



RNSG 2000B Medical Surgical Nursing II COURSE SYLLABUS Spring Semester 2020

COURSE INFORMATION

Credit Hours/Minutes: 4/4500

Didactic 3 (2250 minutes)

Clinical 1 (2250 minutes)

Class Location: Swainsboro Campus/Building 8 Room 8136

Class Meets: On Wednesday 3/4 and then on Tuesdays beginning 3/10-5/4 from 1:00 pm-6:45 pm

Clinical: Clinical hours will vary

Course Reference Number (CRN): 40181

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Mary Martha Jennings, Master of Science in Nursing (MSN), Registered Nurse (RN), Advanced Practice Registered Nurse (APRN), Family Nurse Practitioner-Clinician (FNP-C), Lead Instructor

Campus/Office Location: Swainsboro Campus/Building 8 Room 8119

Office Hours: Mondays from 9:00 am-11:00 am & 1:00 pm-4:00 pm

Email: [Mary Martha Jennings \(mjennings@southeasterntech.edu\)](mailto:mjennings@southeasterntech.edu) Please use: BlackBoard

Phone: 478-289-2333

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment

Instructor Name: Beth Hendrix, Master of Public Health (MPH), Master of Science in Nursing (MSN), Registered Nurse (RN)

Campus/Office Location: Swainsboro Campus/Building 8 Room 8121

Office Hours: Mondays from 9:00 am-11:00am & 1:00 pm-4:00 pm

Email: [Beth Hendrix \(bhendrix@southeasterntech.edu\)](mailto:bhendrix@southeasterntech.edu) Please use: BlackBoard

Phone: 478-289-2284

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment

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

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

REQUIRED TEXT

1. Hinkle, J., & Cheever, K. (2019). *Brunner & Suddarth's: Textbook of medical-surgical nursing* (14th ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins
2. Doenges, M., Moorhouse, M., & Murr, A. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span* (10th ed.). Philadelphia, PA: F. A. Davis Company.
3. Assessment Technologies Institute (ATI) testing web service

REQUIRED SUPPLIES & SOFTWARE:

Pen, pencil, paper, large 3 ring binder, highlighter, laptop, computer access, ear phones (for ATI skills modules), large spiral notebook, calculator, 2 folders, and clinical supplies.

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

Laptop computers are REQUIRED with the following suggested specification:

Processor i5 or i7

Memory 8GB or higher

Hard drive 250GB or larger

Get a DVD Drive either internal or external

COURSE DESCRIPTION

This course focuses on the care of adult clients with complex, multisystem health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with complex, multisystem alterations within selected body systems and will enhance concepts taught in previous nursing courses. The role of the nurse as a provider will include: client-centered care; teamwork and collaboration; evidence-based practice; quality improvement; safety; informatics; professionalism; and leadership. The clinical experience will provide the student an opportunity to apply theoretical concepts and implement safe client care to adults in a variety of healthcare settings

MAJOR COURSE COMPETENCIES**PREREQUISITE(S)**

Program Admission, RNSG 1018B, 1019B, 1030B

CO-REQUISITE

RNSG 2005B

MAJOR COURSE OUTCOMES

1. Develop individualized, evidence-based plans of care that include cultural, spiritual, and developmentally appropriate interventions and health promotion recommendations for adult clients with complex, multisystem health alterations.
2. Collaborate with members of the inter-professional health care team while acting as a client advocate in the provision of safe, quality care for adult clients.
3. Apply evidence based knowledge in the provision of care to clients.
4. Implement strategies that provide a safe environment for clients, self, and other while supporting quality improvement initiatives.

CONTENT/UNIT OUTCOMES

ALTERATIONS IN OXYGENATION

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

ALTERATIONS IN CARDIAC OUTPUT AND TISSUE PERFUSION

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

ALTERATIONS IN COGNITION AND SENSATION

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

ALTERATIONS IN REGULATION AND METABOLISM

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

ALTERATIONS IN INGESTION, DIGESTION, ABSORPTION, AND ELIMINATION

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

ALTERATIONS IN EXCRETION

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

ALTERATIONS IN REPRODUCTIVE FUNCTION (ADULT MALES)

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

GENERAL EDUCATION CORE COMPETENCIES

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

- 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.

STUDENT REQUIREMENTS

Students are expected to complete all exams and daily assignments. A unit exam average of 70% or above must be obtained in order to take the final exam. Students are required to have at least a 70% or higher when calculating the average of the unit exams and final exam before other components, listed under grading policy, will be added for calculation of the final course average/grade. If the students fails to meet the unit exam/final exam expectations, the student will receive a W for academic deficiency.

