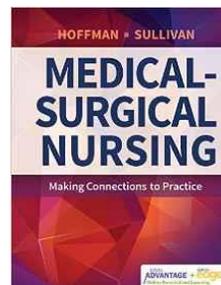
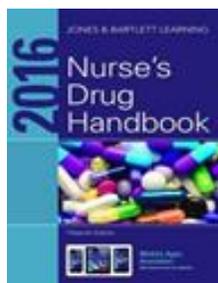
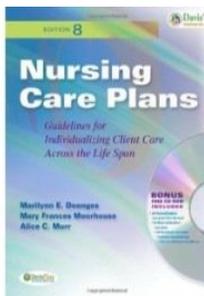


**SUBJECT TO CHANGE!!!**

	<b>RNSG 1020 Medical-Surgical Nursing I COURSE SYLLABUS Spring Semester 2017</b>
<b>Semester: Spring 2017</b>	<b>Instructor: Heather Williams MSN, RN/Jennifer Corner MSN, RN (Another ASN instructor may fill in and teach at any time)</b>
<b>Course Title: Medical-Surgical Nursing I</b>	<b>Office Hours: M,T,W,R: 8:00am-9am; 3:00-5pm</b>
<b>Course Number: RNSG 1020</b>	<b>Office Location: Gillis 706</b>
<b>Credit Hours/ Minutes: 7/8250 Didactic 3750 minutes (75 hours) Clinical 4500 minutes (75 hours)</b>	<b>Email Address: hwiliams@southeasterntech.edu</b>
<b>Class Location: 842</b>	<b>Phone: 912-538-3275</b>
<b>Class Meets: Wednesdays &amp; Thursdays from 8:30-12:00 beginning January 11, 2016. Please see clinical schedule for specifications.</b>	<b>Fax Number: 912-538-3106</b>
<b>CRN: 40204</b>	<b>Tutoring Hours: please schedule an appointment</b>

**REQUIRED TEXT:**

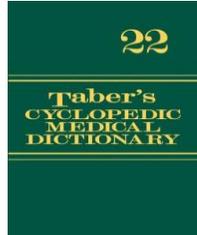
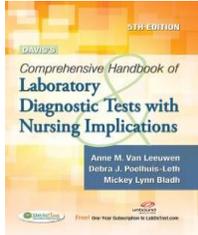
1. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span (8<sup>th</sup> ed.)*. Philadelphia, PA: F. A. Davis Company.
2. *2016 Nurse's Drug Handbook (15<sup>th</sup> ed.)*. Burlington, MA: Jones and Bartlett Learning
3. Hoffman, J. & Sullivan, N. (2017) *Medical-Surgical Nursing: Making Connections to Practice*. Philadelphia, PA: F. A. Davis Company.



## SUBJECT TO CHANGE!!!

### SUGGESTED TEXT:

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



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

**COURSE DESCRIPTION:** This course focuses on the care of adult clients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations within selected body systems and will enhance concepts taught in previous nursing courses. The role of the nurse as a provider will include: patient-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 OUTCOMES:

1. **Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health during the perioperative period.**
2. **Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the respiratory system.**
3. **Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the cardiovascular system.**
4. **Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the digestive and gastrointestinal systems.**
5. **Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the metabolic and endocrine systems.**
6. **Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the urinary/renal system.**
7. **Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of fluid and electrolyte balance/imbalance.**

