



**PNSG 2030/ Nursing Fundamentals  
COURSE SYLLABUS  
Spring Semester 2020**

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Joanna W. Bell, BSN, RN

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Campus/Office Location: Swainsboro Campus, Building 8 (Health Science Building), Office 8105

Office Hours: 0800-0900 & 1600-1800

Phone: 478-289-2200

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Tutoring Hours: Please schedule an appointment.

**COURSE INFORMATION**

Credit Hours/Minutes: 6/8250

Class Location: Swainsboro Campus, Building 8 (Health Science Building), Practical Nursing Classroom 8103

Class Meets: Monday, Tuesday, and Wednesday: 0900-1200 & 1300-1600 from **1-7-2020 to 3-11-2020**

Course Reference Number (CRN): **40148**

**EHR Tutor Course Key: To Be Announced**

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

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

**REQUIRED TEXT**

1. Fundamentals of Nursing Care: Concepts, Connections, and Skills, 3rd Edition, FA Davis by Burton, Smith & Ludwig
2. Nursing Care Plans, 10th Edition, Doenges, Morehouse et al.
3. Davis's Nursing Skills **Videos** for LPN/LVN, 3rd Edition (This is not a book. Student has access to skills videos through FA Davis website.)
4. Pharmacology Clear and Simple, 3rd Edition, F.A. Davis, Watkins
5. Understanding Medical Surgical Nursing, 6th Edition, FA Davis, Williams and Hopper
6. Safe Maternity and Pediatric Nursing Care, FA Davis, Linnard-Palmer and Coats
7. Assessment Technologies Institute (ATI) books. (The instructor will issue ATI books to the student.)

## REQUIRED SUPPLIES & SOFTWARE

1. ATI Web Service
2. Electronic Health Record (EHR) Tutor (Included in purchase of ATI)
3. Ear phones (for ATI Assignments)
4. Full uniform
5. Skills Pack (purchased through Meridy's)
6. Watch with a second hand
7. Pen/Pencils
8. Notebook
9. Basic Calculator

Students should not share login credentials with others and should change passwords periodically to maintain security.

## COURSE DESCRIPTION

This course is an introduction to the nursing process. Topics include: nursing as a profession; ethics and law; client care which is defined as using the nursing process, using critical thinking, and providing client education and includes principles and skills of nursing practice, documentation, and an introduction to physical assessment; customer/client relationships; standard precautions; basic life support; infection control/blood; and basic emergency care/first aid and triage.

## MAJOR COURSE COMPETENCIES

1. Nursing as a Profession
2. Ethics, Morals and Legal Implications
3. Infection Control/Blood-borne/Airborne Pathogens
4. Basic Emergency Care/First Aid and Triage
5. Basic Life Support
6. Client Care
7. Basic Computer Skills Related to Health Care

## PREREQUISITE(S)

Program Admission

## COURSE OUTLINE

	<b>Nursing as a Profession</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Discuss the history of nursing.	Cognitive	Comprehension
2	Cite nursing organizations, membership requirements, and benefits.	Cognitive	Comprehension
3	Explain the basic steps of the nursing process.	Cognitive	Comprehension
4	Develop the parameters of critical thinking as it applies to nursing practice.	Cognitive	Application
5	Describe the different levels of nursing.	Cognitive	Comprehension

	<b>Nursing as a Profession</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
6	Discuss employment opportunities for the practical nurse.	Cognitive	Comprehension
7	Understand the types of health care delivery services and agencies.	Cognitive	Comprehension
8	Describe the delivery systems of nursing care.	Cognitive	Comprehension
9	Describe the functions of members of the interdisciplinary health care team.	Cognitive	Comprehension

	<b>Ethics, Morals and Legal Implications</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Discuss the role of ethics in nursing practice.	Cognitive	Comprehension
2	Explain the role of ethics and accountability in nursing practice.	Cognitive	Comprehension
3	Determine the requirements for Georgia practical nursing licensure.	Cognitive	Application
4	Describe the sources for standards of care for nursing practice.	Cognitive	Comprehension
5	Describe the legal implication of negligence.	Cognitive	Knowledge
6	Discuss regulations and implications relative to the Health Insurance Portability and Accountability Act of 1996 (HIPAA.)	Cognitive	Comprehension
7	Discuss the procedures for organ procurement, advanced directives, consents, release, minors, etc.	Cognitive	Comprehension
8	Summarize the legal aspects of documentation.	Cognitive	Comprehension
9	Describe types of abuse across the life span.	Cognitive	Comprehension

	<b>Infection Control and Blood-borne/Airborne Pathogens</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Define the roles, standards and guidelines for the following agencies: Center for Disease Control (CDC) and Prevention; Occupational Health (OSHA) and Safety Administration; and Federal Drug Administration (FDA).	Cognitive	Knowledge
2	Describe the characteristics of each link of the infection chain.	Cognitive	Comprehension
3	Define blood/air-borne pathogens.	Cognitive	Knowledge
4	Identify exposure risks related to health occupations.	Cognitive	Knowledge
5	<b>Demonstrate</b> pre- and post- exposure precautions to include handwashing, gloving (sterile/nonsterile), Personal Protective Equipment (PPE).	Cognitive	Application
6	Describe causative agent, symptoms, occurrence, reservoir, mode of transmission, incubation period, period of communicability, prevention and control measures of the following diseases: Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome, all types of Hepatitis (A,B,C,), Tuberculosis, Meningitis, antibiotic resistant microbes and Herpes Viruses.	Cognitive	Comprehension

	<b>Basic Emergency Care/First Aid and Triage Basic</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Perform initial assessment.	Psychomotor	Guided Response
2	<b>Demonstrate</b> various techniques for control of bleeding.	Psychomotor	Guided Response
3	Describe first aid for various types of shock.	Cognitive	Comprehension
4	Perform application of bandages and splints.	Psychomotor	Guided Response
5	Describe assessment and treatment of burns, poisoning, seizures, insect stings/bites, heat and cold exposure, syncope.	Cognitive	Comprehension

	<b>Client Care</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	<b>Demonstrate</b> proficiency in obtaining and documenting blood pressure, temperature, pulse, respiration, weight and height.	Psychomotor	Guided Response
2	Describe factors that affect vital signs including normal and abnormal values.	Cognitive	Comprehension
3	<b>Demonstrate</b> physical assessments.	Psychomotor	Guided Response
4	<b>Demonstrate</b> concepts of infection control to include but not be limited to sterile technique, handling sterile equipment and supplies.	Psychomotor	Guided Response
5	Explain physiological and pathological influences on body alignment.	Cognitive	Comprehension
6	<b>Demonstrate</b> the correct procedure for lifting.	Psychomotor	Guided Response
7	Describe the various procedures for moving clients and assisting them with mechanical devices.	Cognitive	Comprehension
8	<b>Demonstrate</b> techniques for changing an occupied, unoccupied, and a surgical hospital bed.	Psychomotor	Guided Response
9	Cite aspects of a safe environment.	Cognitive	Comprehension
10	<b>Demonstrate</b> techniques for bathing an adult, giving a back rub, and morning and evening care, assisting with activities of daily living including appropriate documentation.	Psychomotor	Guided Response
11	Describe common foot and nail problems, their causes, and related nursing interventions including appropriate documentation.	Cognitive	Comprehension
12	Describe the major types of oral problems, their causes, and related nursing interventions including appropriate documentation.	Cognitive	Comprehension
13	Describe common hair and scalp problems, their causes, and related nursing interventions including appropriate documentation.	Cognitive	Comprehension
14	Describe techniques for cleansing and irrigating the eyes, ears, and nose including appropriate documentation.	Cognitive	Comprehension
15	Describe the physiological, psychological, and developmental effects of immobility.	Cognitive	Comprehension