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

A final cumulative average of at least 70% must be obtained in order to progress to future nursing courses.

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). For example: exam has 60 questions and each question will be worth 1.66 (points) 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 this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

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

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

The first attempt calculation exam for this semester will be given the **first day of class** in RNSG 1030B for this semester. The student must also turn in the completed **calculation review packet** by 0900 am the first day of class in RNSG 1030B to be able to take the first attempt calculation exam for this semester. If the student is **unsuccessful on the first attempt**, the **student must attend one hour of remediation after class on the first day of class**.

SPECIAL NOTE: During this class, occurrences may be issued for failure to meet classroom/lab requirements (tardiness, uncompleted/late work, and etc.).

Power Points for RNSG 2000B will be available on the M drive: Associate of Science Degree in Nursing Bridge and BlackBoard

EXAMS

If a student shows up late for class on an exam date **or is not prepared to start the test on time (for example: has laptop issues not related to school network, ATI assignments not turned to faculty's specifications, etc)**, the student may not be allowed to take the exam once the faculty has shut the door. The student will have to make up the exam and this may count as their one opportunity for a make-up exam. Students may be provided time to look at their exam score in class and a general discussion may occur; however, due to time constraints, students are encouraged to schedule an appointment with their instructor or another ASN faculty member to view and get further explanation on the missed concepts. In addition, if a student believes an exam question needs to be challenged, the student must email their instructor the rationale for consideration. This request must be received via email within 24 hours of the examination. No verbal or text message requests will be granted. The test question and rationale will go before a panel of nursing faculty for decision.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) ACTIVITIES

All ATI activities must be completed as outlined on ATI Activities calendar. Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment is

due at 7:00 am on the Monday prior to the class period as indicated on the ATI activities calendar. Failure to turn in the Module Report will result in the student not being eligible to take the unit exam. This will count for the student's one unit make-up if not already used. Please note that only one make-up exam is allowed.

TICKET TO CLASS

Assignments **may** be given as homework which will serve as the student's ticket into class. The student will not be allowed in class if they fail to complete the ticket to class assignment. This will count as an absence and the student will not be allowed to return to class until the assignment is completed in its entirety. Students may be required to wait until the class takes a break before they are allowed to enter as not to interrupt class.

SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT

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

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

Each week, you should write an entry in your journal. You may include your feelings about the week's experiences. 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.

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, **every Monday by 7:00 am**. The journal will be linked to the following courses: RNSG 1019B, 2000B and 2020B. 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 16 journal entries due for Fall Semester. If no journal entries were completed, then 16 points will be deducted from your **FINAL AVERAGE**.

SIMULATION LAB

This course may include a simulation lab. Simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is to develop clinical judgment skills that are necessary to function as a professionally trained nurse. The student will sign up for **ONE** simulation lab day. A pre-simulation assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the simulation lab will leave the student ineligible to attend clinical. If the student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to review the student handbook regarding simulation lab regulations.

ATTENDANCE PROVISIONS

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

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

The didactic portion of the class will meet for 45 hours. For this class that meets 1 day a week for 8 weeks, the maximum number a student can miss is **4.5 hours** during the course. **Students missing more than 4.5 hours will be dropped for exceeding the attendance procedure.**

The clinical portion of this course requires **37.5 clinical hours (4500 minutes)** during the semester. **A clinical absence will require an excuse or appropriate documentation and all missed clinical time must be made up as required to fulfill the curriculum requirements.** Absences must be discussed with faculty, Program Director and/or Special Needs Coordinator dependent on the circumstances of the absence. Students who do not make up all clinical time missed will be issued a final clinical grade of zero and will be unable to progress in the program. The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

Students are informed at the beginning of the semester the proposed dates for clinical. Dates are nonnegotiable. If you are required to be absent from clinical for special circumstances like military training or jury duty, you must email the instructor as soon as possible. An individual student schedule will be provided for clinical.

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, 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas](mailto:hthomas@southeasterntech.edu) hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

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, 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas](mailto:Helen.Thomas@southeasterntech.edu) hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

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" 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 RNSG 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.

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

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

STUDENT SUCCESS PLAN (SSP)

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

should be initiated for the following reasons:

- if the student has (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 SSP. Students are required to submit the SSP within 48 hours and are responsible for meeting with the instructor by the next class meeting.

(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.

ACADEMIC DISHONESTY POLICY

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

PROCEDURE FOR ACADEMIC MISCONDUCT

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

1. First Offense

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

2. Second Offense

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

3. Third Offense

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

STATEMENT OF NON-DISCRIMINATION

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

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

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

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 Southeastern Technical College's website.

