


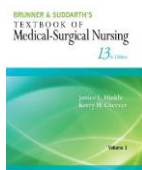
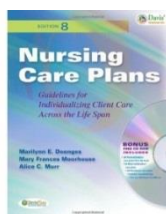
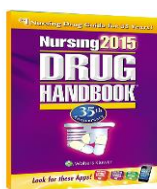
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	Medical-Surgical Nursing III COURSE SYLLABUS Fall Semester 2016
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Semester: Fall 2016	Instructor: Jennifer Corner MSN, RN (Another ASN instructor may fill in and teach at any time)
Course Title: Medical-Surgical Nursing III	Office Hours: M,T,W,R: 8am-9am; 3:00-5pm
Course Number: RNSG 2020	Office Location: Gillis Building Rm 801
Credit Hours/ Minutes: 8/12000 60 hours didactic 150 hours practicum	Email Address: jcorner@southeasterntech.edu
Class Location: Gillis Building Room 842	Phone: 912-538-3253
Class Meets: Beginning 8/15- 9/28 class will meet M-W 9-12; except the week 8/29 classes will meet M,T and Th with the blood drive on W. Practicum Clinical hours will vary. See detailed lesson plan for specifics.	Fax Number: 912-538-3106
CRN: 20331	Tutoring Hours: please schedule an appointment

REQUIRED TEXT:

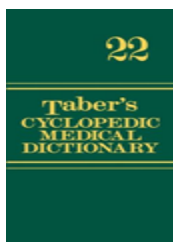
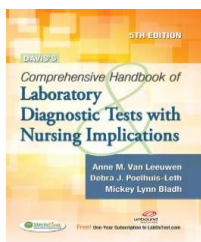
1. Abramovitz, J. (2014). *Nursing 2015 drug handbook (35th ed.)*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span (8th ed.)*. Philadelphia, PA: F. A. Davis Company.
3. Hinkle, J., & Cheever, K. (2014). *Brunner & Suddarth's: Textbook of medical-surgical nursing (13th ed.)*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.



SUGGESTED TEXT:

1. Leeuwen, A., Poelhuis-Leth, D., & Bladh, M. (2013). *Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications (5th ed.)*. Philadelphia, PA: F. A. Davis Company.
2. Venes, D. (2013). *Taber's cyclopedic medical dictionary (22nd ed.)*. Philadelphia, PA: F. A. Davis Company.

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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 builds on the knowledge and practice experiences learned in previous adult health courses, and introduces the student to the concepts of advanced medical-surgical disorders in the adult. In order to facilitate transition into the role of a professional nurse, the student will have the opportunity to develop independence in caring for groups of patients under the direction of faculty and a preceptor. In both simulated and clinical laboratory settings, the student applies the nursing process by demonstrating competency, caring, critical thinking, and decision-making skills for clients with complex illnesses. Pharmacological principles are taught as they relate to the illness. Clinical opportunities are provided in a variety of settings and preceptor experiences. **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/OBJECTIVES:

1. 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.
2. 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 musculoskeletal system.
3. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to shock and multiple organ dysfunction syndrome.
4. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to chronic illness, disability and need for rehabilitation.
5. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to cancer.
6. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to end of life care.

PREREQUISITE (S): Program Admission, RNSG 1005, RNSG 1018, RNSG 1020, RNSG 2000, RNSG 2005, RNSG 1030

COREQUISITE (S): RNSG 2030

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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.

Order	Description	Learning Domain	Level of Learning
1	Demonstrate assessment of the neurologic function	Psychomotor	Guided Response
2	Analyze the management of patients with various neurologic dysfunctions	Cognitive	Analyzing
3	Analyze the management of patients with cerebrovascular disorders	Cognitive	Analyzing
4	Describe the mechanisms of injury, clinical signs and symptoms, diagnostic testing, and treatment options for patients with traumatic brain and spinal cord injuries	Cognitive	Understanding
5	Use the nursing process as a framework for care of patients with neurologic trauma	Cognitive	Applying
6	Compare the management of patients with neurologic infections, autoimmune disorders, and neuropathies	Cognitive	Analyzing
7	Differentiate management practices related to patients with oncologic and degenerative neurologic disorders	Cognitive	Analyzing
8	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the neurologic system	Cognitive	Analyzing
9	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

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 musculoskeletal system.

