

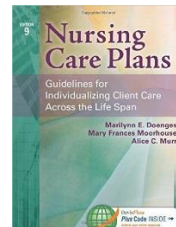
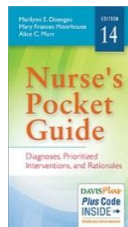
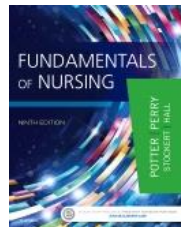


**RNSG 1005
COURSE SYLLABUS
Fall Semester 2016**

Semester: Fall 2016	Instructor: Heather Williams MSN, RN (Another ASN instructor may fill in and teach at any time)
Course Title: Foundations of Nursing	Office Hours: M-R: 7am-9am; 3:30pm-5pm
Course Number: RNSG 1005	Office Location: Gillis Building Room 706
Credit Hours/ Minutes: 7/9000	Email Address: hwilliams@southeasterntech.edu
Class Location: Gillis Building Room	Phone: 912-538-3275
Class Meets: Mondays, Tuesdays and Thursdays from 9-12 & 1-3. See calendar/lesson plan for detailed schedule.	Fax Number: 912-538-3106
CRN: 20329	Tutoring Hours: Please schedule an appointment

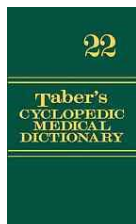
REQUIRED TEXT:

1. Doenges, M., Moorhouse, M. and Murr, A. (2013). *Nurses Pocket Guide*. Philadelphia, PA: F.A. Davis Company.
2. Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span* (9th ed.). Philadelphia: F.A. Davis.
3. Potter, P. A., Perry, A. G., Hall, A., & Stockert, P. A. (2017). *Fundamentals of nursing* (9th ed.). St. Louis, MO: Elsevier.
4. ATI testing web service (online Streaming access)



RECOMMENDED TEXT:

1. Venes, D. and Taber, C. (2013). *Tabers Medical Dictionary (22nd ed.)*. Philadelphia, PA: F.A. Davis Company.



REQUIRED SUPPLIES & SOFTWARE:

- Ear phones (for ATI Skills Modules)
- Highlighters
- Large 3 ring binder
- 1" 3 ring binder for skills lab
- Medium bandage scissors
- Stethoscope
- Watch with second hand or seconds displayed
- Calculator

This course introduces the student to the client, the role of the professional nurse, and the healthcare delivery system. The course prepares the student for subsequent nursing courses. Theoretical and historical content foundational to nursing practice is also introduced. The nursing process is taught as the framework to organize and deliver nursing care. Throughout the course, opportunities are provided to develop competencies necessary to meet the needs of individuals throughout the lifespan with an emphasis placed on developing critical thinking, caring, and fundamental nursing skills. **Clinical practice-based learning activities and interactions will be offered to allow professional development through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.**

MAJOR COURSE COMPETENCIES:

1. **Conceptual Foundations of Nursing**
2. **Nursing Process**
3. **Clinical Nursing Therapies**
4. **Clinical Nursing Care**

PREREQUISITE (S): **Program Admission, BIOL 2117/2117L, PSYC 2130**

COREQUISITE (S): **RNSG 1018**

COURSE OUTLINE:

Conceptual Foundations of Nursing

Order	Description	Learning Domain	Level of Learning
1	Define the mission and philosophy of Southeastern Technical College's Associate of Science in Nursing Program	Cognitive	Remembering
2	Define personal values and beliefs of nursing as they relate to the mission and philosophy of Southeastern Technical College's Associate of Science in Nursing Program	Cognitive	Remembering
3	Examine historical and contemporary nursing and the continuation of professional nursing practice	Cognitive	Analyzing
4	Identify and discuss the four major concepts of nursing theories and discuss the relationship between theory and practice	Cognitive	Understanding
5	Distinguish leadership, followership, and management related to nursing and identify roles and responsibilities of professional nursing within the healthcare delivery system	Cognitive	Analyzing
6	Identify how critical thinking is integral to nursing education and practice	Cognitive	Understanding