ACCESS TO TECHNOLOGY

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

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

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

GRADING POLICY

Assessment/Assignment	Percentage
Unit Exam – This percentage is based on 6 unit exams	55%
Final Exam	25%
Clinical-The clinical portion of the course grade is determined based on the clinical faculty/preceptor evaluations and clinical paperwork rubric. The grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors.	20%

GRADING SCALE

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

SUBJECT TO CHANGE
RNSG 2000B Medical Surgical II
Spring Semester 2020 Lesson Plan

MS=Medical Surgical; COPD=Chronic Obstructive Pulmonary Disease; DNR= Do Not Resuscitate; DVT= Deep Vein Thrombosis; CVA= Cerebral Vascular Accident; GI= Gastrointestinal; C-Diff= Clostridium Difficile; UTI= Urinary Tract Infection

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
3/4/20 Week 1	Chapters 23-24	Lecture: Chapter 23: Management of Patient with Chest and Lower Respiratory Tract Disorders Chapter 24: Management of Patient with Chronic Pulmonary Disease 3/9/20 is Last Day of Drop/Add for this class	Read Assigned Chapters ATI	Competency Areas: 1-4 General Core Educational Competencies: a-c
3/10/20 Week 2	Test 1 (Chapters 23-24) Chapters 28-30	Test 1 (Chapters 23-24) Lecture: Chapter 28: Management of Patients with Structural, Infectious, and Inflammatory Cardiac Disorders Chapter 29: Management of Patients with Complications from Heart Disease Chapter 30: Assessment and Management of Patients with Vascular Disorders and Peripheral Circulation In Class: ATI Video Case Studies RN: Heart Failure	Read Assigned Chapters ATI	Competency Areas: 1-4 General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
3/17/20 Week 3	<p>Test 2 (Chapters 28-30)</p> <p>Chapters 67,69-70</p>	<p>Test 2 (Chapters 28-30)</p> <p>Lecture: Chapter 67: Management of Patients with Cerebrovascular Disorders Chapter 69: Management of Patients with Neurologic Infections, Autoimmune Disorders, and Neuropathies Chapter 70: Management of Patients with Oncologic or Degenerative Neurologic Disorders</p> <p>25% Student Success Plan</p>	<p>Read Assigned Chapters</p> <p>ATI</p>	<p>Competency Areas: 1-4</p> <p>General Core Educational Competencies: a-c</p>
3/24/20 Week 4	<p>Test 3 Chapters (67,69-70)</p> <p>Chapters 50,52</p>	<p>Test 3 Chapters (67,69-70)</p> <p>Lecture: Chapter 50: Assessment and Management of Patients with Biliary Disorders Chapter 52: Assessment and Management of Patients with Endocrine Disorders</p>	<p>Read Assigned Chapters</p> <p>ATI</p>	<p>Competency Areas: 1-4</p> <p>General Core Educational Competencies: a-c</p>
3/31/20 Week 5	<p>Test 4 (Chapters 50,52)</p> <p>Chapters 45-48</p>	<p>Test 4 (Chapters 50,52)</p> <p>Lecture: Chapter 45: Management of Patients with Oral and Esophageal Disorders Chapter 46: Management of Patients with Gastric and Duodenal Disorders Chapter 47: Management of Patients with Intestinal and Rectal Disorders Chapter 48: Assessment and Management of Patients With Obesity</p> <p>50% Student Success Plan</p>	<p>Read Assigned Chapters</p> <p>ATI</p>	<p>Competency Areas: 1-4</p> <p>General Core Educational Competencies: a-c</p>
4/7/20	NO CLASS	SPRING BREAK		

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
4/14/20 Week 6	Test 5 (Chapters 45-48) Chapter 53-55, 59	Test 5 (Chapters 45-48) Lecture: Chapter 53: Assessment of Kidney and Urinary Function Chapter 54: Management of Patients with Kidney Disorders Chapter 55: Management of Patients with Urinary Disorders Chapter 59: Assessment and Management of Patients With Male Reproductive Disorders In Class: ATI Video Case Studies RN: Urinary Tract Disorders	Read Assigned Chapters ATI	Competency Areas: 1-4 General Core Educational Competencies: a-c
4/21/20 Week 7	Test 6 (Chapters 53-55, 59)	Test 6 (Chapters 53-55, 59)	Read Assigned Chapters Study for Final Exam	Competency Areas: 1-4 General Core Educational Competencies: a-c
4/28/20 Week 8	Final Exam	COMPREHENSIVE FINAL EXAM		Competency Areas: 1-4 General Core Educational Competencies: a-c
3/5/20-5/4/20	Clinical	Clinical Practice-Based Learning Activities and Interactions	See clinical documentation requirements	Competency Areas: 1-4 General Core Educational Competencies: a-c

COMPETENCY AREAS:

1. Develop individualized, evidence-based plans of care that include cultural, spiritual, and developmentally appropriate interventions and health promotion recommendations for adult clients with complex, multisystem health alterations.