Order	Description	Learning Domain	Level of Learning
1	Demonstrate assessment of musculoskeletal function	Psychomotor	Guided Response
2	Explain the diagnostic tests used for assessment of musculoskeletal function	Cognitive	Evaluating
3	Describe the nursing management of the patient with a cast, brace, or splint	Cognitive	Understanding
4	Identify the preventive nursing care needs of the patient in traction	Cognitive	Understanding
5	Compare the needs of the patient undergoing total hip replacement with those of the patient undergoing total knee replacement	Cognitive	Analyzing
6	Use the nursing process as a framework for care of the patient undergoing orthopedic surgery	Cognitive	Applying
7	Describe the nursing management, rehabilitation, and health education needs of the patient with low back pain	Cognitive	Understanding

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8	Develop a plan of care for patients with problems of the musculoskeletal system	Psychomotor	Articulation
9	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to shock and multiple organ dysfunction syndrome.

Order	Description	Learning Domain	Level of Learning
1	Compare clinical findings of the compensatory, progressive, and irreversible stages of shock	Cognitive	Analyzing
2	Describe organ dysfunction that may occur with shock	Cognitive	Understanding
3	Examine the similarities and differences in shock due to hypovolemic, cardiogenic, neurogenic, anaphylactic, and septic shock states	Cognitive	Analyzing
4	Identify medical and nursing management priorities in treating patients in shock	Cognitive	Understanding
5	Contrast the use and implications of different pharmacologic agents in managing patients with shock and multiple organ dysfunction syndrome	Cognitive	Analyzing
6	Discuss the importance of nutritional support in all forms of shock	Cognitive	Understanding
7	Discuss the role of nurses in psychosocial support of patients experiencing shock and their families	Cognitive	Understanding
8	Discuss multiple organ dysfunction syndrome	Cognitive	Understanding
9	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to chronic illness, disability and need for rehabilitation.

Order	Description	Learning Domain	Level of Learning
1	Define "chronic conditions"	Cognitive	Remembering
2	Identify factors related to the increasing incidence of chronic conditions	Cognitive	Understanding
3	Describe characteristics of chronic conditions and implications for people with chronic conditions and for their families	Cognitive	Understanding
4	Compare advantages and disadvantages of various models of disability	Cognitive	Analyzing
5	Describe implications for nursing practice	Cognitive	Understanding
6	Describe the goals of rehabilitation	Cognitive	Understanding
7	Discuss the interdisciplinary approach to rehabilitation	Cognitive	Understanding
8	Use the nursing process as a framework for care of patients with self-care deficits, impaired physical	Cognitive	Applying

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	mobility, impaired skin integrity, and altered patterns of elimination		
9	Describe nursing strategies appropriate for promoting self-care through activities of daily living	Cognitive	Understanding
10	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to cancer.

Order	Description	Learning Domain	Level of Learning
1	Describe the significance of health education and preventive care in decreasing the incidence of cancer	Cognitive	Understanding
2	Differentiate among the purposes of surgical procedures used in cancer treatment, diagnosis, prophylaxis, palliation, and reconstruction	Cognitive	Analyzing
3	Contrast the roles of surgery, radiation therapy, chemotherapy, targeted therapy, hematopoietic stem cell transplantation, and other therapies in treating cancer	Cognitive	Analyzing
4	Demonstrate nursing care related to common nursing diagnoses associated with cancer: impaired skin integrity, alopecia, nutritional problems, and altered body image	Psychomotor	Guided Response
5	Identify potential complications for the patient with cancer and discuss associated nursing care	Cognitive	Understanding
6	Identify assessment parameters and nursing management of patients with oncologic emergencies	Cognitive	Understanding
14	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to end of life care.

Order	Description	Learning Domain	Level of Learning
1	Discuss the historical, legal, and sociocultural perspectives of palliative and end-of-life care in the United States	Cognitive	Understanding
2	Explain palliative care	Cognitive	Understanding
3	Compare and contrast the settings where palliative care and end-of-life care are provided	Cognitive	Analyzing
4	Describe the principles and components of hospice care	Cognitive	Understanding
5	Provide culturally and spiritually sensitive care to terminally ill patients and their families	Cognitive	Applying
6	Implement nursing measures to manage physiologic responses to terminal illness	Psychomotor	Manipulation

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7	Support actively dying patients and their families	Affective	Responding
8	Identify components of uncomplicated grief and mourning	Cognitive	Remembering
9	Implement nursing measures to support patients and families with uncomplicated grief and mourning	Psychomotor	Manipulation
10	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

RNSG 2020 Clinical Outcomes:

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

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

Patient-centered care

a. Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients and their families experiencing multisystem, complex health alterations in a variety of settings.
b. Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.
c. Model culturally sensitive care for patients and their families from diverse backgrounds.
d. Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes.
e. Advocate for patients and their families regarding nursing care issues and health care decisions.