SUBJECT TO CHANGE

7	Describe various professional nurse organizations and identify their responsibilities	Cognitive	Understanding
8	Explain the relationship of functional health pattern typology to nursing	Cognitive	Understanding
9	Compare and contrast selected models of the concept of health	Cognitive	Analyzing
10	Explain the role of holistic healthcare in nursing.	Cognitive	Understanding
11	Discuss community-based healthcare and the forms of community-based nursing practice	Cognitive	Understanding
12	Discuss the promotion of safety in the home, community, and healthcare facility	Cognitive	Understanding
13	Discuss the culture differences of nursing and barriers to culturally competent care	Cognitive	Understanding
14	Demonstrate an increased awareness of one's own culture and its influence on one's own nursing practice	Cognitive	Analyzing
15	Discuss elements of professional communication and their relevance to nursing	Cognitive	Understanding
16	Define holism and holistic care and compare and contrast complementary, alternative, integrative, and allopathic health care	Cognitive	Remembering
17	Describe factors influencing the communication process	Cognitive	Understanding
18	Recognize the importance of client education and comprehension in all healthcare situations	Cognitive	Understanding
19	Explain the nature of the nurse–patient relationship	Cognitive	Understanding
20	Recognize legal and ethical issues in nursing	Cognitive	Understanding
21	Define values, personal values, and professional values and explain how behaviors relate to values	Cognitive	Remembering
22	Discuss the eight principles of healthcare ethics from the American Nurses Association	Cognitive	Understanding
23	Explain the contributions and role of evidence-based research to nursing practice	Cognitive	Understanding
24	Define health, health promotion, and health protection	Cognitive	Remembering
25	Differentiate health promotion from health protection or illness prevention	Cognitive	Analyzing
26	Differentiate aspects of the care between young, middle, and older adults	Cognitive	Analyzing
27	Explain functional and physiologic changes that place older adults at greater risk for declines in health and quality of life	Cognitive	Understanding

Nursing Process: Foundation for Practice

Order	Description	Learning Domain	Level of Learning
1	Define critical thinking and different levels of critical thinking in nursing	Cognitive	Remembering
2	Apply critical thinking and introduce the components of the nursing process for clinical decision-making	Cognitive	Applying

SUBJECT TO CHANGE

3	Discuss critical thinking in planning nursing care and the importance of establishing priorities	Cognitive	Understanding
4	Discuss the nursing process and managing patient care	Cognitive	Understanding
5	Describe the assessment phase of the nursing process and identify the skills required for nursing assessment	Cognitive	Understanding
6	Define diagnosis in relation to the nursing process and describe its components	Cognitive	Remembering
7	Define outcome identification and the components of the patient plan of care	Cognitive	Remembering
8	Formulate a patient plan of care for a patient given a nursing assessment database	Cognitive	Creating
9	Define implementation and evaluation the purposes of these practice related to nursing	Cognitive	Remembering
10	Describe clinical skills needed to implement the plan of care	Cognitive	Understanding
11	Identify health prevention strategies and categorize them as primary, secondary, or tertiary levels of prevention	Cognitive	Understanding
12	Describe the guidelines for quality documentation and reporting	Cognitive	Understanding
13	Describe the importance of protecting personal health information and review HIPAA guidelines	Cognitive	Understanding
14	Describe the purposes of the patient record	Cognitive	Understanding
15	List key principles of charting	Cognitive	Remembering
16	Discuss the relevance of electronic records in documentation	Cognitive	Understanding