**PREREQUISITE (S):** Program Admission, successful completion of RNSG 1005 and RNSG 1018

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COREQUISITE (S): RNSG 1030

**Course Requirements:****COURSE OUTLINE:**

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

Order	Description	Learning Domain	Level of Learning
1	Discuss the three phases of perioperative nursing	Cognitive	Understanding
2	Describe a comprehensive preoperative assessment to identify surgical risk factors	Cognitive	Understanding
3	Identify legal and ethical considerations related to obtaining informed consent for surgery	Cognitive	Understanding
4	Describe preoperative nursing measures that decrease the risk for infection and other postoperative complications	Cognitive	Understanding
5	Describe the immediate preoperative preparation of the patient	Cognitive	Understanding
6	Develop a preoperative teaching plan designed to promote the patient's recovery from anesthesia and surgery, thus preventing postoperative complications	Psychomotor	Articulation
7	Describe the principles of surgical asepsis during surgery	Cognitive	Understanding
8	Describe the roles of the surgical team members during the intraoperative phase of care	Cognitive	Understanding
9	Identify adverse effects of surgery and anesthesia	Cognitive	Understanding
10	Use the nursing process to optimize patient outcomes during intraoperative period	Cognitive	Applying
11	Describe the role of the nurse in ensuring patient safety during the intraoperative period	Cognitive	Understanding
12	Describe the responsibilities of the postanesthesia care unit nurse in the prevention of immediate postoperative complications	Cognitive	Understanding
13	Identify assessment parameters appropriate for the early detection of postoperative complications	Cognitive	Understanding
14	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

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

Order	Description	Learning Domain	Level of Learning
1	Discuss the assessment of respiratory function	Cognitive	Understanding

**SUBJECT TO CHANGE!!!**

2	Demonstrate assessment of respiratory function	Psychomotor	Guided Response
3	Differentiate between the nursing management of patients with chest, upper, and lower respiratory disorders	Cognitive	Analyzing
4	Examine the management of patients with chronic pulmonary disease	Cognitive	Analyzing
5	Discuss different respiratory care modalities	Cognitive	Understanding
6	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the respiratory system	Cognitive	Analyzing
7	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

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

Order	Description	Learning Domain	Level of Learning
1	Discuss the assessment of cardiovascular function	Cognitive	Understanding
2	Demonstrate assessment of cardiovascular function	Psychomotor	Guided Response
3	Differentiate between the nursing management of patients with dysrhythmias and conduction problems	Cognitive	Analyzing
4	Examine the management of patients with coronary vascular disorders	Cognitive	Analyzing
5	Differentiate between the nursing management of patients with structural, infectious, and inflammatory cardiac disorders	Cognitive	Analyzing
6	Differentiate between the nursing management of patients with complications from heart disease	Cognitive	Analyzing
7	Contrast the assessment and management of patients with vascular disorders and problems of the peripheral circulation	Cognitive	Analyzing
8	Examine the assessment and management of patients with hypertension	Cognitive	Analyzing
9	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the cardiovascular system	Cognitive	Analyzing
10	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

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

Order	Description	Learning Domain	Level of Learning
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**SUBJECT TO CHANGE!!!**

1	Discuss the assessment of digestive and gastrointestinal function	Cognitive	Understanding
2	Demonstrate assessment of digestive and gastrointestinal function	Psychomotor	Guided Response
3	Contrast the management of patients with different oral and esophageal disorders	Cognitive	Analyzing
4	Analyze special nutritional modalities used with gastrointestinal intubation	Cognitive	Analyzing
5	Differentiate between the nursing management of patients with gastric and duodenal disorders	Cognitive	Analyzing
6	Examine the management of patients with intestinal and rectal disorders	Cognitive	Analyzing
7	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the cardiovascular system	Cognitive	Analyzing
8	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

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

Order	Description	Learning Domain	Level of Learning
1	Discuss the assessment and management of the patient with hepatic and biliary disorders	Cognitive	Understanding
2	Discuss the assessment and management of the patient with diabetes mellitus	Cognitive	Understanding
3	Differentiate between the major classifications of diabetes	Cognitive	Analyzing
4	Develop a comprehensive plan of care for the patient with diabetes mellitus	Psychomotor	Articulation
5	Discuss the assessment and management of the patient with endocrine disorder	Cognitive	Understanding
6	Develop a comprehensive plan of care for the patient with hypothyroidism	Psychomotor	Articulation
7	Develop a comprehensive plan of care for the patient with hyperthyroidism	Psychomotor	Articulation
8	Develop a comprehensive plan of care for the patient with hyperparathyroidism	Psychomotor	Articulation
9	Develop a comprehensive plan of care for the patient with hypoparathyroidism	Psychomotor	Articulation
10	Develop a comprehensive plan of care for the patient with pheochromocytoma	Psychomotor	Articulation
11	Develop a comprehensive plan of care for the patient with adrenocortical insufficiency	Psychomotor	Articulation