	Client Care	Learning Domain	Level of Learning
16	<b>Demonstrate</b> appropriate nursing interventions for an immobilized client including documentation of these interventions.	Psychomotor	Guided Response
17	<b>Demonstrate</b> use of restraints including documentation of their usage.	Psychomotor	Guided Response
18	Discuss the causes, prevention, and treatment of pressure sores including appropriate documentation.	Cognitive	Comprehension
19	<b>Demonstrate</b> use of the nursing process.	Psychomotor	Guided Response
20	<b>Demonstrate</b> assessment of an adult client including general appearance and mental functions including documentation of this assessment.	Psychomotor	Guided Response
21	<b>Demonstrate</b> documentation of nursing care.	Psychomotor	Guided Response
22	<b>Demonstrate</b> feeding adults including documentation of feeding.	Psychomotor	Guided Response
23	Describe nutritional problems contributing to fluid imbalances including appropriate documentation.	Cognitive	Comprehension
24	Describe the characteristics of normal and abnormal urine and feces including documentation of these characteristics.	Cognitive	Comprehension
25	<b>Demonstrate</b> assisting a client with a bedpan, urinal, or bedside commode.	Psychomotor	Guided Response
26	<b>Demonstrate</b> techniques for urinary catheterization including appropriate documentation.	Psychomotor	Guided Response
27	<b>Demonstrate</b> techniques for administering an enema including appropriate documentation.	Psychomotor	Guided Response
28	<b>Demonstrate</b> techniques for collecting urine and stool specimens including appropriate documentation.	Psychomotor	Guided Response
29	<b>Demonstrate</b> techniques for bladder and catheter irrigation and catheter care including appropriate documentation.	Psychomotor	Guided Response
30	<b>Demonstrate</b> measurement of fluid intake and output including documentation of these measurements.	Psychomotor	Guided Response
31	Describe types of oxygen therapy.	Cognitive	Comprehension
32	<b>Demonstrate</b> use of oxygen therapy including appropriate documentation.	Psychomotor	Guided Response
33	<b>Demonstrate</b> suctioning techniques such as oral, nasotracheal, and tracheostomy suctioning including appropriate documentation.	Psychomotor	Guided Response
34	Describe airway management including aerosol treatments, chest physiotherapy, and pulse oximetry.	Cognitive	Comprehension
35	<b>Demonstrate</b> techniques for wound care including documentation of these techniques.	Psychomotor	Guided Response
36	<b>Demonstrate</b> techniques for wound irrigation including appropriate documentation.	Psychomotor	Guided Response

	Client Care	Learning Domain	Level of Learning
37	<b>Demonstrate</b> techniques for application of sterile dressings, bandages, and binders including documentation of these techniques.	Psychomotor	Guided Response
38	<b>Demonstrate</b> techniques for applying hot and cold treatments including documentation of these techniques.	Psychomotor	Guided Response
39	Describe perioperative-nursing care including documentation of this care.	Cognitive	Comprehension
40	<b>Demonstrate</b> techniques for administering immediate postoperative care including appropriate documentation.	Psychomotor	Guided Response
41	<b>Demonstrate</b> effective use of client care communication systems.	Psychomotor	Guided Response
42	<b>Demonstrate</b> the use of therapeutic aspects of professional relations as relates to clients, family and the interdisciplinary healthcare team.	Psychomotor	Guided Response
43	Describe the grieving process.	Cognitive	Comprehension
44	Discuss emotional and physical needs of the dying client including nursing care and the available support networks.	Cognitive	Comprehension
45	<b>Demonstrate</b> techniques for administering post-mortem care including appropriate documentation.	Psychomotor	Guided Response
46	Explain the role of computer technology in health care.	Cognitive	Comprehension

### 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 daily assignments and exams. A unit exam average of 70% or above must be obtained in order to take the final exam. Students that do not obtain an exam average of 70% will not be able to take the final exam and will receive a W for all PNSG courses in which they are enrolled and will not be able to progress in the program.

Students are required to take a calculation exam prior to attending clinical each semester as outlined on appropriate course syllabi. The student will have 3 attempts to score 100%. With each attempt a similar, but different exam will be given. The student will be allowed three minutes per problem. There will be a minimum of ten questions on the exam. The student will have one week between each attempt for remediation. Students will be allowed to use a standard calculator for the exam. No personal devices will be utilized for the exam. If a student is unsuccessful after three attempts, the student will receive a W for all PNSG courses in which they are enrolled and will not be able to progress in the program. The importance of this is to promote safe medication administration in the clinical setting and reduce medication errors.

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10<sup>th</sup>. 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 X 1.66-100=88.38. Grade will be recorded as 88.3. This rule applies to every grade issued during the 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 front of the classroom. Students may be required to rotate seats prior to testing per instructions from the instructor. No talking is allowed once the exam begins. 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.

ATI assignments listed on the lesson plan must be completed with the required score, printed out, and turned in to the instructor at least 30 minutes prior to the exam. Assignments turned in after the deadline may result in a 5 point deduction from the exam grade. Students will not be allowed to take the exam without the appropriate completed assignments. Classroom door may be locked at the start of class.

If the assignment requirements are not met, the student may not be allowed to take the exam. This may be counted as the 1 make-up exam. The make-up exam may be subject to a 10 point deduction if the student does not provide the instructor with an excused absence.

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

In the event of an absence on an exam day, the instructor may require a physician's excuse before a student is allowed to take a make-up exam. A student will only be allowed to make-up one theory exam, which will be given at the discretion of the instructor. A grade of "0" will be given to all subsequent exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam and be given a zero for the final exam.

It is the student's responsibility to obtain notes, lecture recordings, or information presented in class when the student is absent.

#### **SKILLS LAB**

All students are required to bring Practical Nursing Program Skills Book, Master Skills Checklist and personal Skills Pack to the skills lab. Failure to have these items on lab days may be considered missed time for that day. It is the responsibility of the student to be prepared for skills lab by watching and reviewing Davis's Nursing Skills **Videos** for LPN/LVN prior to the scheduled lab day. Scheduled skills are found in the lesson plan of this syllabus.