Clinical Nursing Therapies

Order	Description	Learning Domain	Level of Learning
1	Demonstrate a physical assessment and individualize the nursing assessment based on lifespan considerations	Psychomotor	Guided-Response
2	Describe the techniques of inspection, palpation, percussion, and auscultation used in the physical assessment	Cognitive	Understanding
3	Differentiate between subjective and objective data	Cognitive	Analyzing
4	Perform vital signs (includes pain as the 5th vital sign)	Psychomotor	Guided-Response
5	Discuss Pain as the fifth vital sign and communicate the nursing process in relation to pain management	Cognitive	Understanding
6	Recognize normal vital sign values among various age groups	Cognitive	Understanding
7	Identify the six components of the chain of infection	Cognitive	Understanding
8	Describe proper use of barriers also known as personal protective equipment (PPE)	Cognitive	Understanding
9	Describe essential components of a medication order	Cognitive	Understanding

SUBJECT TO CHANGE

10	Demonstrate the correct administration of oral, injectable and intravenous medications.	Psychomotor	Guided-Response
11	Discuss the legal aspects, variables, routes, and essential steps of proper medication administration	Cognitive	Understanding
12	Explain the purpose of intravenous infusion therapy and the nurse's role in initiating, monitoring, maintaining, and discontinuing intravenous therapy	Cognitive	Understanding
13	Discuss the purpose of total parenteral nutrition (TPN) and monitoring considerations	Cognitive	Understanding
14	Describe the three phases of perioperative patient management and common postoperative complications	Cognitive	Understanding
15	Understand the value of preoperative client education and care as primary nursing intervention and discuss common nursing interventions during the three phases of surgery	Cognitive	Understanding

Clinical Nursing Care

Order	Description	Learning Domain	Level of Learning
1	Identify national organizations that focus on safety concerns of patients and healthcare workers	Cognitive	Understanding
2	Discuss nursing interventions to promote safe homes and healthcare environments	Cognitive	Understanding
3	Discuss the importance of hygiene and self-care abilities in health and illness	Cognitive	Understanding
4	Demonstrate basic hygiene skills such as bathing, shampooing hair, perineal care, foot care, back massage, toileting, bed making, and the proper care of eyes, ears, and teeth, including aids such as dentures, eyeglasses, contact lenses, and hearing aids	Psychomotor	Guided-response
5	Explain normal functions of the musculoskeletal system and identify factors, including lifespan considerations, that can affect or alter mobility	Cognitive	Understanding
6	Demonstrate nursing interventions such as positioning, ambulating, transferring, providing range of motion, and using assistive devices	Psychomotor	Guided-Response
7	Discuss the importance of activity and exercise as well as the factors that affect mobility in individual patients	Cognitive	Understanding
8	Describe nursing interventions needed to promote oxygenation and identify physical manifestations that occur with alterations in oxygenation	Cognitive	Understanding
9	Discuss factors that contribute to normal cardiac output and tissue perfusion and describe the causes of altered cardiovascular function	Cognitive	Understanding
10	Perform a basic nursing assessment of cardiovascular function	Psychomotor	Guided-Response
11	Discuss the function, distribution, movement, and regulation of fluid and electrolytes in the body and select appropriate nursing diagnoses for clients with altered fluid, electrolyte, and or acid-base balance	Cognitive	Understanding

SUBJECT TO CHANGE

12	Identify essential nutrients and discuss the development of food habits and different diets	Cognitive	Understanding
13	Describe the nursing role in urinary and bowel elimination	Cognitive	Understanding
14	Discuss the factors that affect skin health and the nursing care of patients with impaired skin integrity	Cognitive	Understanding
15	Identify possible risk factors for infection or infectious disease	Cognitive	Understanding
16	Explain concepts of asepsis and infection control and relate this to nursing practice and patient care	Cognitive	Understanding/ Analyzing
17	Describe the functions and physiology of sleep and the nursing implications of caring for individuals with sleep disorders	Cognitive	Understanding
18	Discuss anatomic and physiologic components of the sensory-perceptual process and identify factors which affect the client's sensory function	Cognitive	Understanding
19	List nursing implications for various classes of drugs used for pain management.	Cognitive	Remembering
20	Describe influences on cognitive function related to the lifespan	Cognitive	Understanding
21	Apply the nursing process to the care of persons experiencing altered cognitive processes.	Cognitive	Applying
22	Define self-concept, self-perception, self-knowledge, self-expectation, social self, and self-evaluation	Cognitive	Remembering
23	Identify demographic, sociocultural, and economic factors that affect family relationships	Cognitive	Understanding
24	Identify nursing diagnoses and related factors associated with altered family function	Cognitive	Understanding
25	Define the role of a nurse during periods of loss, grief, and dying	Cognitive	Remembering
26	Describe responses to stress, risk factors, and coping mechanisms	Cognitive	Understanding
27	Describe the physical, emotional, social, and spiritual aspects of human sexuality	Cognitive	Understanding