**SUBJECT TO CHANGE!!!**

12	Develop a comprehensive plan of care for the patient with Cushing's syndrome	Psychomotor	Articulation
13	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

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

Order	Description	Learning Domain	Level of Learning
1	Discuss the assessment of renal and urinary tract function	Cognitive	Understanding
2	Describe the diagnostic studies used to determine upper and lower urinary tract function	Cognitive	Understanding
3	Identify the assessment parameters used for determining the status of upper and lower urinary tract function	Cognitive	Understanding
4	Differentiate between the nursing management of patients with renal disorders	Cognitive	Analyzing
5	Develop a comprehensive plan of care for the patient undergoing kidney surgery	Psychomotor	Articulation
6	Differentiate between the nursing management of patients with urinary disorders	Cognitive	Analyzing
7	Develop a comprehensive plan of care for the patient undergoing dialysis	Psychomotor	Articulation
8	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the urinary/renal system	Cognitive	Analyzing
9	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of fluid and electrolyte balance/imbalance.**

Order	Description	Learning Domain	Level of Learning
1	Differentiate between osmosis, diffusion, filtration, and active transport	Cognitive	Analyzing
2	Describe the role of the kidneys, lungs, and endocrine glands in regulating the body's fluid composition and volume	Cognitive	Understanding
3	Identify the effects of aging on fluid and electrolyte regulation	Cognitive	Understanding
4	Plans effective care of patients with fluid and electrolyte imbalances	Cognitive	Evaluating

**SUBJECT TO CHANGE!!!**

5	Explain the roles of the lungs, kidneys, and chemical buffers in maintaining acid-base balance	Cognitive	Understanding
6	Compare metabolic acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management	Cognitive	Analyzing
7	Compare respiratory acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management	Cognitive	Analyzing
8	Describe measures used for preventing complications of intravenous therapy	Cognitive	Understanding

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

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

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

*For example, if the unit exam average is 72.5 and accounts for 60% of the course grade and the final exam grade is 65.6 and accounts 20% for the course grade, the average before progressing to clinical will be calculated as follows:*

*Unit Exam Average:  $72.5 \times .60 = 43.5$*

*Final Exam Grade:  $65.5 \times .20 = 13.1$ .*

*Average grade for progression to clinical:  $43.5 + 13.1 = 56.6$*

*$56.6 / 80 = 70.7$  average grade and student will be allowed to progress to the clinical portion of the course.*

No assignment opportunities will be given for extra credit. Any unit test 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  $7 \times 1.66 = 11.62$ .  $100 - 11.62 = 88.38$ . 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. Students will be required to rotate seats prior to testing per instructions from the instructor. No talking is allowed once the exam begins. Once the exam begins, students will not be allowed to exit the classroom until the exam is completed. Students found with their cell phone or any other personal communication device during the exam will be considered cheating; which will result in a zero for the exam. All exams are timed with students receiving one minute to answer each examination question. An additional minute will be added per calculation exam question.

## **SUBJECT TO CHANGE!!!**

Students must make a 100% on a calculation exam before attending clinical. Students may take the drug calculation exam a maximum of THREE attempts. Each attempt will be a different but similar version.

Power Points for RNSG 1020 will be available on the M drive: M:\Associate of Science Degree in Nursing\RNSG 1020\PowerPoints.

**EXAMS:** Students will be provided time to look at their exam score in class and a general discussion may occur; however, due to time constraints students are encouraged to schedule an appointment with their instructor or another ASN faculty member to view and get further explanation on the missed concepts.

In addition, if a student believes a test question needs to be challenged, the student must email their instructor the rationale for consideration. This request must be received via email within 24 hours of the examination. No verbal or text message requests will be granted. The test question and rationale will go before a panel of nursing faculty for decision.