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

Teamwork and Collaboration

a. Coordinate patient care with members of the inter-professional healthcare team.
b. Integrate input from other members of the healthcare team to improve individual and team performance.

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

Evidence based practice

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

D. Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.

Quality improvement

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| a. Use recognized nursing standards to improve and advance the quality of health care services |
| b. Use measurement tools to gather data related to the gap between current and desired patient outcomes |
| c. Participate in the collection of data related to a Nurse Sensitive Indicator. |

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

Safety

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| a. Anticipate safety risks to patients, self and others in healthcare, home, and community settings. |
| b. Implement actions that minimize safety risks and environmental hazards in healthcare settings. |

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

Informatics

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| a. Use patient care technologies effectively when assessing and monitoring patients |
| b. Implement strategies that protect the integrity of patient information when managing patient-centered care. |

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

Professionalism

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

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

Leadership

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| a. Use organizational, time management, and priority setting skills in the provision and management of safe, quality patient-centered care. |
| b. Practice delegating patient care tasks to appropriate members of the health care team. |

I. Analyze the impact that the macrosystem has on the provision of safe, quality patient-centered care in the microsystem of the work unit.

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Systems-Based Practice

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| a. Articulate the impact that the macrosystem has on the microsystem of the work unit. |
| b. Report work unit inefficiencies encountered in the practice setting to the appropriate personnel. |
| c. Use human and material resources in an efficient manner in the provision of safe, quality patient care on the work unit. |

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

Communication

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| a. Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients, and their families |
| b. Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients and their families. |
| c. Communicate effectively with members of the healthcare team and demonstrate appropriate conflict resolution skills as needed. |

K. Provide health-related information to patients and families using varying teaching methods, which facilitate the acquisition of new knowledge and skills.

Patient education

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| a. Assess the learning needs of patients and their families |
| b. Assess learning style and preferences of patients and their families to guide the selection and delivery of teaching methods. |
| c. Provide health-related education to patient and their families that include the use of varying teaching methods. |

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 for the unit exams must be obtained in order to take the final exam.** A unit and final exam average of at least 70% must be obtained in order to advance to the clinical setting and into future nursing courses.

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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.

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.

POWERPOINT SLIDES: The PowerPoint slides that accompany the textbook can be found on the M drive/Associate of Science Degree in Nursing/ASN/RNSG2020/PowerPoint.

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 is not met. ATI assignments will be checked at **7:00 am** on the morning the assignment is due. If the 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.

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

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

Each week, you should write an entry in your journal. You may include your feelings about the week's experiences and/or answer assigned questions. If you felt a sense of accomplishment at learning new information, a skill or participating in patient care, then that feeling may be recorded. If you felt a sense of frustration, that may be recorded as well.

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

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The journal will be in an online format through Blackboard, both for the didactic portion and the practicum portion of RNSG 2020. 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 one of the following courses: RNSG 1005, 1020, 2000 and 2020. For RNSG 1005, 1020, 2000, and 2020 (while doing didactic portion of class for 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**. For RNSG 2020, the journal entries will count for 10% of your clinical grade once the practicum rotation begins. This will be noted in the journal title. If no practicum hours were completed for a particular week, then the student will make a note in the allotted blackboard journal entry location to indicate this. The weight of each practicum journal entry is based upon the number of weeks the student attends practicum. For example: There are 8 weeks that a student can complete their required hours in. If the student attends practicum for 8 weeks but only submits 7 entries, then the student will receive a grade of 87.5 which will count for 10% of the clinical grade. A rubric for practicum journal entries is outlined under RNSG 2020 Practicum Assignment.

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.

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

The didactic portion of the class will meet for 60 hours. A student is allowed to miss a maximum of 6 hours. Students missing more than 60 hours may be dropped for exceeding the attendance procedure.

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

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

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

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 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 accessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

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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.

STRATEGIC REMEDIATION PLAN: 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 Strategic Remediation Plan for Success documents deficiencies and provides a means for improvement. A remediation 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 Academic Deficiency Notice/Strategic Remediation 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 Academic Deficiency Notice/Strategic Remediation Plan for Success and submit an Early Alert.

ACADEMIC DISHONESTY PROCEDURE: The STC Academic Dishonesty Procedure 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 procedure 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

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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 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 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.

