



**RNSG 1005 Foundations of Nursing**  
**COURSE SYLLABUS**  
**Fall Semester 2017**

**COURSE INFORMATION**

Credit Hours/Minutes: 7/9000  
Class Location: Gillis Building Room 836  
Class Meets: Mon, Wed, Thurs from 9am-3pm  
CRN: 20329

**INSTRUCTOR CONTACT INFORMATION**

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Tutoring Hours (if applicable): please schedule an appointment

**REQUIRED TEXT**

1. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span (8th ed.)*. Philadelphia, PA: F. A. Davis Company.
2. Potter, P. A., Perry, A. G., Hall, A., & Stockert, P. A. (2017). *Fundamentals of nursing (9th ed.)*. St. Louis, MO: Elsevier.
- 3.

**REQUIRED SUPPLIES & SOFTWARE**

pen, pencil, paper, large 3 ring binder, highlighter, computer access, ear phones (for ATI skills Modules), medium bandage scissors, uniform, stethoscope, watch with second hand or seconds displayed, large spiral notebook, and calculator

**COURSE DESCRIPTION**

This course provides an introduction to nursing and roles of the nurse, as well as profession related and client care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the laboratory and clinical settings. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment

skills. The role of the nurse as a provider will include: client-centered care; teamwork and collaboration; evidence-based practice; quality improvement; safety; informatics; professionalism; and leadership. The clinical experience will introduce the student to the application of theoretical concepts and implementation of safe client care to adults in a variety of healthcare settings.

### MAJOR COURSE COMPETENCIES

1. Discuss the role of the nurse and scope of practice and supporting guidelines including standards of nursing practice, code of ethics, nurse practice acts, regulatory and institutional policies, and professional registrations/certifications.
2. Review the spectrum of health care settings across which client care is provided.
3. Review the importance of concepts related to professionalism as they pertain to providing and directing safe, quality client care.
4. Discuss the importance of concepts related to client-centered care as they pertain to providing and directing safe, quality client care.
5. Describe the nurse's role in identifying and supporting physiologic and psychosocial needs of clients taking into account their diverse backgrounds, preferences, and values.
6. Discuss the nurse's role in implementing strategies to promote an environment that is safe for the client, self, and others.
7. Demonstrate basic nursing skills using proper techniques and measures to promote safe, quality client-centered care.
8. Apply the various elements of the nursing process to clinical decision-making.

### PREREQUISITE(S)

Program Admission

### COREQUISITE(S)

RNSG 1018

### COURSE OUTLINE

**Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health of the neurologic system.**

### NURSING ROLE AND SCOPE OF PRACTICE

Order	Description	Learning Domain	Level of Learning
1	Define nursing and relate its current state to historical events and leaders.	Cognitive	Remembering
2	Compare and contrast the various roles of contemporary nurses today.	Cognitive	Analyzing
3	Review the different educational paths to professional nursing and their implications for career mobility and advancement.	Cognitive	Understanding
4	Discuss the scope of practice of unlicensed personnel, licensed/vocational nurses, professional nurses, and advanced practice nurses.	Cognitive	Understanding
5	Describe how state nurse practice acts define the legal scope of nursing practice.	Cognitive	Remembering
6	Review an established code of ethics and its role in guiding nursing practice and ethical decision making.	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
7	Recognize competencies related to knowledge, skills, and attitudes that nurses are expected to integrate into their practice.	Cognitive	Analyzing
8	Differentiate between healthcare-related macro- and microsystems and their relationship to the nurses' role.	Cognitive	Analyzing
9	Review ethical and legal implications of HIPAA.	Cognitive	Understanding

### SPECTRUM OF HEALTHCARE

Order	Description	Learning Domain	Level of Learning
1	Differentiate between the terms health and illness and the impact that lifestyle and risk factors has on one's health status.	Cognitive	Analyzing
2	Define the terms health promotion and wellness and discuss the nurse's role in supporting client's movement towards optimal health.	Cognitive	Remembering
3	Differentiate between primary, secondary, and tertiary care as well as the role of the nurse when providing these levels of care.	Cognitive	Analyzing
4	Differentiate between the goals of acute and chronic care and examples of client conditions in each category.	Cognitive	Analyzing
5	Discuss the principles of restorative or rehabilitative care, its goals, and the role of the nurse when working with clients undergoing rehabilitation.	Cognitive	Understanding
6	Compare and contrast palliative and hospice care and the role of the nurse in providing end of life care.	Cognitive	Analyzing
7	Describe the various health care settings within which client care is delivered.	Cognitive	Remembering
8	Discuss the roles of state and federal governments in regulating health care agencies.	Cognitive	Understanding

### CLIENT CENTERED CARE

Order	Description	Learning Domain	Level of Learning
1	Discuss the meaning of client-centered care.	Cognitive	Understanding
2	Describe concepts of holistic health and nursing.	Cognitive	Remembering
3	Describe the concept of caring as a foundation for nursing practice.	Cognitive	Remembering
4	Review the professional skills inherent in providing client-centered care.	Cognitive	Understanding