**ATI Activities:** All ATI activities must be completed as outlined on ATI rubric. Failure to do so will result in zero points for the missed activity. No points will be awarded if the activity is not completed on time or the benchmark (most are 85%) is not met. ATI assignments will be checked at 8:00 am on the morning the assignment is due. If assignment is not satisfactorily completed by this time it will be considered incomplete and points will not be awarded.

**Ticket to Class:** Assignments may be given as homework which will serve as the student's ticket into class. The student will not be allowed in class if they fail to complete the ticket to class assignment. This will count as an absence and the student will not be allowed to return to class until the assignment is completed in its entirety.

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

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

Each week, you should write an entry in your journal. You may include your feelings about the week's experiences. 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 (Tuesday in the event Monday is a holiday) by 8:00 am. The

## **SUBJECT TO CHANGE!!!**

journal will be linked to one of the following courses. RNSG 1005, 1020, 2000 or 2020. A point per week deduction for not submitting your journal by the date/time due will result in points being taken off your **FINAL AVERAGE**. For example, there will be 10 journal entries due for Summer Semester. If no journal entries were completed then 10 points will be deducted from your **FINAL AVERAGE**.

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

## **ADDITIONAL ATTENDANCE PROVISIONS**

### ***Health Sciences***

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

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. All work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time as noted on each syllabus will receive a "W" for the course if removed from the course on or before the 65% portion of the semester (see STC's calendar on our website for the actual date of the 65% point). After the 65% portion of the semester, the student has earned the right to a letter grade and will receive a grade for the course.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course involved. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour.

For example, a class that meets from 8:30-12:00 with time off for lunch will be considered absent if he/she is not in class by 9:05.

The didactic portion of the class will meet for 60 hours. A student is allowed to miss a maximum of 6 hours. Students missing more than 6 hours will be dropped for exceeding the attendance procedure. The 75 clinical hours are non-negotiable; missed clinical hours must be made up at the discretion of the instructor.

**SUBJECT TO CHANGE!!!**

**CLINICAL ATTENDANCE:** This class requires 75 clinical hours (4500 minutes) during the semester. A student is allowed to miss a **maximum** of 1 one clinical day. An excuse from a physician must be presented to the instructor. Students missing more than 1 day will be dropped for exceeding the attendance policy. All clinical time missed must be made up prior to beginning the next nursing course. Students that do not make up all clinical time missed will be issued a final clinical grade of "F". **A clinical absence will require a makeup day.** The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

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

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

**PREGNANCY:** Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Helen Thomas (912) 538-3126.

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

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

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

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

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

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** In the event of an absence on an exam day, the instructor may require a physician's excuse before a student is allowed to take a make-up exam. **A 10 point deduction will be issued if the student misses a unit exam due to an unexcused absence.** A student will only be allowed to make-up one theory exam which will be given at the discretion of the instructor. A grade of "0" will be given to all subsequent exams missed. The make-up exam may or may not be the same as the original exam.

## **SUBJECT TO CHANGE!!!**

It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

**STRATEGIC REMEDIATION PLAN:** Our purpose is to educate safe entry level health care professionals. At times, this may mean there are areas that must be improved upon. The Strategic Remediation Plan for Success documents deficiencies and provides a means for improvement. A remediation plan should be initiated for the following reasons:

- ❖ If the student has a cumulative unit exam average of  $\leq 70\%$  after the completion of 25% of the unit exams or skills deficiency, the faculty will initiate individual counseling session and complete Academic Deficiency Notice/Strategic Remediation Plan for Success.
- ❖ If the student has a cumulative unit exam average of  $\leq 70\%$  after the completion of 50 % of the unit exams or skills deficiency, the faculty will initiate individual counseling session, as well as review and update Academic Deficiency Notice/Strategic Remediation Plan for Success and submit an Early Alert.