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

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Grading Scale	Grading Procedure
A: 90-100	Unit Exam 60%
B: 80-89	Final Exam 20%
C: 70-79	ATI Activities 5%
D: 60-69	(as outlined on RNSG 2020 ATI Activities Rubric)
F: 0-59	ATI Mastery Series: MS 2.5%
	(as outlined on rubric)
	ATI Mastery Series: Pharmacology 2.5%
	(as outlined on rubric)
	Clinical 10%
	(as outlined on RNSG 2020 Practicum Assignment Rubric)
	Drug Calculation P/F

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

Unit exam grade	x 0.60 =	_____ +
Final exam grade	x 0.20 =	_____ +
ATI Activities	x 0.05 =	_____ +
ATI Mastery Series MS	x 0.025=	_____ +
ATI Mastery Series Pharmacology	x 0.025=	_____ +
Clinical	x 0.10 =	_____
Numerical course grade	=	_____

Drug Calculation (100%) P/F _____

****Students must make a 100% on a calculation exam before proceeding to clinical (practicum). Students may take the drug calculation exam a maximum of THREE attempts.**

The clinical grade for RNSG 2020 will be comprised of:

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

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

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Course Description- RNSG 2020 Medical Surgical III

Fall Semester 2016 Lesson Schedule

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

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
8/15	Intro to Course	Introduction to Course- Review Syllabi and Course Expectations	Read Assigned Chapters	*1-7 **1-3
	Ch 65	Assessment of Neurological Function	Read Assigned Chapters	*1 **1-3
8/16	Ch 65 cont	Assessment of Neurological Function	Read Assigned Chapters	**1-3
	Ch 66	Management of Patients with Neurological Dysfunction	Read Assigned Chapters	*1 **1-3
8/17	Ch 66	Management of Patients with Neurological Dysfunction	Read Assigned Chapters	*1 **1-3
	Ch 67	Management of Patient with Cerebrovascular Disorders	Read Assigned Chapters Study for Test 1	*1 **1-3
8/22	Test 1	Test 1 Ch 65-67 25% Remediation Mark	ATI: Targeted MS Practice Assessment: Neurosensory and Musculoskeletal; Learning Systems RN Practice Test: Neurosensory	*1 **1-3
	Ch 68	Management of Patients with Neurologic Trauma	Read Assigned Chapters	
8/23	Ch 68	Management of Patients with Neurologic Trauma	Read Assigned Chapters	*1 **1-3
	Ch 69	Management of Patients with Neurologic Infections, Autoimmune Disorders, and Neuropathies		
8/24	Ch 69	Management of Patients with Neurologic Infections, Autoimmune Disorders, and Neuropathies	Read Assigned Chapters Study for Test 2	*1 **1-3
	Ch 70	Management of Patients with Degenerative Neurologic Disorders		

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8/29	Test 2	Test 2 Ch 68-70 50% Remediation Mark	Read Assigned Chapters	*1, 2 **1-3
	Ch. 40	Assessment of Musculoskeletal Function		
8/30	Ch. 40	Assessment of Musculoskeletal Function	Read Assigned Chapters	*2 **1-3
	Ch. 41	Musculoskeletal Care Modalities		
8/31	Blood Drive	Blood Drive- Mandatory		Program Completion
9/1	Ch. 41	Musculoskeletal Care Modalities	Read Assigned Chapters	*2 **1-3
	Ch. 42	Management of Patients with Musculoskeletal Disorders		
9/5	HOLIDAY	Labor Day		
9/6	Ch. 43	Management of Patients with Musculoskeletal Trauma	Read Assigned Chapters Study for Test 3	*2 **1-3
9/7	Test 3	Test 3 Ch 40-43	ATI: Learning Systems RN Practice Test: Musculoskeletal	*2,3 **1-3
	Ch 14	Shock and Multiple Organ Dysfunction Syndrome	Read Assigned Chapters Study for Drug Calculation Test	
9/12	Ch 14	Shock and Multiple Organ Dysfunction Syndrome	Read Assigned Chapters	*3 **1-3
	Ch 72	Emergency Nursing (shock)		
	Drug Cal	Drug Calculation Test Attempt #1		
9/113	Ch 72	Emergency Nursing (shock)	Read Assigned Chapters	*3, 4 **1-3
	Ch. 9	Chronic Illness and Disability		
9/14	Ch. 9	Chronic Illness and Disability	Read Assigned Chapters Study for Test 4	*4 **1-3
	Ch 10	Principles and Practices of Rehabilitation		
9/19	Test 4	Test 4 Ch 14,72,9,10	Read Assigned Chapters	3,4,5 **1-3
	Ch. 15	Oncology: Nursing Management in Cancer Care		