### NURSING PROCESS

Order	Description	Learning Domain	Level of Learning
1	Identify the steps of the nursing process.	Cognitive	Remembering
2	Compare and contrast the various steps of the nursing process and the role of the nurse.	Cognitive	Analyzing
3	Define the nursing process and discuss its use as a tool for identifying actual and potential client problems and planning client-centered care.	Cognitive	Remembering

Order	Description	Learning Domain	Level of Learning
4	Differentiate between subjective and objective data and various data collection methods.	Cognitive	Understanding
5	Review the NANDA list of nursing diagnoses and their use in describing potential and actual client problems.	Cognitive	Understanding
6	Discuss the purpose of a client plan of care, its developmental process, its implementation, and role in determining attainment of client outcomes.	Cognitive	Understanding
7	Apply principles of the nursing process to an actual or simulated client record.	Cognitive	Applying

### CLINICAL JUDGEMENT

Order	Description	Learning Domain	Level of Learning
1	Define clinical judgment and its relationship to nursing practice.	Cognitive	Remembering
2	Compare and contrast clinical judgment and critical thinking.	Cognitive	Analyzing
3	Differentiate between decision making and problem solving.	Cognitive	Analyzing
4	Discuss the significance of the scientific method for determining best nursing practices	Cognitive	Understanding

### ADVOCACY

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

### CULTURAL SENSITIVITY

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

## SPIRITUALITY

Order	Description	Learning Domain	Level of Learning
1	Compare and contrast the concepts of spirituality and religion.	Cognitive	Analyzing
3	Review the religious practices and their relationship to health promotion and health care.	Cognitive	Understanding
4	Determine factors that contribute to spiritual distress and resulting manifestations.	Cognitive	Evaluating
5	Review the nurses' role when caring for clients who are experiencing spiritual distress.	Cognitive	Understanding

## COMMUNICATION

Order	Description	Learning Domain	Level of Learning
1	Define communication and its relationship to nursing practice.	Cognitive	Remembering
2	Describe the components of the communication process.	Cognitive	Understanding
3	Differentiate between verbal and nonverbal communication.	Cognitive	Analyzing
4	Discuss characteristics of varied types of communication.	Cognitive	Understanding
5	Differentiate between non therapeutic and therapeutic communication.	Cognitive	Analyzing
6	Discuss the use of technology in the communication process.	Cognitive	Understanding
7	Describe how nursing documentation is a written form of communication.	Cognitive	Understanding
8	Identify potential barriers to effective communication.	Cognitive	Remembering

## INTERDISCIPLINARY COLLABORATION

Order	Description	Learning Domain	Level of Learning
1	Define the concept of interdisciplinary care.	Cognitive	Remembering
2	Describe the essential aspects of collaborative health care.	Cognitive	Understanding
3	Discuss the benefits of an interdisciplinary health care team providing client care.	Cognitive	Understanding

## EVIDENCE-BASED PRACTICE

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

## QUALITY IMPROVEMENT

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

## SAFETY

Order	Description	Learning Domain	Level of Learning
1	Define the concept of client safety.	Cognitive	Remembering
2	Discuss personal and environmental factors that impair a client's ability to protect themselves from injury.	Cognitive	Understanding
3	Review interventions that can assist in reducing risk of client injury : Properly identifying the client Using the rights of medication administration Performing fall risk assessment Communicating client information to appropriate team members	Cognitive	Understanding
4	Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care.	Cognitive	Understanding
5	Recognize the role of the nurse in monitoring own care and that of others in promoting a safe environment for the client.	Cognitive	Analyzing
6	Review the National Client Safety Goals developed by the Joint Commission and their relationship to the development of national safety standards and accreditation of health care institutions.	Cognitive	Understanding

## INFORMATICS

Order	Description	Learning Domain	Level of Learning
1	Define the concept of informatics.	Cognitive	Remembering
2	Describe the uses of computers in nursing education and practice.	Cognitive	Understanding
3	Discuss the computer skills and computer applications necessary for monitoring and documenting client information.	Cognitive	Understanding

## CLINICAL EDUCATION

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

## PROFESSIONALISM

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

## LEADERSHIP

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

## REST AND SLEEP

Order	Description	Learning Domain	Level of Learning
1	Review the role played by rest and sleep in maintaining good physical and mental health.	Cognitive	Understanding
2	Discuss the effect that lack of sleep has on a client's physical and mental health.	Cognitive	Understanding
3	Discuss developmental variations in sleep patterns.	Cognitive	Understanding
4	Describe the functions, physiology, and stages of sleep.	Cognitive	Understanding
5	Identify conditions that interfere with a client's rest and sleep pattern.	Cognitive	Remembering
6	Recognize the characteristics of common sleep disorders.	Cognitive	Analyzing
7	Review nursing interventions that can help improve a client's quality of rest and sleep	Cognitive	Understanding

## SENSORY PERCEPTION

Order	Description	Learning Domain	Level of Learning
1	Review the role played by sensory perception in maintaining good physical health.	Cognitive	Understanding
2	Describe the anatomical and physiological components of the sensory-perceptual process.	Cognitive	Understanding
3	Discuss factors that affect a client's sensory perceptual processes.	Cognitive	Understanding
4	Identify conditions that interfere with clients' ability to process sensory input.	Cognitive	Remembering
5	Differentiate between sensory deficits, overload, and deprivation.	Cognitive	Analyzing