#### **RESOURCES**

It is highly recommended that students take full advantage of all resources available to them.

FA Davis Online Resources (Davis edge)

FA Davis Online Resources is highly recommended to help prepare student for exams and should increase level of success in this class.

## Power Points

Power points for each chapter are available on the student **M: drive**. This student drive can be accessed by going to the STC website and logging into Remote Lab Access.

### **STUDENT SUCESS PLAN:**

The Student Success Plan documents deficiencies in performance and provides a means for improvement. A success plan should be initiated for the following reasons:

- If the student has (1) a cumulative unit exam average of < 70 % after the completion of 25% of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session and complete the Student Success Plan.
- If the student has (1) a cumulative unit exam average of < 70 % after the completion of 50 % of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session, as well as review and update the Student Success Plan and submit an Early Alert.
- if the student exhibits behavior outside the expected:
  - codes of conduct outlined in professional codes of ethics, professional standards,
  - All procedures/requirements/policies outlined in program handbooks/documents,
  - STC e Catalog and Student Handbook, and/or
  - Clinical facility policies and procedures.

The faculty will initiate an individual counseling session and complete an Academic Occurrence Notice and the Student Success Plan.

(T)echnical College System of Georgia (E)arly (A)lert (M)anagement (S)ystem (TEAMS) & The Student Success Plan are designed to ensure that students are well informed about strategies for success, including college resources and assistance. One of the responsibilities of the Program faculty is to monitor the academic progression of students throughout the curriculum. The faculty believes that the student is ultimately responsible for seeking assistance; however, faculty will meet or refer students who are having academic difficulties.

- TEAMS is designed to provide assistance for students who may need help with academics, attendance, personal hardships, etc.

Specific information about the Student Support services listed below can be found at [STC Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu) by clicking on the Student Affairs tab.

- Tutoring
- Technical Support
- Textbook Assistance
- Work-Study Programs
- Community Resources

### **ATTENDANCE PROVISIONS**

#### ***Health Sciences***

Requirements for instructional hours within Health Science and Cosmetology 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.

For this course, which meets **165 hours**, the maximum number of hours a student can miss is **16.5 hours** during **Nursing Fundamentals (PNSG 2030)**. Once instruction begins, all time missed will be counted in the total time of hours missed from class.

When instruction has begun, there will be no class interruptions. The admittance into class during a lecture will occur after class breaks. This time will be calculated in with the total time of hours missed.

### **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

**Swainsboro Campus:** [Macy Gay mgay@southeasterntech.edu](mailto:Macy_Gay_mgay@southeasterntech.edu) , 478-289-2274, Building 1, Room 1208

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen_Thomas_hthomas@southeasterntech.edu) , 912-538-3126, Building A, Room 108

### **SPECIFIC ABSENCES**

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

### **PREGNANCY**

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

**Swainsboro Campus:** [Macy Gay mgay@southeasterntech.edu](mailto:Macy_Gay_mgay@southeasterntech.edu) , 478-289-2274, Building 1, Room 1208

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen_Thomas_hthomas@southeasterntech.edu) , 912-538-3126, Building A, Room 108

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

### **WITHDRAWAL PROCEDURE**

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

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course. Students who are dropped from courses due to attendance after the 65% point will receive a WP (Withdrawal Passing-average of 60 or higher) or a WF (Withdrawal Failing-average of 59 or lower). Students will receive a grade of zero for all assignments missed beginning with the Last Date of Attendance (LDA) and the date the student exceeds the attendance procedure.

If a student cannot progress in the Program due to academic deficiency, the student will receive a W (Withdrawn) from all PNSG courses for the semester and will be unable to progress in the nursing program. The faculty will enter the LDA along with the W into BannerWeb.

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

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

### **ACADEMIC DISHONESTY POLICY**

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

### **PROCEDURE FOR ACADEMIC MISCONDUCT**

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

- **First Offense**  
Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.
- **Second Offense**  
Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.
- **Third Offense**  
Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of 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 (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, 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 nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

## ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

## GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on 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 [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

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

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

## GRADING POLICY

Assessment/Assignment	Percentage
Unit Exams (calculated based on average of 5 Unit Exams given)	75%
Final Exam (calculated based on average of 1 Final Exam given)	25%
Lab Skills Check-offs are a pass/fail for the following skills: Foley Catheter Insertion/Discontinuance, Head to Toe Physical Assessment and Manual Vital Signs (Blood Pressure, Pulse, and Respirations)	Pass/Fail: Maximum of 2 attempts per skill