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:

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

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

CLINICAL OUTCOMES:

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

A. Implement nursing care to patients and their families from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.

Patient-centered care

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|--|
| a. Perform a basic health assessment including physiological, psychological, sociological, and spiritual needs of patients and families experiencing common and uncomplicated health alterations in a variety of settings. |
| b. Use the nursing process to guide the delivery of patient care to achieve optimal outcomes. |
| c. Provide culturally sensitive care to patients and families from diverse backgrounds. |
| d. Use clinical decision making when providing nursing care based on evaluation of patient needs. |
| e Advocate for patients and families regarding nursing care issues. |

B. Participate as a member of the inter-professional healthcare team in the provision of safe, quality patient-centered care

Teamwork and Collaboration

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|---|
| a. Participate as a member of the health care team. |
| b. Use communication techniques that support sharing patient-related information with members of the healthcare team. |

C. Identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.

Evidence based practice

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| a. Identify reliable sources for locating best current evidence and clinical practice guidelines. |
| b. Use best practice resources when developing individualized patient-centered plans of care |

D. Participate in data collection processes that support established quality improvement initiatives.

Quality improvement

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| a. Identify patient care issues that can impact quality of care. |
| b Identify gaps between current patient outcomes and desired patient outcomes. |
| c Identify the relationship between Nurse Sensitive Indicators and patient outcomes. |

E. Implement strategies that minimize risk and provide a safe environment for patients, self, and others.

Safety

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|---|
| a. Identify safety risks and environmental hazards in health care settings. |
| b. Practice performance of psychomotor skills that minimize safety risks and environmental hazards. |

F. Use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.

Informatics

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| a. Describe the effect that computerized information management systems have on the role of the nurse. |
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b. Implement strategies that protect the integrity of patient information when providing patient- centered care.
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G. Practice nursing in a professional, ethical, and legal manner while providing patient-centered, standard-based nursing care.

Professionalism

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| a. Identify professional standards of nursing practice that guide practice. |
| b. Display professional accountability and responsibility in classroom and laboratory settings. |
| c. Describe how ethical principles and legal tenets guide nursing practice. |
| d. Describe how regulatory guidelines and institution policies guide nursing practice. |

H. Describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.

Leadership

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| a. Identify organizational, time management and priority setting skills necessary to provide safe, quality patient-centered care. |
| b. Identify the nurse's role in regard to delegating tasks to appropriate members of the health care team. |

I. Identify the relationship between microsystems and macrosystems in healthcare.

Systems-Based Practice

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| a. Contrast the macrosystems and microsystems that exist in healthcare. |
| b. Identify work unit inefficiencies encountered in the practice setting. |
| c. Identify human and material resources needed by the work unit to provide safe, quality patient-centered care. |

J. Use verbal and nonverbal communication strategies with patients and families from diverse backgrounds that promote an effective exchange of information, development of therapeutic relationships.

Communication

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| a. Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families |
| b. Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients and families. |
| c. Communicate effectively with members of the healthcare team and report issues that indicate conflict is impacting patient care. |

K. Provide health-related information to patients and families that facilitate their acquisition of new knowledge and skills.

Patient education

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| a. Collect data to determine health-related education needs of real and simulated patients. |
| b. Develop a health-related teaching plan that addresses an identified education need for real and simulated patients. |
| c. Practice providing health-related education to real and simulated patients. |

SUBJECT TO CHANGE

STUDENT REQUIREMENTS: Students are expected to complete all exams and daily assignments. **A unit exam average of 70% or above for the unit exams must be obtained in order to take the final exam.** A course grade of 70% must be obtained in order to advance to the clinical setting and into future nursing courses.