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9/20	Ch. 16	End-of-Life Care	Read Assigned Chapters	**1-3
	Drug Cal	Drug Calculation Test Attempt #2 if needed		
9/26	Test 5	Test 5 Ch 15,16	ATI: Learning Systems RN Practice Test: Oncology	**1-3
			Study for Comprehensive Final	
9/27	Review	Review for Comprehensive Final Exam	Study for Comprehensive Final	*1-7
	Drug Cal	Drug Calculation Test #3 (if needed)		**1-3
	Make up	Make up Test Date (if needed)		
9/28	FINAL	COMPRHENSIVE FINAL EXAM		*1-7
				**1-3
10/3-11/30	Practicum	Clinical Practice-Based Learning Activities and Interactions **** All 150 practicum hours must be completed by 11/30/16****	1. Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration	*Program Completion **1-3
10/31	ATI	Medical Surgical/Pharmacology Practice Assessment A Due by 7:00 am		*Program Completion **1-3
11/10	ATI	ATI Activities Due as outlined on Activities List		*1-7 **1-3
11/14	ATI	Pharmacology Proctored Assessment (Pharmacology ATI remediation due by 7:00 am)		*Program Completion **1-3
11/15-11/17	Review Class	Mandatory NCLEX Review CLASS		*Program Completion **1-3
11/21	ATI	RN Adult Medical Surgical 2013 Proctored Assessment (MS ATI remediation due by 7:00 am)		*Program Completion **1-3
11/25-11/26	HOLIDAY	THANKSGIVING HOLIDAYS		

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11/28	ATI	Comprehensive ATI Exit Exam (If additional attempts are needed they will be scheduled on an individual basis after remediation)	*Program Completion **1-3
12/6	Evaluations	Practicum Evaluations	Program Completion **1-3
12/8	Pinning Practice	Pinning Practice 2:00 Toombs Auditorium	
12/12	Pinning	Pinning 6:30 Toombs Auditorium	

*** Competency/Outcome Areas:**

1. 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.
2. 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 musculoskeletal system.
3. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to shock and multiple organ dysfunction syndrome.
4. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to chronic illness, disability and need for rehabilitation.
5. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to cancer.
6. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health related to end of life care.

****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 2020 Journal Topics-Fall 2016

Didactic Week 1 (Open 8/15; Close 8/22)

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

Didactic Week 2 (Open 8/22; Close 8/29)

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

Didactic Week 3 (Open 8/29; Close 9/6)

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

Didactic Week 4 (Open 9/6; Close 9/12)

Open week. Discuss anything related to nursing school.

Didactic Week 5 (Open 9/12; Close 9/19)

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

Didactic Week 6 (Open 9/19; Close 9/26)

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

Didactic Week 7 (Open 9/26; Close 10/3)

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

Didactic Week 8 (Open 11/14; Close 11/21)

What did you learn last week in your review class that was totally new; if anything? Where do you believe your weaknesses and strengths are as far as the preparation for the NCLEX? How are you taking this information and preparing for the ATI Comprehensive Predictor scheduled for 11/28/2016?

Practicum Journal Week 1 (Open 10/3; Close 10/10)

Practicum Journal Week 2 (Open 10/10; Close 10/17)

Practicum Journal Week 3 (Open 10/17; Close 10/24)

Practicum Journal Week 4 (Open 10/24; Close 10/31)

Practicum Journal Week 5 (Open 10/31; Close 11/7)

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Practicum Journal Week 6 (Open 11/7; Close 11/14)

Practicum Journal Week 7 (Open 11/21; Close 11/28)

Practicum Journal Week 8 (Open 11/28; Close 11/30)

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

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RNSG 2020 Practicum Mid Evaluation Tool

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

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

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

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

Patient-centered care	Mid Practicum evaluation: After completion of 75 hours
a. Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients and their families experiencing multisystem, complex health alterations in a variety of settings.	
b. Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.	
c. Model culturally sensitive care for patients and their families from diverse backgrounds.	

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d. Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes.	
e. Advocate for patients and their families regarding nursing care issues and health care decisions.	

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

Teamwork and Collaboration	Mid Practicum evaluation: After completion of 75 hours
a. Coordinate patient care with members of the inter-professional healthcare team.	
b. Integrate input from other members of the healthcare team to improve individual and team performance.	