Order	Description	Learning Domain	Level of Learning
6	Review nursing interventions that can facilitate or maintain a client's sensory perceptual processes.	Cognitive	Understanding

## DOCUMENTATION

Order	Description	Learning Domain	Level of Learning
1	Describe the significance of nursing documentation as a written form of communication.	Cognitive	Understanding
2	Discuss the use of technology in the communication process.	Cognitive	Understanding
3	Identify the purpose and various elements of the client record.	Cognitive	Remembering
4	Review the legal parameters that guide documentation and the maintenance of client records.	Cognitive	Understanding
5	Review proper guidelines for effective documentation.	Cognitive	Understanding
6	Apply principles of effective documentation to an actual or simulated client record.	Cognitive	Applying
7	Demonstrate proper documentation techniques that support accurate, thorough, and timely charting.	Psychomotor	Guided Response
8	<u>Demonstration/Skill Performance:</u> Subjective and objective data Narrative charting Flow sheets Computer information systems and computerized records		

## HEALTH ASSESSMENT

Order	Description	Learning Domain	Level of Learning
1	1. Discuss principles of basic physical assessment.	Cognitive	Understanding
2	2. Practice assessment skills while maintaining client privacy, confidentiality, and safety	Psychomotor	Guided Response
3	3. Describe the techniques of inspection, palpation, percussion and auscultation used in a physical assessment.	Cognitive	Understanding
4	<u>Demonstration/Skill Performance:</u> Assessment techniques when performing a complete assessment of all body systems: Health history and review of systems Weight Standing scale Chair scale Bed scale	Psychomotor	Guided Response

## VITAL SIGN MEASUREMENTS

Order	Description	Learning Domain	Level of Learning
1	Describe procedures for assessing vital signs.	Cognitive	Understanding
2	Discuss factors that can influence vital signs.	Cognitive	Understanding
3	Identify equipment needed to obtain vital signs.	Cognitive	Remembering
4	Recognize normal vital sign values.	Cognitive	Remembering
5	<u>Demonstration/Skill Performance:</u> Obtaining body temperature Oral temperature	Psychomotor	Guided Response



Order	Description	Learning Domain	Level of Learning
	Rectal temperature Tympanic membrane temperature Temporal artery temperature Axillary temperature Obtaining a pulse Radial Apical Other commonly assessed pulse locations		

## HYGIENE

Order	Description	Learning Domain	Level of Learning
1	Review the role played by the skin, mucous membranes, teeth, and nails in maintaining the body's first line of defense against pathogens.	Cognitive	Understanding
2	Describe conditions and activities that place clients at risk for altered skin integrity.	Cognitive	Understanding
3	Discuss hygienic practices that support healthy skin integrity.	Cognitive	Understanding
4	Discuss the effect that cultural practices have on hygiene.	Cognitive	Understanding
5	Determine a client's need for assistance with hygiene-related care.	Cognitive	Remembering
6	Describe the procedures for providing hygiene-related care in a safe, comfortable environment while maintaining privacy.	Cognitive	Understanding
7	Demonstrate proper techniques that support client hygiene.	Psychomotor	Guided Response
8	<u>Demonstration/Skill Performance:</u> Providing care: Foot and hand Oral care (conscious vs unconscious client) Hair Perineal area Providing bath: Ambulatory client Bed bound client Bed making: Occupied Unoccupied	Psychomotor	Guided Response

## ACTIVITY AND EXERCISE INCLUDING ERGONOMICS

Order	Description	Learning Domain	Level of Learning
1	Review the role played by the musculoskeletal and neurological systems in providing and regulating movement.	Cognitive	Understanding
2	Relate the effect exercise has on proper functioning of body systems and activity tolerance.	Cognitive	Analyzing
3	Identify the elements of an exercise program that serves to maintain proper functioning and prevent lifestyle diseases.	Cognitive	Remembering
4	Discuss the effect lack of movement has on bones, muscles, and joints.	Cognitive	Understanding
5	Demonstrate proper techniques that support client	Psychomotor	Guided Response

Order	Description	Learning Domain	Level of Learning
	mobility and prevent complications of immobility.		
6	Review principles of good body mechanics and ergonomics when positioning, moving, lifting, and ambulating clients.	Cognitive	Understanding
7	Identify assistive devices that can be used when moving clients to aid in the prevention of injury.	Cognitive	Remembering
8	Examine the relationship between using good body mechanics and preventing injuries.	Cognitive	Analyzing
9	Discuss appropriate interventions to take to minimize injury to client and self during a client fall.	Cognitive	Understanding
10	Demonstrate proper body mechanics and ergonomics when positioning, moving, lifting and ambulating clients. <u>Demonstration/Skill Performance:</u> Assisting with ambulation Walking with a crutch/cane/walker Wheelchair use Client positioning Pressure ulcer prevention measures and equipment Providing range of motion Transferring clients Applying anti-embolic stocking/sequential compression devices	Psychomotor	Guided Response