No assignment opportunities will be given for extra credit. Any unit test grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). This rule applies to every grade issued during this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

During an examination, students are required to place all textbooks and personal property on the floor in the front of the classroom. Students will be required to rotate seats prior to testing per instructions from 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. Students found with their cell phone or any other personal communication device 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.

Power points for each chapter are available on the student **M:drive/Associate of Science in Nursing/ASN/RNSG1005/Craven.**

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 85% benchmark 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. This will be your "Ticket to Lab".

SKILLS LABORATORY: Failure to complete the "ticket to lab" ATI skill(s) modules (SM) will result in the student being dismissed from the skills laboratory and will result in additional assignments/remediation. In addition, this dismissal will count as an absence for the hours missed. Failure to complete skills check offs will result in a failing skills laboratory grade; therefore, the student will not pass RNSG 1005. Students must complete the module and print the certificate before coming to lab.

STC ATTENDANCE POLICY:

It is essential that educational programs maintain requirements and standards necessary for successful employment of its graduates in business and industry. In view of the intensive nature of the educational programs, it is necessary for every student to be present and on time every day for all classes.

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 as noted on each syllabus will receive a "W" for the course if removed from the course on or before the 65% portion of the semester (see STC's calendar on our website for the actual date of the 65% point). After the 65% portion of the semester, the student has earned the right to a letter grade and will receive a grade for the course. 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 involved.

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 9:00-3:00 with time off for lunch will be considered absent if he/she is not in class by 9:50.

TRADITIONAL ATTENDANCE ADDENDUM: This class will meet for 90 hours (didactic and lab included). A student is allowed to miss a maximum of 9 hours. Students missing more than 9 hours will be dropped for exceeding the attendance policy. Clinical hours are non-negotiable; missed clinical hours must be made up at the discretion of the instructor.

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.

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), Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

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, Room 108, (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% portion of the semester (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 assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

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

MAKEUP GUIDELINES: (Tests, quizzes, homework, projects, etc...): In the event of an absence on an exam day, the instructor may require a physician's excuse before a student is allowed to take a make-up exam. **A 10 point deduction will be issued if the student misses a unit exam due to an unexcused absence.** A student will only be allowed to make-up one theory exam which will be given at the discretion of the instructor. A grade of "0" will be given to all subsequent 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.

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *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 *STC Catalog and Student Handbook.*

Procedure for Academic Misconduct:

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

--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.

--Second Offense--

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

--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 second 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: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era 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).

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Angel, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

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 Scale	Grading Procedure
A: 90-100	Unit Exams 60%
B: 80-89	Final Exam 20%
C: 70-79	ATI Fundamentals Assessments 5% (as outlined on RNSG 1005 ATI Content Mastery Series Rubric)
D: 60-69	Skill Lab P/F
F: 0-59	Clinical 15%

(Failure to pass clinical portion of RNSG 1005 with at least a 70% or higher will result in a failing grade for the entire course; see clinical evaluation tool in RNSG 1005 packet)

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

Unit exam grade x 0.60 = + _____

Final exam grade x 0.20 = + _____

ATI Fundamentals Assessments x 0.05= + _____

Clinical Grade x 0.15 = + _____

Numerical course grade = _____

**Course Description- RNSG 1005 Nursing Fundamentals
Fall Semester 2016 Lesson Schedule**

*****This lesson plan is subject to change if necessary at the instructor's discretion.**

All watch and learn videos will only be watched during class if time permits. If time does not permit, it is the student's responsibility to watch them outside of class.