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

Evidence based practice	Mid Practicum evaluation: After completion of 75 hours
a. Analyze best current evidence for its application to practice when providing and managing patient-centered care.	
b. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.	

D. Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.

Quality improvement	Mid Practicum evaluation: After completion of 75 hours
a. Use recognized nursing standards to improve and advance the quality of health care services	
b. Use measurement tools to gather data related to the gap between current and desired patient outcomes.	
c. Participate in the collection of data related to a Nurse Sensitive Indicator.	

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

Safety	Mid Practicum evaluation: After completion of 75 hours

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a. Anticipate safety risks to patients, self and others in healthcare, home, and community settings.	
b. Implement actions that minimize safety risks and environmental hazards in healthcare settings.	

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

Informatics	Mid Practicum evaluation: After completion of 75 hours
a. Use patient care technologies effectively when assessing and monitoring patients.	
b. Implement strategies that protect the integrity of patient information when managing patient-centered care.	

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

Professionalism	Mid Practicum evaluation: After completion of 75 hours
a. Maintain professional standards of nursing practice in the delivery of patient-centered care.	
b. Maintain professional accountability and responsibility in the delivery of patient-centered care.	
c. Maintain nursing practice that supports ethical decision making and tort law in the delivery of patient-centered care.	
d. Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of patient-centered care.	

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

Leadership	Mid Practicum evaluation: After completion of 75 hours
a. Use organizational, time management, and priority setting skills in the provision and management of safe, quality patient-centered care.	
b. Practice delegating patient care tasks to appropriate members of the health care team.	

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I. Analyze the impact that the macrosystem has on the provision of safe, quality patient-centered care in the microsystem of the work unit.

Systems-Based Practice	Mid Practicum evaluation: After completion of 75 hours
a. Articulate the impact that the macrosystem has on the microsystem of the work unit.	
b. Report work unit inefficiencies encountered in the practice setting to the appropriate personnel.	
c. Use human and material resources in an efficient manner in the provision of safe, quality patient care on the work unit.	

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

Communication	Final Practicum evaluation: After completion of 150 hours
a. Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients, and their families	
b. Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients and their families.	
c. Communicate effectively with members of the healthcare team and demonstrate appropriate conflict resolution skills as needed.	

K. Provide health-related information to patients and families using varying teaching methods, which facilitate the acquisition of new knowledge and skills.

Patient education	Mid Practicum evaluation: After completion of 75 hours
a. Assess the learning needs of patients and their families.	
b. Assess learning style and preferences of patients and their families to guide the selection and delivery of teaching methods.	
c. Provide health-related education to patient and their families that include the use of varying teaching methods.	

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RNSG 2020 MID-PRACTICUM EVALUATION

I acknowledge that I have reviewed my midterm evaluation:

_____ **Student Signature** _____ **Date**

_____ **Preceptor Signature** _____ **Date**

_____ **Faculty Signature** _____ **Date**

Preceptor Comments: _____

Student Comments: _____

Faculty Comments: _____

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RNSG 2020 Practicum Final Evaluation Tool

Complete after the student has completed 150 practicum hours
(Evaluation must be placed in a sealed envelope with preceptor signature across closure)

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

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

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

Patient-centered care	Final Practicum evaluation: After completion of 150 hours
a. Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients and their families experiencing multisystem, complex health alterations in a variety of settings.	
b. Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.	
c. Model culturally sensitive care for patients and their families from diverse backgrounds.	
d. Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes.	
e. Advocate for patients and their families regarding nursing care issues and health care decisions.	

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

Teamwork and Collaboration	Final Practicum evaluation: After completion of 150 hours
a. Coordinate patient care with members of the inter-professional healthcare team.	
b. Integrate input from other members of the healthcare team to improve individual and team performance.	

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

Evidence based practice	Final Practicum evaluation: After completion of 150 hours
a. Analyze best current evidence for its application to practice when providing and managing patient-centered care.	
b. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.	

D. Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.

Quality improvement	Final Practicum evaluation: After completion of 150 hours
a. Use recognized nursing standards to improve and advance the quality of health care services	
b. Use measurement tools to gather data related to the gap between current and desired patient outcomes	
c. Participate in the collection of data related to a Nurse Sensitive Indicator.	

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

Safety	Final Practicum evaluation: After completion of 150 hours
a. Anticipate safety risks to patients, self and others in healthcare, home, and community settings.	
b. Implement actions that minimize safety risks and environmental hazards in healthcare settings.	

