tuesday 09/04/18	Exam 3 CH 62	Exam 3 (CH 21,23, & 29) Management of patients with Burn Injury		4 a-c
Wednesday 09/05/18	CH 62	Management of patients with Burn Injury		1 a-c
Week 5				
Monday 09/10/18	Exam 4 CH 73	Exam 4 (CH 62) Terrorism, Mass Casualty, and Disaster Nursing	Nurse Logic 2.0:Testing & Remediation: Advanced Student Test	5 a-c
Tuesday 09/11/18	CH 72	Emergency Nursing		5,6 a-c
Wednesday 09/12/18	CH 72	Emergency Nursing	RN Learning Systems: Final: Adult Medical Surgical	1 a-c
Week 6				
Monday 09/17/18	Exam 5	Exam 5 (CH 14, 72, & 73)	Practice Assessments: Nurse Logic 2.0 Tests for Advanced Students	1-6 a-c
09/18/18		Final Review		1 a-c
09/19/18	Comprehensive Final Exam	Final Exam		1-6 a-c
09/20	Practicum	Practicum Begins 150 hours must be obtained		
11/12/18	ATI Proctor Assessment	Proctored Assessment Pharmacology @ 1000		
11/13-11/15	ATI Review Course	ATI Comprehensive Review Course		
11/19/18	ATI Proctor Assessment	Proctored Assessment Adult MS @ 1000		
11/26/18	ATI Exit Exam	ATI Comprehensive Predictor Exit Exam @ 1000		
11/28/18	Practicum	Practicum hours must be completed by today!!		

COMPETENCY AREAS:

1. Perform a comprehensive health assessment of clients with deviations from normal that contribute to complex, multisystem alterations in health.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's diverse cultural, spiritual, and developmental variations while addressing the interaction of complex, multisystem alterations in health.

3. Act as a client advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for clients with complex, multisystem alterations in health.
4. Demonstrate clinical judgment when managing the care of clients with complex, multisystem alterations in health.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for adult clients with complex, multisystem alterations in health.
6. Use verbal and nonverbal communication to promote caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team.
7. Use healthcare information systems and client care technology to manage client care, mitigate error, and communicate relevant client information with members of the healthcare team.
8. Integrate evidence based knowledge in the management of care to clients with complex, multisystem alterations in health.
9. Evaluate the efficacy of health-related education that has been provided to clients and their families.
10. Use organizational, time management, and priority setting skills when managing a caseload of clients and making clinical judgments about their care.
11. Evaluate the effectiveness of quality improvement strategies using client outcome data.
12. Adhere to ethical, legal, and professional standards while managing the care of adult clients with multisystem alterations in health.

GENERAL CORE EDUCATIONAL COMPETENCIES:

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

RNSG 2020 ATI ACTIVITIES

Date Due	Activity Title	Completed Date
8/20/18	RN Learning Systems: MS: Musculoskeletal	
8/20/18	Nurse's Touch: The Communicator (Technique Identifiers): T.I.-5 Home Visits/p Arthroplasty	
8/20/18	Nurse's Touch: The Communicator (Technique Identifiers): T.I.-9 Rehab for PT s/p Knee Replacement	
08/27/18	Targeted MS Practice Assessments: Neurosensory & Musculoskeletal	
08/27/18	Nurse Logic 2.0: Knowledge & Clinical Judgment: Advanced Student Test	
09/04/18	Nurse Logic 2.0: Nursing Concepts: Advanced Student Test	
09/04/18	Nurse Logic 2.0: Priority Setting Frameworks Advanced Student Test	
09/17/18	Nurse Logic 2.0: Testing & Remediation: Advanced Student Test	
09/17/18	RN Learning Systems: Final: Adult Medical Surgical	
09/19/18	Practice Assessments: Nurse Logic 2.0 Tests for Advanced Students	
10/29/18	Practice Assessments: RN Pharmacology A and B	
11/05/18	Practice Assessments: RN Adult Medical Surgical Nursing A and B	
11/12/18	ATI Proctored RN Pharmacology ** See RNSG 2020 ATI content mastery series rubric	
11/19/18	ATI Proctored RN Adult Medical Surgical Nursing ** See RNSG 2020 ATI content mastery series rubric	

All completed ATI activities account for 5% of your final grade. In order for you to receive the points, you must complete all assignments by the date due. All ATI assignments are due by 8:00 am the on specified due date. Failure to complete assignments by this time will result in a grade of zero for that assignment.

RNSG 2020 DIDACTIC JOURNAL TOPICS-FALL 2018

Didactic Week 1 (Open 8/13; Close 8/20)

As you enter your last semester of nursing school, describe your feelings. Are you nervous, excited, a combination?