Date	Chapter / Lesson	Content	Assignments Tests	*Competency Area
8/15 9:00-3:00	Class Begins Ch 3 Ch 16 Ch 17 ATI: Nurse Logic 2.0: Knowledge and Clinical Judgement	Review syllabus and lesson plan Lecture Ch 3: Community-Based Nursing Practice Ch 16: Nursing Assessment Ch 17: Nursing Diagnosis	Read assigned chapters Review material covered in class Complete all end of chapter exercises.	Course 1 Core a,b,c,d
8/16 9:00-3:00	ATI FEE DUE!! Ch 18 Ch 19 Ch 20	Lecture Ch 18: Planning Nursing Care Ch 19: Implementing Nursing Care Ch 20: Evaluation	Read assigned chapters Review material covered in class Complete all end of chapter exercises.	Course 1-4 Core a,b,c,d
8/18 9:00-10:00	TEST 1	TEST 1 (Ch 3, 16-20)		
8/22 9:00-3:00	Ch 26 Ch 30	Lecture Ch 26: Documentation and Informatics CHh 30: Vital Signs LAB PRACTICE	Read assigned chapters Review material covered in class Complete all end of chapter exercises. ATI: VITAL SIGNS	Course 1-4 Core a,b,c,d

SUBJECT TO CHANGE

<p>8/23 9:00-3:00</p>	<p>Ch 24 Ch 31</p>	<p>Lecture Ch 24: Communication Ch 31: Health Assessment and Physical Examination LAB PRACTICE</p>	<p>Read assigned chapters Review material covered in class Complete all end of chapter exercises. ATI: -PHYSICAL ASSESSMENT ADULT -SPECIMEN COLLECTION</p>	<p>Course 1-4 Core a,b,c,d</p>
<p>8/25 9:00-10:00 LAB</p>	<p>TEST 2</p>	<p>TEST 2 (Ch 24, 30, 31) LAB: 10:30-12:00 Groups 1-4 1:30-3:00 Groups 4-7 3:00-4:30 Groups 9 & 10</p>	<p>All Assigned ATI SM Must Be Complete In Order To Enter Lab.</p>	
<p>8/29 9:00-12:00</p>	<p>Ch 45 Ch 47</p>	<p>Lecture Ch 45: Nutrition Ch 47: Bowel Elimination OPEN LAB PRACTICE</p>	<p>Read assigned chapters Review material covered in class Complete all end of chapter exercises. ATI: -Nasogastric Intubation -Nutrition, Feeding and Eating -Ostomy Care -Enemas -Enteral Tube Feedings -Diabetes Management</p>	<p>Course 1-4 Core a,b,c,d</p>
<p>8/30 9:00-3:00</p>	<p>DEADLINE TO ORDER UNIFORMS Ch 46 Ch 42</p>	<p>Lecture</p>	<p>Read assigned chapters Review material covered in class Complete all end of chapter exercises. ATI: -Blood Administration -Central Venous Access Device -Urinary Catheter Care -IV Therapy -Medication Administration 4</p>	<p>Course 1-4 Core a,b,c,d</p>

SUBJECT TO CHANGE

9/1 9:00-10:00	TEST 3	TEST 3 (Ch 42, 45-47)		
9/5	HOLIDAY			
9/6 9:00-3:00	Ch 27 Ch 29 Ch 40	Lecture Ch 27: Patient Safety and Quality Ch 29: Infection Prevention and Control Ch 40: Hygiene	Read assigned chapters Review material covered in class Complete all end of chapter exercises. ATI: -Personal Hygiene -Infection Control	Course 1-4 Core a,b,c,d
9/8 9:00-10:00 LAB	TEST 4	TEST 4 (Ch 27, 29, 40) LAB: 10:30-12:00 Groups 7-10 1:30-3:00 Groups 3-6 3:00-4:30 Groups 1 & 2	All Assigned ATI SM Must Be Complete In Order To Enter Lab.	
9/12 9:00-3:00	Ch 6 Ch 25 Ch 32	Lecture Ch 6: Health and Wellness Ch 25: Patient Education Ch 32: Medication Administration	Read assigned chapters Review material covered in class Complete all end of chapter exercises.	Course 1-4 Core a,b,c,d
9/13 9:00-3:00 LAB 1:00-3:00	Ch 32 (cont.)	Lecture Ch 32: Medication Administration OPEN LAB	Read assigned chapters Review material covered in class Complete all end of chapter exercises. ATI: -Medication Admin 1 -Medication Admin 2 -Medication Admin 3	Course 1-4 Core a,b,c,d
9/15 9:00-10:00 LAB	TEST 5	TEST 5 (Ch 6, 25, 36) LAB: 10:30-12:00 Groups 3-6 1:30-3:00 Groups 1, 2, 9, 10 3:00-4:30 Groups 7 & 8	All Assigned ATI SM Must Be Complete In Order To Enter Lab.	
9/19 9:00-12:00 LAB 1:00-3:00	Ch 44 Ch 49	Lecture Ch 44: Pain Management Ch 49: Sensory Alterations OPEN LAB	Read assigned chapters Review material covered in class Complete all end of chapter exercises. ATI:	Course 1-4 Core a,b,c,d