## INFECTION CONTROL

Order	Description	Learning Domain	Level of Learning
1	Identify the links in the chain of infection.	Cognitive	Remembering
2	Review the anatomical and physiological barriers that protect an individual against infections.	Cognitive	Understanding
3	Describe the signs and symptoms of an inflammatory response, local and systemic infections, and related diagnostic tests.	Cognitive	Understanding
4	Discuss the etiology of hospital acquired infections.	Cognitive	Understanding
5	Differentiate between medical and surgical asepsis.	Cognitive	Analyzing
6	Relate principles of asepsis and its application to client care.	Cognitive	Applying
7	Differentiate between standard precautions and various types of isolation precautions.	Cognitive	Analyzing
8	Review nursing interventions that protect a client against infections.	Cognitive	Understanding
9	Demonstrate proper techniques that support infection control. <u>Demonstration/Skill Performance:</u> Hand hygiene and universal precautions Applying and removing personal protective equipment Medical and surgical asepsis Apply gloves Sterile Nonsterile Preparing a sterile field	Psychomotor	Guided Response

## SKIN INTEGRITY AND WOUND CARE

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

## URINARY ELIMINATION

Order	Description	Learning Domain	Level of Learning
1	Review the role played by urinary elimination in maintaining good physical health.	Cognitive	Understanding
2	Describe the process of urine production and subsequent elimination patterns.	Cognitive	Understanding
3	Differentiate between normal and abnormal urinary elimination patterns.	Cognitive	Analyzing
4	Discuss factors that affect a client's urinary elimination status.	Cognitive	Understanding
5	Identify conditions that interfere with clients normal urinary elimination patterns.	Cognitive	Remembering
6	Compare and contrast normal and abnormal characteristics of urine.	Cognitive	Analyzing
7	Identify diagnostic tests related to elimination and the nurse's role in obtaining urinary specimens.	Cognitive	Remembering
8	Review nursing interventions that can facilitate or maintain a client's urinary elimination patterns.	Cognitive	Understanding
9	Demonstrate proper techniques that support a client's urinary elimination needs.  <u>Demonstration/Skill Performance:</u> Assessing urine volume using a bladder ultrasonic scanner Assisting client on and off a bedpan and with urinals Collecting urine specimens Catheter insertion and removal External Straight Indwelling Applying a urinary ostomy pouch	Psychomotor	Guided Response

## BOWEL ELIMINATION

Order	Description	Learning Domain	Level of Learning
1	Review the role played by bowel elimination in maintaining good physical health.	Cognitive	Understanding
2	Describe the process of feces production and subsequent elimination patterns.	Cognitive	Understanding
3	Differentiate between normal and abnormal bowel elimination patterns.	Cognitive	Analyzing
4	Discuss developmental and other factors that affect a client's bowel elimination status.	Cognitive	Understanding
5	Identify conditions that interfere with clients normal bowel elimination patterns.	Cognitive	Remembering
6	Compare and contrast normal and abnormal characteristics of feces.	Cognitive	Analyzing
7	Identify diagnostic tests related to elimination and the nurse's role in obtaining bowel specimens.	Cognitive	Remembering
8	Review nursing interventions that can facilitate or maintain a client's bowel elimination patterns.	Cognitive	Understanding
9	Demonstrate proper techniques that support a client's bowel elimination needs. <u>Demonstration/Skill Performance:</u> Assessing stools for occult blood Assisting client on and off a bedpan Administering an enema Applying a fecal ostomy pouch	Psychomotor	Guided Response

## NUTRITION

Order	Description	Learning Domain	Level of Learning
1	Review the role played by nutrition in maintaining good physical health.	Cognitive	Understanding
2	Describe normal processes related to digestion, absorption, and metabolism of carbohydrates, proteins, and fats.	Cognitive	Understanding
3	Describe the role water, vitamins, minerals, and electrolytes play in supporting body functions and processes.	Cognitive	Understanding
4	Determine the significance of the balance between caloric intake and energy expenditure in relation to weight gain and loss.	Cognitive	Evaluating
5	Discuss physical, psychological, developmental, and cultural factors that affect a client's nutritional status.	Cognitive	Understanding
6	Identify norms for body weight and BMI based on established standards.	Cognitive	Remembering
7	Use guidelines based on the USDA My Plate when determining dietary recommendations for clients.	Cognitive	Applying
8	Differentiate between various alternative and therapeutic diets.	Cognitive	Analyzing
9	Review nursing interventions that can assist clients in meeting their nutritional needs.	Cognitive	Understanding
10	Demonstrate proper techniques that support a client's nutritional needs. <u>Demonstration/Skill Performance:</u> Measuring blood glucose by skin puncture Assisting an adult with feeding Administering specialized nutritional support via nasogastric, gastrostomy or jejunostomy tube utilizing: Bolus or intermittent feeding	Psychomotor	Guided Response