Didactic Week 2 (Open 8/20; Close 8/27)

Now that you have had the opportunity to attend a variety of clinical settings, what changes do you believe need to be made to healthcare? As a professional nurse, how do you see yourself advocating for these changes?

Didactic Week 3 (Open 8/27; Close 9/4)

What have you found to be the most rewarding part of attending the nursing program? What has been the most challenging? Have these rewards and challenges changed from semester to semester?

Didactic Week 4 (Open 9/4; Close 9/10)

Open week. Discuss anything related to nursing school.

Didactic Week 5 (Open 9/10; Close 9/17)

When you look at the new group and see that in the deer in the headlight look, do you remember that feeling as you learned to navigate your first semester, what advice do you have for them? Have had the opportunity to share that advice?

Didactic Week 6 (Open 9/17; Close 9/24)

Next week is your last course final of nursing school!!! YAY!! As you reflect back, how do your feelings regarding this final differ from your feelings before your fundamentals final that first semester? Are you a more confident test taker? Have you learned to prepare differently?

Didactic Week 7 (Open 9/24; Close 10/1)

As you prepare for your practicum experience, what are your personal and professional goals? List at least 3 personal goals and 3 professional goals and how you plan to accomplish them.

Didactic Week 8 (Open 11/19; Close 11/26)

What did you learn last week in your review class that was totally new; if anything? Where do you believe your weaknesses and strengths are as far as the preparation for the NCLEX? How are you taking this information and preparing for the ATI Comprehensive Predictor?

Practicum Journal Week 1 (Open 10/1; Close 10/8)

Practicum Journal Week 2 (Open 10/8; Close 10/15)

Practicum Journal Week 3 (Open 10/15; Close 10/22)

Practicum Journal Week 4 (Open 10/22; Close 10/29)

Practicum Journal Week 5 (Open 10/29; Close 11/5)

Practicum Journal Week 6 (Open 11/5; Close 11/12)

Practicum Journal Week 7 (Open 11/19; Close 11/26)

Practicum Journal Week 8 (Open 11/26; Close 12/4)

****See RNSG 2020 Practicum Assignment for further explanation of practicum journaling**

**Clinical Evaluation Tool - Fall 2018
RNSG 2020**

RNSG 2020 PRACTICUM MID EVALUATION TOOL

Complete after the student has completed 75 practicum hours.
(Evaluation must be placed in a sealed envelope with preceptor signature across closure).
Level II

RNSG 2020/2020B Clinical Grade Calculation

The clinical grade for RNSG 2020/2020B will be comprised of:

- Clinical Performance Assessment Tool- 80%** _____
(this will be determined by averaging the midterm and final averages from clinical performance tool)
- Journal Assignments-10%** _____
- Final Reflections-10%** _____

****Failure to complete Journal Assignments and/or Final reflection by the assigned due date will result in a zero for that grade.**

RNSG 2020/2020B: Mid Practicum Evaluation Tool

Complete after the student has completed 75 practicum hours
(Evaluation must be placed in a sealed envelope with preceptor signature across closure)

Using the following Practicum Performance Assessment Scale, please evaluate the student's midterm clinical performance:

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

QSEN CONCEPT: CLIENT CENTERED CARE

A. Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values and needs.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
a. Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing complex, multisystem health alterations in a variety of settings.	
b. Utilize the nursing process to prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes.	
c. Model culturally sensitive care for clients and their families from diverse backgrounds.	
d. Utilize clinical reasoning when evaluating nursing care to improve client outcomes.	
e. Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	
f. Provide health-related education to clients and their families that include the use of varying teaching methods.	

QSEN CONCEPT: TEAMWORK AND COLLABORATION

B. Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
a. Coordinate client care with members of the inter-professional healthcare team.	
b. Integrate input from other members of the healthcare team to improve individual and team performance.	
c. Report identified issues that may negatively affect client care to members of the healthcare team.	

QSEN CONCEPT: EVIDENCE BASED PRACTICE

C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
a. Analyze best current evidence for its application to practice when providing and managing client-centered care.	
b. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.	

QSEN CONCEPT: QUALITY IMPROVEMENT

D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
a. Utilize recognized nursing standards to improve and advance the quality of healthcare services.	
b. Utilize measurement tools to gather data related to the gap between current and desired client outcomes.	
c. Articulate the impact that the macrosystem has on the microsystem of the work unit.	
d. Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit.	

QSEN CONCEPT: SAFETY

E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
a. Anticipate safety risks to clients, self, and others in healthcare, home, and community settings.	
b. Implement actions that minimize safety risks and environmental hazards in healthcare settings.	
c. Implement National Client (Patient) Safety Goals in healthcare settings.	