## GRADING SCALE

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

**PNSG 2030/ Nursing Fundamentals  
Spring Semester 2020 Lesson Plan**

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<b>Week 1</b> Tuesday 01/7/20	<b>Welcome to your future!</b> <b>Lecture</b> CHAPTER 1 CHAPTER 2	<p><b>ATI Fee Due:</b> Pay in Business Office (Located in Building 2 inside Bookstore: Swainsboro Campus)</p> <p>Review syllabus, lesson plan and sign acknowledgement of receiving and understanding syllabus/lesson plan.</p> <p>Review and sign paperwork for policies and procedures of STC and Practical Nursing Program.</p> <p>Review books/resource materials</p> <p>Register with ATI (Code from Instructor)</p> <p>Review Master Skills Checklist: Practical Nursing Program</p> <p>Review Practical Nursing Program Skills Book</p> <p>Review AIDET Communication Tool</p> <p>Discuss student Clinical Notebook (Student to maintain proof of all clinical requirements)</p> <p>Vista of Nursing (Chapter 1) Health-Care Delivery, Settings, and Economics (Chapter 2)</p>	<p><b>Must purchase ATI by 5PM on 1-8-20 and present receipt to instructor by 5 PM.</b></p> <p>For every section: Read referenced chapters in Fundamentals textbook and begin ATI assignments. Refer to ATI books that coincide with textbook chapter content. <b>All ATI assignments will be due at 0830 the morning of the exam.</b></p> <p><b>ATI Plan-Student Orientation:</b> 1. Steps to Success</p> <p><b>ATI -Nurse Logic 2.0</b> 2.Knowledge and Clinical Judgement</p> <p>3.Nursing Concepts</p> <p>4.Priority Setting Frameworks</p> <p>5.Testing and Remediation</p> <p><b>ATI – Achieve</b> 6.Test Taking Skills</p> <p>7.Study Skills</p> <p>8.Classroom Skills</p>	Course 1,2 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday 01/8/20	<b>Lecture</b> CHAPTER 3 CHAPTER 4	Nursing Ethics & Law (Chapter 3) Nursing Process & Decision Making (Chapter 4)  Introduction to EHR Tutor: Student access through ATI (EHR Student User Guide, EHR Tutor Tip sheet: Documenting Patient Data, and EHR Activity Introduction Worksheet Handouts)  Class Discussion: "A Nurse's Guide to Professional Boundaries" by NCSBN (National Council of State Boards of Nursing) Scope of Practice for PN in Georgia  <b>Handout for Diet/Nutrition Group Project</b> <b>Assign Groups</b>	<b>ATI Skills Module:</b> 9.HIPAA  Self-Study: ATI Book Nutrition for Nursing pages 47, 48, 49, 50 Will discuss in class tomorrow.  EHR Activity Introduction due 01/21/20  <b>Due 2/04/20</b>	Course 2,6,7 Core A,B,C
<b>Week 2</b> Monday 01/13/20	<b>Lecture</b> CHAPTER 7 CHAPTER 8	Promoting Health and Wellness (Chapter 7) Ethic, Cultural, and Spiritual Aspects of Care (Chapter 8)  "Words on the Wall" Class Activity  Discuss Self Study Nutrition for Nursing Nurse Pledge of Service: Class Discussion <b>(Last Day to Drop/Add Class)</b>	<b>ATI Nurse's Touch: Professional Communication:</b> 10.Types of Communication  <b>ATI Nurse's Touch: Wellness and Self-Care:</b> 11.Wellness, Health Promotion, and Disease Prevention  <b>ATI Video Case Study:</b> Cultural Diversity	Course 2,6 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
01/14/20 Tuesday	<b>Lecture</b> CHAPTER 9	Growth and Development Throughout the Life Span (9)	<b>ATI Video Case Study:</b> Growth and Development  Reminder: Print certificates for ATI Assignments and case studies turn in on exam day by 0830 to be eligible to take Exam 1.	Course 1,6 Core A,B,C
Wednesday 01/15/20	<b>EXAM 1</b>  <b>Lecture</b> CHAPTER 5 CHAPTER 6	<b>Exam # 1</b> <b>Chapters 1,2,3,4,7,8 &amp; 9</b>  Documentation (5) Demonstrate documentation of nursing care.  Communication (6)  <i>Competency 5) #42</i> Demonstrate the use of therapeutic aspects of professional relations as it relates to clients, family and the interdisciplinary healthcare team.	<b>ATI Nurse's Touch:</b> <b>Professional Communication:</b> 1.Therapeutic Communication	Course 1,2,6,7 Core A,B,C
<b>Week 3</b> Monday 01/20/20	<b>Holiday</b>	<b>Holiday</b>	<b>Holiday</b>	
Tuesday 01/21/20	<b>Lecture</b> CHAPTER 12 CHAPTER 20	Patient Teaching (12) Admission, Transfer, and Discharge (20)	<b>ATI Nurse's Touch:</b> <b>Professional Communication:</b> 2.Client Education  <b>EHR Activity Introduction Sheet Due today</b>	Course 1,2,6 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday 01/22/20	<p><b>Lecture</b> CHAPTER 13</p> <p><b>Lab</b> <b>Procedure</b> <b>Checklist</b> Chapter 13 Skill: 13-02* Skill: 13-03* <b>*Skill to be checked off</b></p>	<p>Safety (13)</p> <p><b>Lab</b> <b>Practice and Demonstrate</b> <i>Competency 5) #17</i></p> <p>Demonstrate knowledge for application and use of restraints including documentation of their usage.</p> <ul style="list-style-type: none"> <li>Applying Restraints <i>Competency 5) #6</i></li> </ul> <p>Demonstrate the correct lifting procedure.</p> <ul style="list-style-type: none"> <li>Using Body Mechanics <i>Competency 5) #19</i></li> </ul> <p>Demonstrate use of the nursing process. <i>Competency 5) #21</i></p> <p>Demonstrate documentation of nursing care.</p> <p>Instructor to provide students with “<b>Bag A Bug</b>” guidelines for group projects</p>	<p><b>ATI Nurse’s Touch Professional Communication:</b> 3.Factors That Affect Communication with Groups and Individuals</p> <p><b>Due 01/28/20</b></p>	<p>Course 1,2,6,7 Core A,B,C</p>
<p><b>Week 4</b> Monday 01/27/20</p>	<p><b>EXAM 2</b></p> <p><b>Lecture</b> CHAPTER 14 CHAPTER 22</p>	<p><b>Exam # 2</b> <b>Chapters 5,6,12,13 &amp; 20</b></p> <p>Medical Asepsis and Infection Control (14) Surgical Asepsis (22)</p> <p>Break the Chain – Galileo Video Library</p> <p>Build a Care Plan for Infection Control (Group)</p>	<p><b>ATI Skills Module:</b> 1.Infection Control</p> <p><b>ATI Skills Module:</b> 2.Surgical Asepsis</p> <p><b>ATI Video Case Study:</b> Infection Control</p>	<p>Course 1,2,3,6,7 Core A,B,C</p>