SUBJECT TO CHANGE

			-Pain Management	
9/20 9:00-3:00	Ch 28 Ch 39 Ch 43	Lecture Ch 28: Immobility Ch 39: Activity and Exercise Ch 43: Sleep	Read assigned chapters Review material covered in class Complete all end of chapter exercises. ATI: -Ambulation	Course 1-4 Core a,b,c,d
9/22 9:00-10:00 LAB	TEST 6	TEST 6 (Ch 28, 39, 43-44, 49) LAB: 10:30-12:00 Groups 1, 2, 5, 6 1:30-3:00 Groups 7-10 3:00-4:30 Groups 3 & 4	All Assigned ATI SM Must Be Complete In Order To Enter Lab.	Course 1-4 Core a,b,c,d
9/26 9:00-12:00 LAB 1:00-3:00	Ch 34 Ch 38	Lecture Ch 34: Self-Concept Ch 38: Stress and Coping OPEN LAB	Read assigned chapters Review material covered in class Complete all end of chapter exercises.	Course 1-4 Core a,b,c,d
9/27 9:00-12:00 LAB 1:00-3:00	Ch 1 Ch 4 Ch 5	Lecture Ch 1: Nursing Today Ch 4: The Health Care Delivery System Ch 5: Evidence-Based Practice OPEN LAB	Read assigned chapters Review material covered in class Complete all end of chapter exercises.	Course 1-4 Core a,b,c,d
9/29 <u>7:30-8:30</u>	TEST 7	TEST 7 (Ch 1, 4, 5, 34, 38) HEADSTART CHECKS/LAB TIME 10:30-12:00 Groups 7-10 1:30-3:00 Groups 1-4 3:00-4:30 Groups 5 & 6	All Assigned ATI SM Must Be Complete In Order To Enter Lab.	Course 1-4 Core a,b,c,d
10/3 9:00-12:00 LAB 1:00-3:00	Ch 9 Ch 36 Ch 37	Lecture Ch 9: Cultural Awareness Ch 36: Spiritual Health Ch 37: The Experience of Loss, Death, and Grief OPEN LAB	Read assigned chapters Review material covered in class Complete all end of chapter exercises.	Course 1-4 Core a,b,c,d