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

Informatics	Final Practicum evaluation: After completion of 150 hours
a. Use patient care technologies effectively when assessing and monitoring patients	
b. Implement strategies that protect the integrity of patient information when managing patient- centered care.	

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

Professionalism	Final Practicum evaluation: After completion of 150 hours
a. Maintain professional standards of nursing practice in the delivery of patient-centered care.	
b. Maintain professional accountability and responsibility in the delivery of patient-centered care.	
c. Maintain nursing practice that supports ethical decision making and tort law in the delivery of patient-centered care	
d. Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of patient-centered care.	

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

Leadership	Final Practicum evaluation: After completion of 150 hours
a. Use organizational, time management, and priority setting skills in the provision and management of safe, quality patient-centered care.	
b. Practice delegating patient care tasks to appropriate members of the health care team.	

I. Analyze the impact that the macrosystem has on the provision of safe, quality patient-centered care in the microsystem of the work unit.

Systems-Based Practice	Final Practicum evaluation: After completion of 150 hours
a. Articulate the impact that the macrosystem has on the microsystem of the work unit.	
b. Report work unit inefficiencies encountered in the practice	

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setting to the appropriate personnel.	
c. Use human and material resources in an efficient manner in the provision of safe, quality patient care on the work unit.	

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

Communication	Final Practicum evaluation: After completion of 150 hours
a. Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients, and their families	
b. Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients and their families.	
c. Communicate effectively with members of the healthcare team and demonstrate appropriate conflict resolution skills as needed.	

K. Provide health-related information to patients and families using varying teaching methods, which facilitate the acquisition of new knowledge and skills.

Patient education	Final Practicum evaluation: After completion of 150 hours
a. Assess the learning needs of patients and their families	
b. Assess learning style and preferences of patients and their families to guide the selection and delivery of teaching methods.	
c. Provide health-related education to patient and their families that include the use of varying teaching methods.	

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RNSG 2020 FINAL PRACTICUM EVALUATION

I acknowledge that I have reviewed my final evaluation:

_____ **Student Signature** _____ **Date**

_____ **Preceptor Signature** _____ **Date**

_____ **Faculty Signature** _____ **Date**

Preceptor Comments: _____

Student Comments: _____

Faculty Comments: _____

RNSG 2020 Practicum Assignments

Journal Assignment

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

The assignment is due via Blackboard submission to the assigned ASN faculty each Monday by 8:00am (Tuesday if Monday falls on a holiday). Each journal article should be submitted with the bolded outcome first and the narrative following. See italicized examples below.

A. Evaluate nursing care provided to patients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs. (ie: Describe how you met your patient's needs including, the health assessments, the nursing process, clinical reasoning and advocacy all while taking into consideration the patient's culture/diverse background.)

B. Collaborate with members of the inter-professional health care team to manage and coordinate the provision of safe, quality care for patients and their families. (ie: Describe how you coordinated with members of the healthcare team and how you used input from these members to improve individual and team performance.)

C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care. (ie: How did you analyze and integrate best current evidence for patient care?)

D. Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care. (ie: Describe how you used nursing standards, measurement tools and participated in the collection of data related to a nurse sensitive indicator to help improve the quality of health care services.)

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

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

G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care. (ie: Describe how you maintained professional standards, accountability and

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responsibility while delivering patient care. How were ethical standards and decision making upheld? How did you use nursing regulatory guidelines and institutional policies in the delivery of patient care?)

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

I. Analyze the impact that the macrosystem has on the provision of safe, quality patient-centered care in the microsystem of the work unit. (ie: How does macro and microsystems impact the work unit. Describe how you used resources in an efficient manner and reported inefficiencies.)

J. Use verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information, development of therapeutic relationships. (ie: Give examples how you utilized both verbal and nonverbal communication in patient care with patients, families and other members of the health care team. What are some changes in communication that you have made to decrease communication barriers and how have you used these skills to resolve conflict.)

K. Provide health-related information to patients and families using varying teaching methods, which facilitate the acquisition of new knowledge and skills. (ie: Describe how you have assessed the learning needs and learning styles of your patients. What teaching methods have you utilized when providing patient care?)

Final Reflection

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

A. Patient-centered care

Assume accountability for the delivery of safe, holistic, patient-centered care, utilizing evidence-based knowledge. (ie: How did you use evidence based knowledge you learned in your didactic courses to provided safe, compassionate nursing care for your patients throughout the practicum. You may discuss additional clinical rotations.)