<p>Tuesday 01/28/20</p>	<p><b>Group Projects</b></p> <p><b>Lecture</b> CHAPTER 21</p> <p><b>LAB</b> <b>Procedural</b> <b>Checklists</b> Chapter 14 Skill: 14-01* Skill: 14-02* Skill:14-03*</p> <p>Chapter Skill 22-02 <b>*Skill to be checked off</b></p>	<p><b>“Bag A Bug” Group Presentations</b></p> <p>Blood borne Pathogens &amp; OSHA Training PowerPoint</p> <p>Physical Assessment (21)</p> <p><b>Practice and Demonstration</b> <i>Course Competency 3) #5:</i> Demonstrate pre and post exposure precautions to include handwashing, gloving (sterile/nonsterile), Personal Protective Equipment (PPE).</p> <ul style="list-style-type: none"> <li>• Hand Hygiene</li> <li>• Donning PPE, Unsterile Gloves</li> <li>• Removing PPE</li> <li>• Donning Sterile Gloves</li> </ul> <p><i>Course Competency 5) #4</i> Demonstrate concepts of infection control to include but not limited to sterile technique, handling sterile equipment and supplies.</p>	<p>Student groups to Present <b>“Bag A Bug”</b> projects to class and instructor.</p> <p>Blood borne Pathogens &amp; OSHA Training &amp; Competency Test (Power Point and test same day.)</p> <p><b>ATI Skills Module:</b> 5.Physical Assessment: Adult</p> <p>6.Physical Assessment: Child</p> <p>*Perform and document a physical assessment on someone in your family and bring documentation by <b>02/03/20</b></p> <p><i>Due Today:</i></p> <ul style="list-style-type: none"> <li>➤ BLS/CPR Card</li> <li>➤ First Aid Card</li> <li>➤ N-95 Mask Fit</li> <li>➤ Immunization Record</li> <li>➤ Titers (If indicated)</li> <li>➤ 2 Step TST or Quantiferon Gold Blood Test</li> <li>➤ Precheck Paid Receipt</li> <li>➤ Instructor and Student review of Clinical Requirements</li> </ul>	<p>Course 1,2,3,6 Core A,B,C</p>
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Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday 01/29/20	<p><b>Lecture</b> CHAPTER 15 CHAPTER 17</p> <p><b>LAB Procedural Checklists</b></p> <p><b>STC Skill:</b> Assessing Blood Pressure <b>STC Skill:</b> Assessing Pulse <b>STC Skill:</b> Assessing Respirations Chapter 17 Skill: 17-01*</p> <p>Chapter 21 Skill: 21-01* Skill: 21-02* Skill: 21-03* <b>*Skill to be checked off</b></p>	<p>Personal Care (15) Vital Signs (17)</p> <p><i>Course Competency 5) #1:</i> Demonstrate proficiency in obtaining and documenting blood pressure, temperature, pulse, respiration, weight, and height.</p> <ul style="list-style-type: none"> <li>• Assessing Blood Pressure</li> <li>• Assessing Pulse</li> <li>• Assessing Respirations</li> <li>• Assessing Temperature: Various Routes</li> <li>• Assessing Weight</li> <li>• Assessing Height</li> <li>• Assessing Infant Length and Weight</li> </ul> <p><i>Competency 5) #19:</i> Demonstrate use of the nursing process.</p> <p><i>Competency 5) #21:</i> Demonstrate documentation of nursing care.</p>	<p><b>ATI Skills Module:</b> 3. Personal Hygiene</p> <p><b>ATI Skills Module:</b> 4. Vital signs</p> <p><i>Due Today:</i> ➤ Deadline to order uniforms from Meridy's</p>	<p>Course 1,2,3,6,7 Core A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<b>Week 5</b> Monday 02/03/20	<p><b>LAB</b></p> <p><b>Procedural Checklists</b></p> <p>Chapter 21</p> <p><b>STC Skill:</b></p> <p><i>Performing a Physical Assessment (Includes apical pulse, heart and lung, peripheral pulse, and basic neurological assessments)</i></p> <p>Skill 21-08*</p> <p>Chapter 17</p> <p>Skill: 17-03*</p> <p><b>*Skill to be checked off</b></p>	<p>Video Galileo Head to Toe Assessment</p> <p>*Head-to-Toe Assessment in 5 minutes-student handout</p> <p><b>Practice</b></p> <p><i>Course Competency 5) #3:</i></p> <p>Demonstrate Physical Assessments and documentation of findings.</p> <ul style="list-style-type: none"> <li>• Physical Assessment</li> <li>• Assessing Visual Acuity</li> <li>• Assessing Peripheral Pulses to Detect Circulation</li> </ul> <p><i>Course Competency 5) # 20:</i></p> <p>Demonstrate assessment of an adult client including general appearance and mental functions including documentation of this assessment.</p> <p><i>Competency 5) #19:</i></p> <p>Demonstrate use of the nursing process.</p> <p><i>Competency 5) #21:</i></p> <p>Demonstrate documentation of nursing care.</p>	<b>ATI: Video Case Study:</b> Oral Care	Course 1,2,3,6,7 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 02/04/20	<p><b>Exam # 3</b> <b>Lecture</b> CHAPTER 23 CHAPTER 24</p> <p><b>LAB</b> <b>Procedural</b> <b>Checklists</b> Chapter 24 Skill: 24-01* Skill: 24-02* <b>*Skill to be</b> <b>checked off</b></p>	<p><b>Exam # 3</b> <b>Chapters 14,22,15,17 &amp; 21</b> Nutrition (23) Nutritional Care and Support (24) <i>Pages 462-474</i></p> <p><b>(Group Project Presentation: Diet and Nutrition)</b></p> <p><i>Course Competency 5) #22:</i> Demonstrate feeding adults including documentation of feeding.</p> <ul style="list-style-type: none"> <li>• Assisting a Patient with Feeding</li> </ul> <p><i>Course Competency 5) #30:</i> Demonstrate measurement of fluid intake and output including documentation of these measurements.</p> <ul style="list-style-type: none"> <li>• Recording Intake and Output</li> </ul> <p><i>Competency 5) #19:</i> Demonstrate use of the nursing process.</p> <p><i>Competency 5) #21:</i> Demonstrate documentation of nursing care.</p>	<p><b>ATI Skills Module:</b> 1.Specimen Collection</p> <p><i>Due Today:</i></p> <ul style="list-style-type: none"> <li>➤ On-line Home Town Health University Certificate for Orientation</li> <li>➤ Office of Inspector General</li> <li>➤ EMC (Emanuel Medical Center) HIPAA Compliance Form</li> </ul>	<p>Course 1,2,6,7 Core A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday 02/05/20	<p><b>Lecture</b></p> <p>CHAPTER 25 CHAPTER 34 CHAPTER 29</p> <p><b>LAB</b></p> <p><b>Procedural Checklists</b></p> <p><i>Chapter 34 Skill: 34-04*</i></p> <p><b>*Skill to be checked off</b></p>	<p>Diagnostic Tests (25)</p> <p>Phlebotomy and Blood specimens (34) <i>Pages 764,765,766,770,771</i></p> <p>Fluids, Electrolytes and Acid-Base Balance (29)</p> <p><b>Practice and Demonstrate</b></p> <ul style="list-style-type: none"> <li>• Performing a Fingertstick Blood Sugar</li> </ul>	<p><b>ATI Skills Module:</b></p> <p>2.Nutrition, Feeding, &amp; Eating.</p> <p><b>ATI Video Case Study:</b></p> <p>Fluid Volume</p>	<p>Course</p> <p>1,2,3,6,7</p> <p>Core</p> <p>A,B,C</p>