SUBJECT TO CHANGE

10/4 9:00-3:00	Ch 41 Ch 48	Lecture Ch 41: Oxytenation Ch 48: Skin Integrity and Wound Care	Read assigned chapters Review material covered in class Complete all end of chapter exercises. ATI: -Wound Care -Oxygen Therapy -Airway Management -Closed-Chest Drainage	Course 1-4 Core a,b,c,d
10/6 9:00-10:00 LAB	TEST 8	TEST 8 (Ch 9, 36-37, 41, 48) LAB: 10:30-12:00 Groups 1-4 1:30-3:00 Groups 4-7 3:00-4:30 Groups 9 & 10	All Assigned ATI SM Must Be Complete In Order To Enter Lab.	Course 1-4 Core a,b,c,d
10/10 9:00-3:00 MID-TERM	Ch 3 Ch 22 Ch 23	Lecture Ch 3: Community-Based Nursing Practice Ch 22: Ethics and Values Ch 23: Legal Implications in Nursing Practice	Read assigned chapters Review material covered in class Complete all end of chapter exercises. ATI: -Surgical Asepsis	Course 1-4 Core a,b,c,d
10/11 9:00-12:00 LAB 1:00-3:00	Ch 50	Lecture Ch 50: Care of Surgical Patients OPEN LAB	Read assigned chapters Review material covered in class Complete all end of chapter exercises.	Course 1-4 Core a,b,c,d
10/13 9:00-10:00 LAB	TEST 9	TEST 10 (Ch 3. 22-23, 50) LAB: 10:30-12:00 Groups 7-10 1:30-3:00 Groups 3-6 3:00-4:30 Groups 1 & 2	All Assigned ATI SM Must Be Complete In Order To Enter Lab.	

SUBJECT TO CHANGE

10/17 9:00-3:00	LAB	LAB: 9:00-10:30 Groups 3-6 10:30-12:00 Groups 1, 2, 9, 10 1:00-3:00 Groups 7 & 8	All Assigned ATI SM Must Be Complete In Order To Enter Lab.	Course 1-4 Core a,b,c,d
10/18 9:00-10:00 LAB	PROCTORED ATI ASSESSMENT	PROCTORED ATI ASSESSMENT LAB: 10:30-12:00 Groups 1, 2, 5, 6 1:30-3:00 Groups 7-10 3:00-4:30 Groups 3 & 4		Course 1-4 Core a,b,c,d
10/20 9:00-11:00	FINAL EXAM	FINAL EXAM Lab: 10:30-12:00 Groups 8-10 1:30-3:00 Groups 1-4 3:00-4:30 Groups 5 & 6		Course 1-4 Core a,b,c,d
10/24 9:00-3:00	LAB CHECKOFF	LAB CHECKOFF		Course 1-4 Core a,b,c,d
10/25 9:00-3:00 65% POINT FOR FALL SEMESTER	LAB CHECKOFF	LAB CHECKOFF	COMPLETE ATI REMEDIAION DUE BY 5PM	Course 1-4 Core a,b,c,d
10/27 9:00-3:00	LAB CHECKOFF	LAB CHECKOFF		Course 1-4 Core a,b,c,d
10/31	LAB CHECKOFF	LAB CHECKOFF		Course 1-4 Core a,b,c,d
11/1 9:00-3:00	LAB CHECKOFF	LAB CHECKOFF		Course 1-4 Core a,b,c,d
11/8 9:00-3:00	LAB CHECKOFF	LAB CHECKOFF		Course 1-4 Core a,b,c,d
11/9 9:00		LAB CHECKOFF'S MUST BE COMPLETE		Course 1-4 Core

SUBJECT TO CHANGE

				a,b,c,d
11/14-11/17	CLINICAL	CLINICAL	Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.	Course 1-4 Core a,b,c,d
11/21-11/24		Thanksgiving Holiday		
11/28-12/1	CLINICAL	CLINICAL	Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.	Course 1-4 Core a,b,c,d
12/5	CLINICAL CLINICAL MAKE UP DAY	CLINICAL EVALUATIONS CLINICAL MAKE UP DAY	Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.	Course 1-4 Core a,b,c,d

*** Course Competency Areas:**

- 1) Conceptual Foundations of Nursing
- 2) Nursing Process
- 3) Clinical Nursing Therapies
- 4) Clinical Nursing Care

*** General Core Competency Areas:**

- a) The ability to utilize standard written English.
- b) The ability to solve practical math problems.
- c) The ability to read, analyze, and interpret information.
- d) The ability to utilize basic computer skills.

RNSG 1005 ATI Content Mastery Series Rubric

Complete Practice Assessment A	
Remediation:	
<ul style="list-style-type: none"> • Three hours focused review • Three critical points to remember for each question topic to review-must be handwritten 	
/4 points	Total Points _____



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

1. **Completion of the Practice assessment 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 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**