QSEN CONCEPT: INFORMATICS

F. Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
a. Utilize client care technologies effectively when assessing and monitoring clients.	
b. Implement strategies that protect the integrity of client information when managing client-centered care.	

QSEN CONCEPT: PROFESSIONALISM

G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
a. Maintain professional standards of nursing practice in the delivery of client-centered care.	
b. Maintain professional accountability and responsibility in the delivery of client-centered care.	
c. Maintain nursing practice that supports ethical decision making and tort law in the delivery of client-centered care.	
d. Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of client-centered care.	

QSEN CONCEPT: LEADERSHIP

H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.	Mid Practicum Evaluation Tool To be completed after 75 hours:
Performance Outcome	Performance outcome score:
a. Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care.	
b. Practice delegating client care tasks to appropriate members of the healthcare team.	

RNSG 2020/2020B MID-PRACTICUM EVALUATION

I acknowledge that I have reviewed my midterm evaluation:

Student Signature/Date

Preceptor Signature/Date

Faculty Signature/Date

Preceptor Comments: _____

Student Comments: _____

Faculty Comments: _____

Southeastern Technical College

RNSG 2020/2020B: Final Practicum Evaluation Tool

Complete after the student has completed 150 practicum hours

(Evaluation must be placed in a sealed envelope with preceptor signature across closure)

Using the following Practicum Performance Assessment Scale, please evaluate the student's midterm clinical performance:

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

Score	Assessment	Description
1	Poor	Requires consistent guidance to apply concepts, analyze, and evaluate client/family-centered care situations. Consistently requires verbal cues. Unable to independently demonstrate outcomes.

QSEN CONCEPT: CLIENT CENTERED CARE

A. Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values and needs.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
a. Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing complex, multisystem health alterations in a variety of settings.	
b. Utilize the nursing process to prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes.	
c. Model culturally sensitive care for clients and their families from diverse backgrounds.	
d. Utilize clinical reasoning when evaluating nursing care to improve client outcomes.	
e. Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	
f. Provide health-related education to clients and their families that include the use of varying teaching methods.	

QSEN CONCEPT: TEAMWORK AND COLLABORATION

B. Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
a. Coordinate client care with members of the inter-professional healthcare team.	
b. Integrate input from other members of the healthcare team to improve individual and team performance.	

B. Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
c. Report identified issues that may negatively affect client care to members of the healthcare team.	

QSEN CONCEPT: EVIDENCE BASED PRACTICE

C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
a. Analyze best current evidence for its application to practice when providing and managing client-centered care.	
b. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.	

QSEN CONCEPT: QUALITY IMPROVEMENT

D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
a. Utilize recognized nursing standards to improve and advance the quality of healthcare services.	
b. Utilize measurement tools to gather data related to the gap between current and desired client outcomes.	
c. Articulate the impact that the macrosystem has on the microsystem of the work unit.	
d. Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit.	

QSEN CONCEPT: SAFETY

E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
a. Anticipate safety risks to clients, self, and others in healthcare, home, and community settings.	

E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
b. Implement actions that minimize safety risks and environmental hazards in healthcare settings.	
c. Implement National Client (Patient) Safety Goals in healthcare settings.	

QSEN CONCEPT: INFORMATICS

F. Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
a. Utilize client care technologies effectively when assessing and monitoring clients.	
b. Implement strategies that protect the integrity of client information when managing client-centered care.	

QSEN CONCEPT: PROFESSIONALISM

G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:
a. Maintain professional standards of nursing practice in the delivery of client-centered care.	
b. Maintain professional accountability and responsibility in the delivery of client-centered care.	
c. Maintain nursing practice that supports ethical decision making and tort law in the delivery of client-centered care.	
d. Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of client-centered care.	

QSEN CONCEPT: LEADERSHIP

H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.	Final Practicum Evaluation Tool To be completed after 150 hours:
Performance Outcome	Performance outcome score:

H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.	Final Practicum Evaluation Tool To be completed after 150 hours:
a. Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care.	
b. Practice delegating client care tasks to appropriate members of the healthcare team.	

RNSG 2020/2020B FINAL-PRACTICUM EVALUATION

I acknowledge that I have reviewed my midterm evaluation:

_____ **Student Signature/Date**

_____ **Preceptor Signature/Date**

_____ **Faculty Signature/Date**

Preceptor Comments: _____

Student Comments: _____

Faculty Comments: _____

RNSG 2020 PRACTICUM ASSIGNMENTS

JOURNAL ASSIGNMENT

Purpose: To optimize the student's personal clinical experiences, the student will keep a journal to record the completion of the RNSG clinical outcomes and learning experiences throughout the semester. Each week the typed summary will be submitted via Blackboard, and the time sheet will be submitted via email by the following Monday morning no later than 8:00am. If no practicum hours were completed for a particular week, then the student will make a note in the allotted Blackboard journal entry location to indicate this. No patient names or identifying information should be used in the journal entries.