<p><b>Week 6</b> Monday 02/10/20</p>	<p><b>Lecture</b> CHAPTER 26</p> <p><b>LAB</b> <b>Procedural Checklists</b> Chapter 26 Skill: 26-01* Skill: 26-03* Skill: 26-04* Skill: 26-05* Skill: 26-06*</p> <p><b>STC Skill:</b> Applying Binders* Chapter 27 Skill: 27-01*</p> <p>Chapter 18 Skill: 18-01* Skill: 18-04*</p> <p><b>*Skill to be checked off</b></p>	<p>Wound Care (26)</p> <p><b>Practice and Demonstration</b> Wound Care</p> <p><i>Course Competency 5) #35:</i> Demonstrate techniques for wound care including documentation of these techniques.</p> <ul style="list-style-type: none"> <li>• Removing Sutures and Staples</li> <li>• Obtaining a Wound Culture</li> </ul> <p><i>Course Competency 5) #36</i> Demonstrate techniques for wound irrigation including documentation.</p> <ul style="list-style-type: none"> <li>• Irrigating a Wound</li> </ul> <p><i>Course Competency 5) #37</i> Demonstrate techniques for application of sterile dressings, bandages, and binders including documentation of these techniques.</p> <ul style="list-style-type: none"> <li>• Changing Sterile Dressings to include Wet-to-Damp</li> <li>• Applying Transparent and Hydrocolloid Dressings</li> <li>• Applying Binders</li> <li>• Applying Bandages</li> </ul> <p><i>Course Competency 5) #38</i> Demonstrate techniques for applying hot and cold treatments including documentation of these techniques.</p> <ul style="list-style-type: none"> <li>• Application of Dry or Moist Heat</li> <li>• Application of Cold Packs</li> </ul> <p><i>Competency 5) #19:</i> Demonstrate use of the nursing</p>	<p><b>ATI Skills Module:</b> 3.Wound Care</p> <p><b>ATI Video Case Study:</b> <b>Wound Evisceration</b></p> <p>Wound assessment on Wound “D” page 525 of Nursing Fundamentals textbook.</p> <p>Build a Care Plan for Skin Integrity: Groups</p>	<p>Course 1,2,3,6,7 Core A,B,C</p>
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Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<p>process.</p> <p><i>Competency 5) #21:</i> Demonstrate documentation of nursing care.</p>		
<p>Tuesday 02/11/20</p>	<p><b>Lecture</b> CHAPTER 28</p> <p><b>LAB</b> <b>Procedural Checklists</b> Chapter 17 <i>Skill: 17-08*</i></p> <p>Chapter 28 <i>Skill: 28-05*</i> <i>Skill: 28-06*</i> <i>Skill: 28-07*</i> <i>Skill: 28-08*</i> <b>*Skill to be checked off</b></p>	<p>Respiratory Care (28)</p> <p><b>Practice and Demonstration</b></p> <p><i>Course Competency 5) #32:</i> Demonstrate use of oxygen therapy including appropriate documentation.</p> <ul style="list-style-type: none"> <li>• Assessing Oxygen Saturation</li> </ul> <p><i>Course Competency 5) #33:</i> Demonstrate suctioning techniques such as oral, nasotracheal, and tracheostomy suctioning including appropriate documentation.</p> <ul style="list-style-type: none"> <li>• Administering Supplemental Oxygen</li> <li>• Performing Nasopharyngeal and Oropharyngeal Suction</li> <li>• Performing Endotracheal and Tracheostomy Suction</li> <li>• Performing Tracheostomy Care</li> </ul> <p><i>Competency 5) #19:</i> Demonstrate use of the nursing process.</p> <p><i>Competency 5) #21:</i> Demonstrate documentation of nursing care.</p>	<p><b>ATI Skills Module:</b> 4.Airway Management</p> <p><b>ATI Skills Module:</b> 5.Oxygen Therapy</p> <p><b>ATI Skills Module:</b> 6.Closed Chest Drainage</p> <p><b>ATI Video Case Study:</b> Oxygenation</p>	<p>Course 1,2,3,6,7 Core A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday 02/12/20	<p align="center"><b>EXAM 4</b></p> <p align="center"><b>Lecture</b> CHAPTER 16 CHAPTER 27</p> <p align="center"><b>LAB</b> <b>Procedural</b> <b>Checklists</b></p> <p><i>Chapter 16</i> <i>Skill: 16-01*</i> <i>Skill: 16-02*</i> <i>Skill: 16-03*</i> <i>Skill: 16-04*</i> <i>Skill: 16-05*</i> <i>Skill: 16-07*</i> <i>Skill: 16-08*</i></p> <p><i>Chapter 27</i> <i>Skill: 27-01*</i> <b>*Skill to be checked off</b></p>	<p align="center"><b>Exam # 4</b> <b>Chapters 25,34,23,29,26 &amp; 28</b></p> <p>Moving and Positioning Patients (16)</p> <p>Musculoskeletal Care (27)</p> <p align="center"><b>Practice and Demonstrate</b> <i>Course Competency 5) #16:</i> Demonstrate appropriate nursing interventions for an immobilized client including documentation of these interventions.</p> <ul style="list-style-type: none"> <li>• Performing Passive ROM</li> <li>• Positioning Patients</li> <li>• Moving a Patient Up in Bed</li> <li>• Turning a Patient in Bed</li> <li>• Transferring a Patient from Bed to Stretcher, Chair, or Wheelchair</li> <li>• Assisting a Patient to Dangle</li> <li>• Assisting with Ambulation</li> <li>• Performing Neurovascular Checks</li> </ul> <p align="center"><i>Competency 5) #19:</i> Demonstrate use of the nursing process.</p> <p align="center"><i>Competency 5) #21:</i> Demonstrate documentation of nursing care.</p>	<p><b>ATI Skills Module:</b> 1.Ambulation, Transferring, Range of Motion</p>	<p>Course 1,3,6,7 A,B,C</p>



Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<p><b>Week 7</b> Monday 02/17/20</p>	<p><b>Lecture</b> CHAPTER 33 CHAPTER 24 <b>LAB</b> <b>Procedural</b> <b>Checklists</b></p> <p><i>Chapter 28</i> <i>Skill:28-03*</i></p> <p><i>Chapter 33</i> <i>Skill: 33-01*</i> <i>Skill: 33-02*</i> <b>STC Skill: Turn,</b> <b>Cough, Deep</b> <b>Breathe*</b></p> <p><i>Chapter 24</i> <i>Skill: 24-03*</i> <i>Skill: 24-04*</i> <i>Skill: 24-05*</i> <i>Skill: 24-06*</i> <b>*Skill to be</b> <b>checked off</b></p>	<p>Care of Surgical Patient (33) Nutritional Care and Support (24) Page 474-500</p> <p><b>Practice and Demonstrate</b> <i>Course Competency 5) #40</i> Demonstrate techniques for administering immediate postoperative care including documentation.</p> <ul style="list-style-type: none"> <li>• Applying Anti-Embolism Stockings</li> <li>• Applying SCDs</li> <li>• Turn, Cough, and Deep Breathe</li> <li>• Incentive Spirometer</li> </ul> <p><b>Practice and Demonstrate</b></p> <ul style="list-style-type: none"> <li>• Inserting a Nasogastric Tube</li> <li>• Irrigating a Nasogastric Tube</li> <li>• Removing a Nasogastric Tube</li> <li>• Administering Intermittent Bolus Feedings</li> </ul> <p><i>Competency 5) #19:</i> Demonstrate use of the nursing process.</p> <p><i>Competency 5) #21:</i> Demonstrate documentation of nursing care.</p> <p>Build a Care Plan for Post-Surgical Patient (Group)</p>	<p><b>ATI Skills Module:</b> 2. Enteral Tube Feeding</p> <p><b>ATI Skills Module:</b> 3. Nasogastric Tube</p> <p><b>ATI Skills Module:</b> 4. Pain Management</p> <p><b>ATI Video Case Study:</b> Enteral Feedings</p> <p><i>Due Today:</i></p> <ul style="list-style-type: none"> <li>➤ Proof of Health Insurance</li> <li>➤ Physical Exam</li> </ul>	<p>Course 1,6,7 Core A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 02/18/20  65% Point	<b>Lecture</b> CHAPTER 30 CHAPTER 31  <b>LAB</b> <b>Procedural</b> <b>Checklists</b> Chapter 30 Skill: 30-01* Skill: 30-03* Skill: 30-04* Skill: 30-05* Skill: 30-06* <b>*Skill to be checked off</b>	Bowel Elimination and Care (30) Urinary Elimination and Care (31)  <b>Practice and Demonstrate</b> <i>Course Competency 5) #27:</i> Demonstrate techniques for administrating an enema demonstrate techniques for collecting urine and stool specimens including appropriate documentation. <ul style="list-style-type: none"> <li>• Administering an Enema</li> </ul> <i>Course Competency 5) #28:</i> Demonstrate techniques for collecting urine and stool specimens including appropriate documentation. <ul style="list-style-type: none"> <li>• Collecting Urine Specimens</li> <li>• Collecting Stool Specimens For Culture and Ova and Parasites</li> <li>• Performing Guaiac Testing</li> <li>• Removing a Fecal Impaction</li> <li>• Applying/Changing an Ostomy Appliance</li> </ul> <i>Competency 5) #19:</i> Demonstrate use of the nursing process.  <i>Competency 5) #21:</i> Demonstrate documentation of nursing care.	<b>ATI Skills Module:</b> 5.Urinary Catheter Care  <b>ATI Skills Module:</b> 6.Enemas  <b>ATI Skills Module:</b> 7.Ostomy Care  <b>ATI Video Case Study:</b> Urinary Tract Infections	Course 1,6,7 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday 02/19/20	<p><b>Lecture</b> CHAPTER 32 CHAPTER 10</p> <p><b>LAB</b> <b>Procedural</b> <b>Checklists</b> Chapter 10 Skill: 10-01* <b>*Skill to be checked off</b></p>	<p>Care of an Elderly Patient (32) Loss, Grief, and Dying (10)</p> <p><b>Practice and Demonstrate</b> <i>Course Competency 5) #46:</i> Demonstrate techniques for administering post-mortem care including documentation.</p> <ul style="list-style-type: none"> <li>• Postmortem Care</li> </ul> <p><i>Competency 5) #19:</i> Demonstrate use of the nursing process.</p> <p><i>Competency 5) #21:</i> Demonstrate documentation of nursing care.</p>	Build a Care Plan for Elderly Client or Depression	Course 1,2,6,7 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<p><b>Week 8</b> Monday 02/24/20</p>	<p><b>Exam 5</b> <b>LAB</b> <b>Procedural</b> <b>Checklists</b> <b>STC Skill:</b> <i>Inserting Foley Catheter</i> <b>STC Skill:</b> <i>Discontinuing Foley Catheter</i> <i>Chapter 22 Skill: 22-01*</i> <i>Skill: 22-02*</i> <b>*Skill to be checked off</b></p>	<p><b>Exam # 5</b> <b>Chapters 10, 16, 24, 27, 30, 31, 32, &amp; 33</b></p> <p><b>Practice and Demonstrate</b> <i>Course Competency 5) #26</i> Demonstrate techniques for urinary catheterization including appropriate documentation.</p> <ul style="list-style-type: none"> <li>• Foley Catheter Insertion</li> <li>• Foley Catheter Removal</li> <li>• Setting up a Sterile Field, Opening Sterile Packs, and Pouring Sterile Liquids</li> <li>• Donning Sterile Gloves</li> </ul> <p><i>Course Competency 5) #4</i> Demonstrate concepts of infection control to include but not limited to sterile technique, handling sterile equipment and supplies.</p> <p><i>Competency 5) #19:</i> Demonstrate use of the nursing process.</p> <p><i>Competency 5) #21:</i> Demonstrate documentation of nursing care.</p>	<p><b>ATI: Practice Assessment</b></p> <p>1. PN Fundamentals Online Practice 2017 Version A</p> <p>2. PN Fundamentals Online Practice 2017 Version B</p>	<p>Course 1,2,3,6,7 Core A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 02/25/20	<b>Final Exam</b> <b>LAB</b> <b>Procedural</b> <b>Checklists</b> Chapter 31 Skill: 31-01* Skill: 31-02* Skill: 31-03* Skill: 31-06* Skill: 31-09* <b>*Skill to be checked off</b>	<b>Final Exam</b>  <i>Course Competency 5) #25</i> Demonstrate assisting a client with a bedpan, urinal, or a bedside commode. <ul style="list-style-type: none"> <li>• Assisting a Male Patient with a Urinal</li> <li>• Assisting with a Bedpan</li> <li>• Obtaining a Clean-Catch Midstream Urine</li> <li>• Obtaining a Urine Specimen from an Indwelling Catheter</li> <li>• Applying a Condom Catheter</li> </ul>	<b>ATI Achieve:</b> 1. Preparing for Clinical Experiences *Ticket to Lab on 03/02/20	Course 1,2,3,4,5,6,7 Core A,B,C
Wednesday 02/26/20	<b>LAB</b> <b>Procedural</b> <b>Checklists</b> Chapter 31 Skill: 31-07* Skill: 31-08* Skill: 31-10* <b>*Skill to be checked off</b>	<i>Course Competency 5) #29</i> Demonstrate techniques for bladder and catheter irrigation and catheter care including appropriate documentation. <ul style="list-style-type: none"> <li>• Inserting a Straight Catheter</li> <li>• Performing a continuous Bladder Irrigation</li> <li>• Irrigating a Closed Urinary Drainage System</li> </ul> <i>Competency 5) #19:</i> Demonstrate use of the nursing process.  <i>Competency 5) #21:</i> Demonstrate documentation of nursing care.  <b>Practice</b> Insertion/Discontinuing Indwelling Foley Catheter  Physical Assessment  Manual Vital Signs		Course 1,2,3,4,6,7 Core A,B,C