Order	Description	Learning Domain	Level of Learning
	Continuous feeding		

### COMFORT/PAIN

Order	Description	Learning Domain	Level of Learning
1	Review the role played by pain, as a symptom of a health issue, and its impact on basic physiological needs.	Cognitive	Understanding
2	Review theories related to the physiology of pain.	Cognitive	Understanding
3	Discuss physical, psychological, developmental, and cultural factors that affect the perception and expression of pain.	Cognitive	Understanding
4	Differentiate between the various types and characteristics of pain.	Cognitive	Analyzing
5	Determine a client's need for pain relief using established subjective tools and objective data.	Cognitive	Analyzing
6	Review non-pharmacologic nursing interventions that can assist clients in managing their pain.	Cognitive	Understanding
7	Review pharmacologic interventions that can assist clients in managing their pain.	Cognitive	Understanding
8	Review alternative and complementary methods of pain relief that clients may consider: acupressure acupuncture biofeedback aromatherapy	Cognitive	Understanding
9	Demonstrate proper techniques that support a client's comfort needs. <u>Demonstration/Skill Performance:</u> PCA therapy Epidural analgesia	Psychomotor	Guided Response

### MEDICATION ADMINISTRATION

Order	Description	Learning Domain	Level of Learning
1	Discuss the role of the nurse in safely and legally administering medications to clients.	Cognitive	Understanding
2	Discuss factors that can increase the risk of making a medication error.	Cognitive	Understanding
3	Identify the rights of medication administration.	Cognitive	Remembering
4	Determine the various routes by which medication can be administered.	Cognitive	Analyzing
5	Perform basic drug calculations.	Psychomotor	Guided Response
6	Discuss the role of the nurse related to educating clients about their medications.	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
7	Demonstrate proper techniques that support safe medication administration. <u>Demonstration/Skill Performance:</u> <u>Administering Medications:</u> Oral Ophthalmic Otic Metered Dose or Dry inhalers Nasal Rectal Topical Transdermal Vaginal Proper medication preparation Basic drug calculations Medication administration charting <u>Injections:</u> Intradermal Subcutaneous Intramuscular Intravenous (bolus and piggyback) Withdrawing medications	Psychomotor	Guided Response

#### OXYGEN THERAPY MANAGEMENT

Order	Description	Learning Domain	Level of Learning
1	Review concepts and terms of oxygenation.	Cognitive	Understanding
2	Discuss indications for oxygen therapy.	Cognitive	Understanding
3	Describe methods of oxygen delivery.	Cognitive	Understanding
4	Explain indications, management and complications of artificial airways.	Cognitive	Understanding
5	Discuss rationale, methods and complications for mechanical ventilation.	Cognitive	Understanding
6	Contrast various mechanical ventilator modalities.	Cognitive	Analyzing
7	Clarify indications and nursing implications for the following: Incentive spirometry Postural drainage Chest physiotherapy Nebulizer treatments Intermittent positive pressure breathing	Cognitive	Evaluating
8	Provide health and safety related education based on the identified needs of clients receiving oxygen therapy. <u>Demonstration/Skill Performance:</u> Monitoring with pulse oximetry Teaching deep breathing and coughing Promoting breathing with an incentive spirometer Administering oxygen Nasal cannula Masks (simple face mask, rebreather, nonrebreather, venturi) Providing tracheostomy care Suctioning secretions from airway Monitoring client with chest drainage system	Cognitive Psychomotor	Applying Guided Response

## INTRAVENOUS THERAPY

Order	Description	Learning Domain	Level of Learning
1	Discuss the objectives of IV therapy.	Cognitive	Understanding
2	Identify the types of infusion devices used in parenteral therapy.	Cognitive	Remembering
3	Identify peripheral veins appropriate for use in IV therapy.	Cognitive	Remembering
4	Describe factors that influence needle selection.	Cognitive	Understanding
5	Identify basic intravenous solutions.	Cognitive	Remembering
6	Identify complications associated with infusion therapy. <u>Demonstration/Skill Performance:</u> Initiation of IV therapy Regulating the flow rate Setting up and using volume control pumps Changing IV solutions and tubing Changing IV dressing Peripheral Central Discontinuing a peripheral IV Administering a blood transfusion Total parental nutrition	Cognitive  Psychomotor	Remembering  Guided Response

## RNSG 1005 CLINICAL OUTCOMES:

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

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

## PATIENT CENTERED CARE OUTCOMES

Order	Patient-Centered Care Outcomes
1	Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing basic health alterations in a variety of settings.
2	Utilize the nursing process to guide the delivery of client care to achieve optimal outcomes.
3	Provide culturally sensitive care to clients and families from diverse backgrounds.
4	Practice clinical decision making when providing nursing care based on evaluation of client needs.
5	Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.
6	Provide a health-related teaching plan developed to address an identified education need for clients.

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

## TEAMWORK AND COLLABORATION OUTCOMES

Order	Teamwork and Collaboration Outcomes
1	Participate as a member of the healthcare team.
2	Utilize communication techniques that support sharing client-related information with members of the healthcare team.
3	Report identified issues that may negatively affect client care to members of the healthcare team.

**C. Identify best current evidence from scientific and other credible sources as a basis for developing**

individualized client-centered plans of care.

#### EVIDENCE BASED PRACTICE

Order	Evidence Based Practice Outcomes
1	Identify reliable sources for locating best current evidence and clinical practice guidelines.
2	Utilize best practice resources when developing individualized client-centered plans of care.