The assignment is due via Blackboard submission to the assigned ASN faculty each Tuesday by 0900 (Wednesday if Tuesday falls on a holiday). Each journal article should be submitted with the bolded outcome first and the narrative following. See examples below.

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

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

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

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

C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.

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

D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.

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

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

F. Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.
(ie: Describe how you used client care technologies effectively to deliver client care and how did you implement strategies to protect the client's information.)

G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.
(ie: Describe how you maintained professional standards, accountability and responsibility while delivering client care. How were ethical standards and decision making upheld? How did you use nursing regulatory guidelines and institutional policies in the delivery of client care?)

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

FINAL REFLECTION

Due 2 days after the final clinical shift (**Due no later than Saturday 12/01/2018 by 8:00 am**). To help illustrate the student's successful completion of the RNSG 2020 practicum experience and ASN program, the student will describe how they have met the Program SLOs. See italicized examples below:

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

RNSG 2020 RUBRIC: WEEKLY JOURNAL ENTRY AND FINAL REFLECTION

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

WEEKLY JOURNAL ENTRY	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Submitted on time (only submit if practicum hours completed for the week).								
A. Evaluate nursing care provided to patients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.								
B. Collaborate with members of the inter-professional health care team to manage and coordinate the provision of safe, quality care for patients and their families.								
C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.								
D. Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.								
E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.								
F. Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.								
G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.								
H. Use leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.								
I. Analyze the impact that the macrosystem has on the provision of safe, quality patient-centered care in the microsystem of the work unit.								
J. Use verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information, development of therapeutic relationships.								
K. Provide health-related information to patients and families using varying teaching methods, which facilitate the acquisition of new knowledge and skills.								
WEEKLY TOTAL(____/11): Student will receive one point for each section answered completely. See format requirements and examples under journal assignment criteria. Failure to answer an outcome will result in a zero for that outcome.								

Journal Assignment Grade (number of completed entries/number of practicum weeks completed)
 _____ (10% of clinical grade)

Final Reflection	Completed
Submitted on time (Due 2 days after last practicum shift).	
A. Assume accountability for the delivery of safe, holistic, patient-centered care, utilizing evidence-based knowledge in a variety of settings through use of the nursing process which reflects caring as the essence of nursing.	
B. Demonstrate the professional values of nursing through clinical competency, continuous personal and professional growth, ethical practice, and engaging in lifelong learning.	
C. Utilize critical thinking when applying knowledge from sciences, humanities, and nursing, in making clinical decisions.	
D. Communicate effectively with patients, families, and the entire healthcare team.	
E. Manage the care of patients while working cooperatively with the individual, his/her family, and the healthcare team.	
F. Utilize informatics to effectively communicate, manage knowledge, and support clinical decision-making.	
G. Discuss what the students learned from each experience and how they are growing as a person and developing as a nurse.	
H. What did the student gain from the practicum experience?	
TOTAL (___/8)	

RNSG 2020 ATI CONTENT MASTERY SERIES RUBRIC-RN ADULT MEDICAL SURGICAL NURSING

Complete Practice Assessment A (Due by 11/05/18)

Remediation:

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

Total Points _____/50

PROCTOR ASSESSMENT

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

Total Points: _____/50

1. Completion of the Practice Assessment A is worth a total score of 50.
 - a. Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
 - b. Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.
2. Completion of the Proctored Assessment-RN Adult MS 2016 worth a total score of 50.
 - a. Proctored Assessment
 - i. 6 Points = a total score of 50
 - ii. 5 Points = a total score of 41.6
 - iii. 4 Points = a total score of 33.3
 - iv. 3 Points = a total score of 25
 - v. 2 Points = a total score of 16.7

RNSG 2020 ATI CONTENT MASTERY SERIES RUBRIC-PHARMACOLOGY

Complete Practice Assessment A (Due by 10/29/18)

Remediation:

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

Total Points _____/50

PROCTOR ASSESSMENT

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

Total Points: _____/50

1. Completion of the Practice Assessment A is worth a total score of 50.
 - a. Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
 - b. Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.
2. Completion of the Proctored Assessment-RN Pharmacology 2016 worth a total score of 50.
 - a. Proctored Assessment
 - i. 6 Points = a total score of 50
 - ii. 5 Points = a total score of 41.6
 - iii. 4 Points = a total score of 33.3
 - iv. 3 Points = a total score of 25
 - v. 2 Points = a total score of 16.7