2. Collaborate with members of the inter-professional health care team while acting as a client advocate in the provision of safe, quality care for adult clients.
3. Apply evidence based knowledge in the provision of care to clients.
4. Implement strategies that provide a safe environment for clients, self, and other while supporting quality improvement initiatives.

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.

SUBJECT TO CHANGE

RNSG 2000B ATI ACTIVITIES CALENDAR

(Due at 7:00 am the Monday before class on Tuesday unless otherwise noted)

Date Due ***Due at 7:00 am the Monday before the class on Tuesday***	Activity Title
3/9/20	Learning Systems RN 3.0 MS: Respiratory Targeted MS Practice Assessments: Respiratory RN Real Life Medical Surgical 3.0: COPD The Communicator 2.0: Technique Identifier: Client Living with Asthma
3/16/20	Learning Systems RN 3.0 MS: Cardiovascular & Hematology Targeted MS Practice Assessments: Cardiovascular
3/23/20	Learning Systems RN 3.0 MS: Neurosensory & Oncology The Communicator 2.0: Technique Identifier: Client Experiencing Thrombosis The Communicator 2.0: Technique Identifier: Client Experiencing a Stroke
3/30/20	Learning Systems RN 3.0 MS: Endocrine Targeted MS Practice Assessments: Endocrine
4/13/20	Learning Systems RN 3.0 MS: Gastrointestinal Targeted MS Practice Assessments: Gastrointestinal RN Real Life Medical Surgical 3.0: GI Bleed The Communicator 2.0: Technique Identifier: Client Undergoing Weight Loss Surgery
4/20/20	Learning Systems RN 3.0 MS: Renal & Urinary Targeted MS Practice Assessments: Renal & Urinary RN Real Life Medical Surgical 3.0: Kidney Disease & Urinary Tract Infection

All ATI activities must be completed as outlined above on the ATI Activities calendar. Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI assignment is due **at 7:00 am on the Monday prior to** the class period as indicated on the ATI activities calendar. Failure to turn in the Module Report will result in the student not being eligible to take the unit exam. This will count for the student's one unit make-up if not already used. Please note that only one make-up exam is allowed.

**Instructor/Preceptor Evaluation Tool
(RNSG 2000B/2005B)**

Student Name _____ **Date** _____ **Clinical Site** _____

**** If a score of 1, 2 or 4 is given, please provide comments**

4 (Outstanding): Student **exceeds** expectations for a **second semester** nursing student. Demonstrates comprehensive understanding of concepts and applies them to client care, is safe, shows initiative. No supportive cues needed.

3 (Satisfactory): Student **meets** expectations for a **second semester** nursing student. Demonstrates fundamental level of understanding of concepts and applies them to client care, is safe, periodically shows initiative. Occasional cues needed.

2 (Needs Improvement): Student **does not meet** expectations for a **second semester** nursing student. Requires frequent guidance when applying concepts to client care, is usually safe, infrequently shows initiative. Frequent supportive cues needed.

1 (Unsatisfactory): Student **does not meet** expectations for a **second semester** nursing student. Requires consistent guidance when applying concepts to client care, is not safe, lacks initiative. Continuous supportive cues needed.

NO: Not observed/No opportunity

Clinical Performance Outcome-The Student:	Faculty/Preceptor Score
Performed a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing basic health alterations in a variety of settings.	
Utilized the nursing process to guide the delivery of client care to achieve optimal outcomes.	
Provided culturally sensitive care to clients and families from diverse backgrounds.	
Utilized verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	
Participated as a member of the healthcare team.	
Used legal tenets to guide nursing practice. (i.e. Student abided by HIPAA)	
Displayed professional accountability and responsibility. (i.e. Student was dressed in appropriate clinical attire, was on time, prepared, and acted in a professional manner toward clients and other healthcare team members).	
Utilized communication techniques that support sharing client-related information with members of the healthcare team	
Practiced clinical decision making when providing nursing care based on evaluation of client needs.	
Used organizational, time management and priority setting skills necessary to provide safe, quality client-centered care.(i.e. cared for more than one client at a time)	
Delegated tasks to appropriate members of the healthcare team.	

Comments: _____

Preceptor Signature _____ Date _____

Instructor Signature _____ Date _____