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

#### QUALITY IMPROVEMENT

Order	Quality Improvement Outcomes
1	Identify client care issues that can impact quality of care.
2	Identify gaps between current client outcomes and desired client outcomes.
3	Contrast the macrosystems and microsystems that exist in healthcare.
4	Identify human and material resources needed by the work unit to provide safe, quality client-centered care.

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

#### SAFETY

Order	Safety Outcomes
1	Identify safety risks and environmental hazards in healthcare settings.
2	Practice performance of psychomotor skills that minimize safety risks and environmental hazards.
3	List National Client Safety Goals that promote safety in healthcare settings.

**F. Utilize evidence-based information and client care technology in the provision of safe, quality client-centered care.**

#### INFORMATICS

Order	Informatics Outcomes
1	a. Describe the effect that computerized information management systems have on the role of the nurse.
2	b. Implement strategies that protect the integrity of client information when providing client-centered care.

**G. Practice nursing in a professional, ethical, and legal manner while providing client-centered, standard-based nursing care.**

#### PROFESSIONALISM

Order	Professionalism Outcomes
1	Identify professional standards of nursing practice that guide practice.
2	Display professional accountability and responsibility in classroom and laboratory settings.
3	Describe how ethical principles and legal tenets guide nursing practice.
4	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 client-centered care.**

#### LEADERSHIP

Order	Informatics Outcomes
1	Identify organizational, time management and priority setting skills necessary to provide safe, quality client-centered care.



Order	Informatics Outcomes
2	Identify the nurse's role in regard to delegating tasks to appropriate members of the healthcare team.

## GENERAL EDUCATION CORE COMPETENCIES

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

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

## STUDENT REQUIREMENTS

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 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 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).

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.

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 within the first 3 full weeks of each semester, except for the first semester. During the first semester, the students will

complete all ATI drug calculation modules in RNSG 1018 before the first attempt will be given. 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 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 1005, 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.

## **ADDITIONAL ATTENDANCE PROVISIONS**

### **HEALTH SCIENCES**

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 will be considered absent if he/she is not in class by 9:30.

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.

## 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, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 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, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

## 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)

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 will be required for the student to be eligible to take a make-up exam. A 10 point deduction will be issued if the student misses a unit exam due to an unexcused absence. 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 for Success documents deficiencies and provides a means for improvement. A success plan should be initiated for the following reasons:

If the student has a cumulative unit exam average of  $\leq 70\%$  after the completion of 25% of the unit exams or skills deficiency, the faculty will initiate individual counseling session and complete a Student Plan for Success.

If the student has a cumulative unit exam average of  $\leq 70\%$  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 Student Plan for Success and submit an Early Alert via TEAMS.

## 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:

### 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" 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:

<b>ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer</b>	<b>Title VI - Title IX (Employees) - EEOC Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

## **GRIEVANCE PROCEDURES**

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

## **ACCESS TO TECHNOLOGY**

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [STC website](#).

## **TCSG GUARANTEE/WARRANTY STATEMENT**

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

## **GRADING POLICY**

<b>Assessment/Assignment</b>	<b>Percentage</b>
Unit Exam	50
Final Exam	25
ATI Activities	5
Clinical	20
Drug Calculation	P/F

## **GRADING SCALE**

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

## RNSG 1005 Fundamentals

### Fall Semester 2017 Lesson Plan

Date	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
8/14 Class Begins	Ch 3 Ch 16	Review syllabus and lesson plan <b>Lecture</b> Ch 3: Community-Based Nursing Practice Ch 16: Nursing Assessment	Read assigned chapters Review material covered in class Complete all end of chapter exercises	*1, 3, 4, 5, 10, 15, 20  **1-3
8/15	Ch 17 Ch 18	<b>Lecture</b> Ch 17: Nursing Diagnosis Ch 18: Planning Nursing Care	Read assigned chapters Review material covered in class Complete all end of chapter exercises	*1, 3,4, 5, 10, 15, 20  **1-3
8/17	Ch 19 Ch 20	<b>Lecture</b> Ch 19: Implementing Nursing Care Ch 20: Evaluation	Read assigned chapters Review material covered in class Complete all end of chapter exercises	*1, 3, 4, 5, 10, 15, 20  **1-3
8/21	<b>EXAM 1</b>	Ch 3, 16-20		*1, 3, 4, 5, 10, 15,20  **1-3
8/22	Ch 26 Ch 30	<b>Lecture</b> Ch 26: Documentation and Informatics Ch 30: Vital Signs	Read assigned chapters Review material covered in class Complete all end of chapter exercises <b>ATI:</b> <b>-VITAL SIGNS</b>	*20, 21, 22 **1-3
8/24	LAB	<b>LAB</b> VS practice		*20, 21, 22
8/28	Ch 24 Ch 31	<b>Lecture</b> Ch 24: Communication Ch 31: Health Assessment and Physical Examination	Read assigned chapters Review material covered in class Complete all end of chapter exercises <b>ATI:</b> <b>-PHYSICAL ASSESSMENT ADULT</b> <b>-SPECIMEN COLLECTION</b>	*9, 21 **1-3