**ACADEMIC DISHONESTY PROCEDURE:** The STC Academic Dishonesty Procedure states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The procedure can also be found in the *STC Catalog and Student Handbook.*

### **Procedure for Academic Misconduct**

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

#### **--First Offense--**

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

#### **--Second Offense--**

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

#### **--Third Offense--**

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

**STATEMENT OF NON-DISCRIMINATION:** 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).

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

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

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

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

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

Grading Scale	Grading Procedure
A: 90-100	Unit Exam 50%
B: 80-89	Final Exam 20%
C: 70-79	ATI Activities 10% (as outlined on RNSG 1020 ATI Activities Rubric)
D: 60-69	Clinical 20% (as outlined on RNSG 1020 Clinical Grading Rubric)
F: 0-59	

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

Unit exam grade x 0.50 = \_\_\_\_\_

Final exam grade x 0.20 = + \_\_\_\_\_

ATI Activities x 0.10 = + \_\_\_\_\_

Clinical x 0.20 = + \_\_\_\_\_

Numerical course grade = \_\_\_\_\_

**SUBJECT TO CHANGE!!!****Course Description- RNSG 1020 Medical Surgical I****Spring Semester 2017 Lesson Schedule**

\*\*\*This lesson plan is subject to change if necessary at the instructor's discretion.  
 \*\*\*\*Clinical Schedule will be combined with the schedule for RNSG 1030

<b>Date</b>	<b>Chap / Lesson</b>	<b>Content</b>	<b>Assignments &amp; Tests Due</b>	<b>* Area ** Core</b>
1/11	INTRO	Introduction to the course	Read assigned chapters	*1
	Ch.11	Pain Management		**1-3
	Ch.15	Priorities for the Preoperative Patient		
1/14	Ch.16	Priorities for the Intraoperative Patient	Read assigned chapters <b>ATI: Practice Assessment Perioperative. Due before test 1</b>  <b>Study for Test 1</b>	* 1 **1-3
	Ch.17	Priorities for the Postoperative Patient		
1/18	Test 1	<b>Test 1 (Ch 11, 15-17)</b>	Read assigned chapters <b>ATI: Learning Systems RN Practice Test Medical Surgical-Respiratory; Practice Assessment Targeted Medical-Surgical 2016: Respiratory; Real Life RN Medical Surgical COPD.</b> <b>Due before Test 2</b>	* 1, 2 **1-3
	Ch. 23	Assessment of Respiratory Function		
1/19	Ch. 24	Coordinating Care for Patient With Infectious Respiratory Disorders	Read assigned chapters Complete ATI assignments Read assigned chapters Complete ATI assignments	**1-3 **1-3
	Ch 25	Coordinating Care for Patients With Upper Airway Disorders		
1/25	Test 2	<b>Test 2 (Ch 23-25)</b>	Read assigned chapters	* 2 **1-3
	Ch. 26	Coordinating Care for Patients With Lower Airway Disorders		
1/26	Ch. 27	Coordinating Care for Critically Ill Patients With Respiratory Dysfunction	Read assigned chapters Complete ATI assignments	*2 **1-3
2/1	Test 3	<b>Test 3 (Ch. 26, 27)</b>	Read assigned chapters Complete ATI assignments	*3 **1-3
	Ch. 28	Assessment of Cardiovascular Function		
2/2	Ch. 29	Coordinating Care for Patients With Cardiac Dysrhythmia	<b>ATI: Learning Systems RN Practice Test Medical Surgical-Cardiovascular and Hematology; Practice Assessment Targeted Medical-Surgical 2016: Cardiovascular. Due before Test 4.</b> <b>Study for Test 4</b>	
	Ch. 30	Coordinating Care for Patients With Cardiac Disorders		