B. Teamwork and Collaboration

Facilitate with the inter-professional team in the pursuit of quality, safe nursing care. (ie: How did you contribute to the inter-professional team to encourage the patient received safe, quality nursing care. How do you believe your ability to communicate with patients, families and other members of the healthcare team have matured throughout the practicum experience?)

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C. Evidence- based practice

Integrate an evidence-based approach in the development of clinical reasoning and nursing judgment. (ie: Describe how you utilized your didactic knowledge to apply critical thinking skills when caring for patients and making clinical decisions)

D. Quality improvement

Collaborate in the change process to improve systems-based practice in the provision of safe, quality nursing care. (ie: Identify ways that you developed and collaborated as a member of the health care team in the ability to care for multiple patients while working with the entire patient entity.)

E. Safety

Examine threats to safety and develop strategies to minimize risk of harm to individuals and populations. (ie: What threats have you noticed in the health care setting that could/would hinder patient care. What strategies have you utilized to maximize these threats.)

F. Informatics

Employ informatics to effectively communicate, manage knowledge, and support clinical decision making. (ie: How did informatics affect your care of the patient? Did it facilitate communication among health care team members, explain?)

G. Professionalism

Integrate professional behaviors in the practice of nursing. (ie: explain the professional behaviors you have integrated/ utilized in the practicum setting.)

H. Leadership

Choose leadership and management skills that allow for the improvement of patient outcomes. (ie: Identify leadership and management skills that you employ to deliver patient care and improve patients outcomes. These should grow from week to week.)

In addition, the student will reflect on the following:

- I. Discuss what you learned from each experience and how you are growing as a person and developing as a nurse.**
- J. What did you gain from the practicum experience?**

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RNSG 2020 Rubric: Weekly Journal Entry and Final Reflection

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

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

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

SUBJECT TO CHANGE!!!!

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

Final Reflection _____ (10% of final clinical grade)

SUBJECT TO CHANGE!!!!

RNSG 2020 ATI Content Mastery Series Rubric-Medical Surgical

Complete Practice Assessment A (Due by 10/31/16)	
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 ____/50	



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

Total Points: ____/50

1. **Completion of the Practice Assessment A is worth a total score of 50**
 - a. **Completion of the Practice assessment and remediation in its entirety will result in a score of 50.**
 - b. **Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.**
2. **Completion of the Proctored Assessment-RN Adult MS 2013 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**

SUBJECT TO CHANGE!!!!

RNSG 2020 ATI Content Mastery Series Rubric-Pharmacology

Complete Practice Assessment A (Due by 10/31/16)	
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 ____/50	



Proctor 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: ____/50

1. Completion of the Practice Assessment A is worth a total score of 50
 - a. Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
 - b. Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.
2. Completion of the Proctored Assessment-RN Pharmacology 2013 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

SUBJECT TO CHANGE!!!!

RNSG 2020 ATI Activities

Date Due	Activity Title	Points Possible	Points Earned
8/22/16	Targeted MS Practice Assessment: Neurosensory and Musculoskeletal	4	
	Learning Systems RN Practice Test: Neurosensory	5	
9/7/16	Learning Systems RN Practice Test: Musculoskeletal	5	
9/26/16	Learning Systems RN Practice Test: Oncology	5	
11/10/16	Learning Systems RN Final: Pharmacology	5	
	Practice Assessment Medical Surgical B	4	
	Practice Assessment Pharmacology B	4	
	RN Comprehensive Online Practice 2013 A	4	
	RN Comprehensive Online Practice 2013 B	4	
	Learning Systems RN Final: MS	5	
	Nurse Logic 2.0 Tests for Advanced Students: Must complete all 4 parts (Knowledge and Clinical Judgment, Nursing Concepts, Priority Setting Frameworks, and Testing and Remediation)	4	
	Learning Systems RN Final: NCLEX	5	
	RN Nutrition Online Practice 2013 A	4	
	RN Nutrition Online Practice 2013 B	4	
	Total Points Earned		
There are a total of 62 points assigned for completion of the above ATI activities which accounts for 5% toward your final grade. In order for you to receive the points, you must complete all assignments by the date due. All ATI assignments are due by 7:00 am the on specified due date. Failure to complete assignments by this time will result in a grade of zero for that assignment.			

****You are encouraged to review as many of the previous semester's practice assessments as possible to assist you in preparation to take your NCLEX.**

**** Benchmark for the above ATI assignments is 85%.**