Date	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
8/29	LAB	<b>LAB</b> Head-to-toe with practice flow sheet and written narrative	All assigned ATI SM must be complete in order to enter lab	*9, 21, 22 **1-3
8/31	<b>EXAM 2</b>	Ch 24, 30, 31 <b>LAB</b>		*9, 21, 22
9/4	HOLIDAY	HOLIDAY	HOLIDAY	
9/5	HIPAA/OSHA training	HIPAA/OSHA training		*1, 9, 14
9/7	LAB	<b>LAB</b> Must do flow sheet and narratives to hand in	Read assigned chapters Review material covered in class Complete all end of chapter exercises	*9, 21, 22  **1-3
9/11	Ch 45 Ch 47	<b>Lecture</b> Ch 45: Nutrition Ch 47: Bowel Elimination <b>LAB</b>	Read assigned chapters Review material covered in class Complete all end of chapter exercises  <b>ATI:</b> -NASOGASTRIC INTUBATION -NUTRITION, FEEDING AND EATING -OSTOMY CARE -ENEMAS -ENTERAL TUBE FEEDINGS -DIABETES MANAGEMENT	*28, 29 **1-3



Date	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
9/12	Ch 46 Ch 42	<b>Lecture</b> Ch 46: Urinary Elimination Ch 42: Fluid, Electrolyte, and Acid-Base Balance	Read assigned chapters Review material covered in class Complete all end of chapter exercises  <b>ATI:</b> -BLOOD ADMINISTRATION -CENTRAL VENOUS ACCESS DEVICE -URINARY CATHETER CARE -IV THERAPY -MEDICATION ADMINISTRATION 4	*3, 27, 28, 29 **1-3
9/14	<b>EXAM 3</b>	Ch 42, 45-47 <b>LAB</b>		*3, 27 **1-3
9/18	Ch 27 Ch 29 Ch 40	<b>Lecture</b> 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  <b>ATI:</b> -PERSONAL HYGIENE -INFECTION CONTROL	*12, 13, 23, 25 **1-3
9/19	<b>BLOOD DRIVE</b>	<b>BLOOD DRIVE</b>		
9/21	<b>EXAM 4</b>	CH 27, 29, 40 <b>LAB</b>	All assigned ATI SM must be complete in order to enter lab	*12, 13, 23, 25 **1-3
9/25	Ch 6 Ch 25	Lecture Ch 6: Health and Wellness Ch 25: Patient Education	Read assigned chapters Review material covered in class Complete all end of chapter exercises	*15, 21 **1-3

Date	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
9/26	Ch 32	<b>Lecture</b> Ch 32: Medication Administration  <b>OPEN LAB</b>	Read assigned chapters Review material covered in class Complete all end of chapter exercises  <b>ATI:</b> <b>-MEDICATION ADMINISTRATION 1</b> <b>-MEDICATION ADMINISTRATION 2</b> <b>-MEDICATION ADMINISTRATION 4</b>	*20, 31 **1-3
9/28	<b>EXAM 5</b>	Ch 6, 25, 26 <b>LAB</b>	All assigned ATI SM must be complete in order to enter lab	*15, 20, 21, 31 **1-3
10/2	Ch 44 Ch 49	<b>Lecture</b> Ch 44: Pain Management Ch 49: Sensory Alterations	Read assigned chapters Review material covered in class Complete all end of chapter exercises  <b>ATI:</b> <b>-PAIN MANAGEMENT</b>	*19, 30 **1-3
10/3	Ch 28 Ch 39 Ch 43	<b>Lecture</b> 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  <b>ATI:</b> <b>-AMBULATION</b>	*18, 24 **1-3
10/5	<b>EXAM 6</b>	Ch 28, 39, 43-44, 49 <b>LAB</b>	All assigned ATI SM must be complete in order to enter lab	*18, 19, 24, 30 **1-3
10/9	Ch 34 Ch 38	<b>Lecture</b> Ch 34: Self-Concept Ch 38: Stress and Coping  <b>OPEN LAB</b>	Read assigned chapters Review material covered in class Complete all end of chapter exercises	*19, 21, 23, 30 **1-3

Date	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
10/10	Ch 1 Ch 4 Ch 5	<b>Lecture</b> Ch 1: Nursing Today Ch 4: The Health Care Delivery System Ch 5: Evidence-Based Practice	Read assigned chapters Review material covered in class Complete all end of chapter exercises	*1, 2, 10, 11 **1-3
10/12	<b>EXAM 7</b>	Ch 1, 4, 5, 34, 38 <b>LAB</b>	All assigned ATI SM must be complete in order to enter lab	*1, 2, 10, 11, 19, 21, 23, 30 **1-3
10/16	Ch 9 Ch 36 Ch 37	Lecture Ch 9: Cultural Awareness Ch 36: Spiritual Health Ch 37: The Experience of Loss, Death, and Grief	Read assigned chapters Review material covered in class Complete all end of chapter exercises	*7, 8, 16 **1-3
10/17	Ch 41 Ch 48	<b>Lecture</b> Ch 41: Oxygenation 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	*26, 32 **1-3
10/19	<b>EXAM 8</b>	Ch 9, 36-37, 41, 48 <b>LAB</b>	All assigned ATI SM must be complete in order to enter lab	*7, 8, 16, 26, 32 **1-3
10/23	Ch 3 Ch 22	<b>Lecture</b> Ch 3: Community-Based Nursing Practice Ch 22: Ethics and Values	Read assigned chapters Review material covered in class Complete all end of chapter exercises  ATI: -SURGICAL ASEPSIS	*1, 2, 6, 10, 17 **1-3
10/24	Ch 23 Ch 50	<b>Lecture</b> Ch 23: Legal Implications in Nursing Practice Ch 50: Care of Surgical Patients	Read assigned chapters Review material covered in class Complete all end of chapter exercises	*6, 16, 25, 32, 33 **1-3