<p><b>Week 9</b> Monday 03/02/20</p>	<p><b>Lab</b> <b>Procedural Checklists</b> <i>Chapter 15</i> <i>Skill: 15-01*</i> <i>Skill: 15-02*</i> <i>Skill: 15-03*</i> <i>Skill: 15-04*</i> <i>Skill: 15-05*</i> <i>Skill: 15-06*</i> <i>Skill: 15-07*</i> <i>Skill: 15-08*</i> <i>Skill: 15-09*</i> <i>Skill: 15-10*</i> <i>Skill: 15-11*</i> <b>STC Skill:</b> <i>Assessing Pulse</i> <b>STC Skill:</b> <i>Assessing Respirations</i> <b>STC Skill:</b> <i>Assessing Blood Pressure</i> <b>STC Skill:</b> <i>Performing a Physical Assessment (Includes apical pulse, heart and lung, peripheral pulse, and basic neurological assessments)</i> <b>STC Skill:</b> <i>Inserting Foley Catheter</i> <b>STC Skill:</b> <i>Discontinuing Foley Catheter</i></p>	<p><b>Practice and Demonstrate</b> <i>Course Competency 5) #10:</i> Demonstrate techniques for bathing an adult, giving a back rub morning and evening care, assisting with activities of daily living including appropriate documentation.</p> <ul style="list-style-type: none"> <li>• Administering a Complete Bed Bath</li> <li>• Administering Perineal Care</li> <li>• Administering Back Massage</li> <li>• Oral Care: Unconscious</li> <li>• Oral Care: Conscious</li> <li>• Providing Denture Care</li> <li>• Shaving a Male Patient</li> <li>• Providing Nail Care</li> <li>• Shampooing Hair (Bed)</li> </ul> <p><i>Course Competency 5) #8:</i> Demonstrate techniques for changing an occupied, unoccupied, and a surgical bed.</p> <ul style="list-style-type: none"> <li>• Making Unoccupied Bed</li> <li>• Making Occupied Bed</li> <li>• Making a Surgical Bed</li> </ul> <p><i>Competency 5) #19:</i> Demonstrate use of the nursing process.</p> <p><i>Competency 5) #21:</i> Demonstrate documentation of nursing care.</p> <p><b>Practice</b> Insertion/Discontinuing Indwelling Foley Catheter</p> <p>Physical Assessment</p> <p>Manual Vital Signs</p> <p><b>*Skill to be checked off</b></p>		<p>Course 1,2,3,6,7 Core A,B,C</p>
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Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 03/03/20	<p><b>Lab</b></p> <p><b>Procedural Checklist</b></p> <p><b>STC Skill:</b> <i>Assessing Pulse</i></p> <p><b>STC Skill:</b> <i>Assessing Respirations</i></p> <p><b>STC Skill:</b> <i>Assessing Blood Pressure</i></p> <p><b>STC Skill:</b> <i>Performing a Physical Assessment (Includes apical pulse, heart and lung, peripheral pulse, and basic neurological assessments)</i></p> <p><b>STC Skill:</b> <i>Inserting Foley Catheter</i></p> <p><b>STC Skill:</b> <i>Discontinuing Foley Catheter</i></p> <p><b>*Skill to be checked off</b></p>	<p><b>Practice</b></p> <p>Insertion/Discontinuing Indwelling Foley Catheter</p> <p>Physical Assessment</p> <p>Manual Vital Signs</p>		Course 1,2,3,6,7 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday 03/04/20	<p><b>Lab</b></p> <p><b>Procedural Checklist</b></p> <p><b>STC Skill:</b> <i>Assessing Pulse</i></p> <p><b>STC Skill:</b> <i>Assessing Respirations</i></p> <p><b>STC Skill:</b> <i>Assessing Blood Pressure</i></p> <p><b>STC Skill:</b> <i>Performing a Physical Assessment (Includes apical pulse, heart and lung, peripheral pulse, and basic neurological assessments)</i></p> <p><b>STC Skill:</b> <i>Inserting Foley Catheter</i></p> <p><b>STC Skill:</b> <i>Discontinuing Foley Catheter</i></p> <p><b>*Skill to be checked off</b></p>	<p><b>Practice</b></p> <p>Insertion/Discontinuing Indwelling Foley Catheter</p> <p>Physical Assessment</p> <p>Manual Vital Signs</p>		<p>Course</p> <p>1,2,3,6,7</p> <p>Core</p> <p>A,B,C</p>



Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<b>Week 10</b> Monday 03/09/20	<p><b>STC Skill:</b> Assessing Pulse*</p> <p><b>STC Skill:</b> Assessing Respirations*</p> <p><b>STC Skill:</b> Assessing Blood Pressure*</p> <p><b>STC Skill:</b> Performing a Physical Assessment (Includes apical pulse, heart and lung, peripheral pulse, and basic neurological assessments)*</p> <p><b>STC Skill:</b> Inserting Foley Catheter*</p> <p><b>STC Skill:</b> Discontinuing Foley Catheter*</p> <p><b>*Skill to be checked off</b></p>	<p><i>Skills Final Exam Day</i></p> <p>Insertion/Discontinuing Indwelling Foley Catheter</p> <p>Physical Assessment</p> <p>Manual Vital Signs</p>	<p>Student attire for skills check off must include:</p> <ul style="list-style-type: none"> <li>➤ Shorts/jogging pant (extremity must be visualized 2 inches above the knee)</li> <li>➤ Short-sleeve T-shirt</li> <li>➤ No shoes</li> <li>➤ No socks</li> <li>➤ Skills Pack</li> <li>➤ Watch with a second hand</li> <li>➤ Skills Procedure Book</li> </ul>	<p>Course 1,2,3,6,7 Core A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 03/10/20	<p><b>STC Skill:</b> Assessing Pulse*</p> <p><b>STC Skill:</b> Assessing Respirations*</p> <p><b>STC Skill:</b> Assessing Blood Pressure*</p> <p><b>STC Skill:</b> Performing a Physical Assessment (Includes apical pulse, heart and lung, peripheral pulse, and basic neurological assessments)*</p> <p><b>STC Skill:</b> Inserting Foley Catheter*</p> <p><b>STC Skill:</b> Discontinuing Foley Catheter</p> <p><b>*Skill to be checked off</b></p>	<p><i>Skills Final Exam Day</i></p> <p>Insertion/Discontinuing Indwelling Foley Catheter</p> <p>Physical Assessment</p> <p>Manual Vital Signs</p>		<p>Course 1,2,3,6,7 Core A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday 03/11/20		<p><b>Orientation to Clinical Sites:</b> Emanuel Medical Center Nursing Home and Azalea Rehabilitation</p> <p>Full Uniform Includes: Designated uniform top and bottom with STC PN patch, white lab coat bearing STC PN patch (if purchased), socks (white, black, or gray), shoes, watch with a second hand, blood pressure cuff, stethoscope, and student ID badge</p> <p>Refer to Practical Nursing Program Student Handbook Fundamentals Clinical (PNSG 2035) Syllabus Review Student Handbook Review for Clinical Setting Documentation Requirements</p>	<p><b>FULL UNIFORM CHECK: Failure to arrive in full uniform may prevent student from attending orientation to clinical sites. Failure to attend clinical orientation may prevent student from attending Fundamentals clinical.</b></p> <p>Clinical for this course will be 03/17/20-03/30/20 0630-1700</p>	<p>Course 1,2,3,6,7 Core A,B,C</p>

**Competency Areas:**

- 1.) Nursing as a Profession
- 2.) Ethics, Morals and Legal Implications
- 3.) Infection Control/Blood-borne/Airborne Pathogens
- 4.) Basic Emergency Care/First Aid and Triage
- 5.) Client Care

**General Core Educational Competencies:**

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

**Disclaimer Statement**

Instructor reserves the right to change the syllabus and/or lesson plan as necessary. The official copy of the course syllabus will be given to the student during face-to-face class time on the first day of the course. The syllabus displayed in advance of the course in a location other than the course student is enrolled in is for planning purposes only.