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<b>Date</b>	<b>Chap / Lesson</b>	<b>Content</b>	<b>Assignments &amp; Tests Due</b>	<b>* Area ** Core</b>
2/8	<b>Test 4</b> Ch. 31	<b>Test 4 (Ch 28-30)</b> Coordinating care for Patients With Vascular Disorders	Read assigned chapters	*3 **1-3
2/9	Ch. 32	Coordinating Care for Critically Ill Patients With Cardiovascular Dysfunction	Read assigned chapters <b>Study for Test 5</b>	*3 **1-3
2/15	<b>Test 5</b> Ch. 55	<b>Test 5 (Ch 31, 32)</b> Assessment of Gastrointestinal Function	Read assigned chapters Complete ATI modules	*3, 4 **1-3
2/16	Ch. 56 Ch. 57	Coordinating Care for Patients With Oral and Esophageal Disorders Coordinating Care for Patients With Stomach Disorders	Read assigned chapters Complete ATI modules <b>ATI: Learning Systems RN Practice Test Medical Surgical-Gastrointestinal; Practice Assessment Targeted Medical-Surgical 2016: Gastrointestinal. Due before Test 6.</b>	*4 **1-3
2/22	<b>Test 6</b> Ch. 58	<b>Test 6 (Ch. 5-57)</b> Coordinating Care for Patients With Intestinal Disorders	Read assigned chapters <b>ATI: Real Life RN Medical Surgical GI bleed and C Diff. Due before Test 7</b>	*4 **1-3
2/23	Ch. 59 Ch. 60	Coordinating Care for Patients With Hepatic Disorders Coordinating Care for Patients With Biliary and Pancreatic Disorders	Read assigned chapters Complete ATI modules <b>Study for Test 7</b>	*4 **1-3
3/1	<b>Test 7</b> Ch 40	<b>Test 7 (Ch 58-60)</b> Assessment of Endocrine Function	Read assigned chapters <b>ATI: Learning Systems RN Practice Test Medical Surgical-Endocrine; Practice Assessment Targeted Medical-Surgical 2016: Endocrine. Due before Test 8.</b>	*4,5 **1-3
3/2	Ch 41 Ch. 42	Coordinating Care for Patients With Pituitary Disorders Coordinating Care for Patients With Adrenal Disorders	Read assigned chapters Complete ATI assignments	*5 **1-3

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<b>Date</b>	<b>Chap / Lesson</b>	<b>Content</b>	<b>Assignments &amp; Tests Due</b>	<b>* Area ** Core</b>
3/8	<b>Test 8</b>	<b>Test 8 (Ch. 40-42)</b>	Read assigned chapters Complete ATI assignments	*5 **1-3
	Ch. 43	Coordinating Care for Patients With Thyroid and Parathyroid Disorders		
3/9	Ch. 44	Coordinating Care for Patients With Diabetes Mellitus	Read assigned chapters	*5 **1-3
3/15	Ch. 8	Fluid and Electrolyte Management	Read assigned chapters	*5, 7 **1-3
	Ch. 9	Acid Base		
3/16	Ch. 61	Assessment of Renal and Urinary Function	Read assigned chapters Complete all ATI assignments  <b>Study for Test 9</b>	*6 **1-3
	Ch. 62	Coordinating Care for Patients With Renal Disorders		
3/22	<b>Test 9</b>	<b>Test 9 (Ch. 8, 9, 43, 44)</b>	<b>ATI: Learning Systems RN Practice Test Medical Surgical-Renal and Urinary; Practice Assessment Targeted Medical-Surgical 2016: Renal and Urinary; Practice Assessment Targeted Medical-Surgical 2016: Fluid, Electrolyte and Acid-Base; Real Life RN Medical Surgical Urinary Tract Infection; Renal Failure. Due before Test 10.</b>	*6,7 **1-3
	Ch. 63	Coordinating Care for Patients With Urinary Disorders		
3/23	Ch. 66	Coordinating Care for Male Patients With Reproductive and Breast Disorders	<b>Review /Study for Test 10 and Final</b>	
3/28	<b>Test 10</b>	<b>Test 10 (Ch. 61-63, 66)</b>		*6, 7
<b>3/30</b>	<b>FINAL</b>	<b>COMPRHENSIVE FINAL EXAM</b>		
4/1-5/3	<b>Clinical</b>	<b>Clinical Practice-Based Learning Activities and Interactions</b>	<b>1. Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration</b>	*1-7 **1-3

**SUBJECT TO CHANGE!!!**

**Course Description- RNSG 1020 Medical Surgical I**

**Spring Semester 2017 Lesson Schedule**

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\*\*\*\*Clinical Schedule will be combined with the schedule for RNSG 1030**