Date	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
10/26	<b>EXAM 10</b>	Ch 3, 22-23, 50 <b>LAB</b>	All assigned ATI SM must be complete in order to enter lab	*1, 2, 6, 10, 16,17, 25, 32, 33 **1-3
10/30	ATI PROCTORED ASSESSMENT	ATI PROCTORED ASSESSMENT <b>LAB</b>		*1-33 **1-3
10/31	LAB/REMEDATION	<b>LAB/REMEDATION</b>		*1-33 **1-3
11/2	LAB/REMEDATION	<b>LAB/REMEDATION</b>		*1-33 **1-3
11/6	<b>FINAL EXAM</b>  <b>BEGIN FINAL SKILL CHECK-OFF</b>	Comprehensive Final Exam  BEGIN FINAL SKILL CHECK-OFF		*1-33 **1-3
11/7	<b>SKILL CHECK-OFF</b>	<b>SKILL CHECK-OFF</b>		*1-33 **1-3
11/9	<b>SKILL CHECK-OFF</b>	<b>SKILL CHECK-OFF</b>		*1-33 **1-3
	<b>SKILL CHECK-OFF</b>	<b>SKILL CHECK-OFF</b>		*1-33 **1-3
11/14	<b>SKILL CHECK-OFF</b>	<b>SKILL CHECK-OFF</b>		*1-33 **1-3
11/16	<b>LAST DAY FOR SKILL CHECK-OFF</b>	<b>SKILL CHECK-OFF</b>		*1-33 **1-3
11/20	HOLIDAY	HOLIDAY	HOLIDAY	
11/21	HOLIDAY	HOLIDAY	HOLIDAY	
11/22	HOLIDAY	HOLIDAY	HOLIDAY	
11/23	HOLIDAY	HOLIDAY	HOLIDAY	
11/27	<b>CLINICAL</b>	<b>CLINICAL</b>	Develop professional practice through practice, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.	

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments &amp; Tests Due Dates</b>	<b>Competency Area</b>
11/28	<b>CLINICAL</b>	<b>CLINICAL</b>	Develop professional practice through practice, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.	
11/29	<b>CLINICAL</b>	<b>CLINICAL</b>	Develop professional practice through practice, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.	
11/30	<b>CLINICAL</b>	<b>CLINICAL</b>	Develop professional practice through practice, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.	
12/4	<b>CLINICAL MAKE-UP DAY</b>			
12/5	<b>MEET WITH INSTRUCTORS FOR FINAL GRADE</b>			

**\*Competency/Unit Outcomes**

1. NURSING ROLE AND SCOPE OF PRACTICE
2. SPECTRUM OF HEALTHCARE
3. CLIENT CENTERED CARE
4. NURSING PROCESS
5. CLINICAL JUDGEMENT
6. ADVOCACY
7. CULTURAL SENSITIVITY

8. SPIRITUALITY
9. COMMUNICATION
10. INTERDISCIPLINARY COLLABORATION
11. EVIDENCE-BASED PRACTICE
12. QUALITY IMPROVEMENT
13. SAFETY
14. INFORMATICS
15. CLINICAL EDUCATION
16. PROFESSIONALISM
17. LEADERSHIP
18. REST AND SLEEP
19. SENSORY PERCEPTION
20. DOCUMENTATION
21. HEALTH ASSESSMENT
22. VITAL SIGN MEASUREMENTS
23. HYGIENE
24. ACTIVITY AND EXERCISE INCLUDING ERGONOMICS
25. INFECTION CONTROL
26. SKIN INTEGRITY AND WOUND CARE
27. URINARY ELIMINATION
28. BOWEL ELIMINATION
29. NUTRITION
30. COMFORT/PAIN
31. MEDICATION ADMINISTRATION
32. OXYGEN THERAPY MANAGEMENT
33. INTRAVENOUS THERAPY

**\*\*General Core Educational Competencies**

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.

## RNSG 1005 ATI Content Mastery Series Rubric

### RNSG 1005 ATI CONTENT MASTERY SERIES RUBRIC-FOUDATIONS OF NURSING

#### Complete Practice Assessment A

Remediation:

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

/4 points

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

#### PROCTOR ASSESSMENT

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

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

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

### Complete Practice Assessment A

Remediation:

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

Total Points: \_\_\_\_\_

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