<b>Date</b>	<b>Chap / Lesson</b>	<b>Content</b>	<b>Assignments &amp; Tests Due</b>	<b>* Area ** Core</b>
<b>5/4</b>	<b>Clinical</b>	<b>Make-up Day if needed Clinical Practice-Based Learning Activities and Interactions</b>		

**\* Competency Areas:**

1. Management of the Patient during the Perioperative Period
2. Management of the Patient with Problems of the Respiratory System
3. Management of the Patient with Problems of the Cardiovascular System
4. Management of the Patient with Problems of the Digestive and Gastrointestinal Systems
5. Management of the Patient with Problems of the Metabolic and Endocrine Systems
6. Management of the Patient with Problems of the Urinary/Renal System
7. Management of the Patient with Problems with Fluid and Electrolyte Balance

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

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

**SUBJECT TO CHANGE!!!****RNSG 1020 ATI Activities**

<b>Date Due</b>	<b>Activity Title</b>	<b>Points Possible</b>	<b>Points Earned</b>
1/18/17	Practice Assessment Perioperative	4	
1/25/17	Learning Systems RN Practice Test Medical Surgical- Respiratory	5	
	Practice Assessment Targeted Medical-Surgical 2016: Respiratory	4	
	Real Life RN Medical Surgical COPD	10	
2/8/17	Learning Systems RN Practice Test Medical Surgical- Cardiovascular and Hematology	5	
	Practice Assessment Targeted Medical-Surgical 2016: Cardiovascular	4	
2/22/17	Learning Systems RN Practice Test Medical Surgical- Gastrointestinal	5	
	Practice Assessment Targeted Medical-Surgical 2016: Gastrointestinal	4	
3/1/17	Real Life RN Medical Surgical: GI bleed	10	
	Real Life RN Medical Surgical: C Diff	10	
3/8/17	Learning Systems RN Practice Test Medical Surgical- Endocrine	5	
	Practice Assessment Targeted Medical-Surgical 2016: Endocrine	4	
3/28/17	Learning Systems RN Practice Test Medical Surgical- Renal and Urinary	5	
	Practice Assessment Targeted Medical-Surgical 2016: Renal and Urinary	4	
	Practice Assessment Targeted Medical-Surgical 2016: Fluid, Electrolyte and Acid Base	4	
	Real Life RN Medical Surgical: Urinary Tract Infection	10	
	Real Life RN Medical Surgical: Renal Failure	10	
	<b>Total Possible Points</b>	<b>103</b>	

**There are a total of 103 points assigned for all completed ATI activities which account for 10.3 (10%) toward your final grade. In order for you to receive the full 10.3 points, you must complete all assignments by the date due. To provide evidence of completion, please print "Module Time Summary" record and present to you instructor.**

**SUBJECT TO CHANGE!!!**

**Clinical Evaluation Tool - Spring 2017  
RNSG 1020  
Level 1**

<b>1. Use the nursing process as a framework for providing nursing care</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6 (Final)</b>
a) Perform a general assessment of clients.						
b) Develop a plan of care based on data collected during a general assessment.						
c) Select cultural and age-appropriate interventions for inclusion in the plan of care						
d) Implement nursing care that is safe and based on the established plan of care.						
e) Use clinical decision making when providing patient care and participating in the evaluation of patient outcomes.						
Student Comments:						
Faculty Comments:						
<b>2. Promote continuity of health care within the health care team and across various settings</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6 (Final)</b>
a) Participate as a member of the health care team.						
b) Communicate patient-related information to designated members of the health care team in a timely manner.						
c) Plan and provide health-related education.						
d) Use information technology to document patient information and communicate with members of the health care team						
Student Comments:						
Faculty Comments:						
<b>3. Use scientific principles and evidence-based practice as a foundation for nursing practice</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6 (Final)</b>
a) Apply knowledge of pathophysiology, pharmacology, and nutrition when providing patient care.						
b) Identify best practice resources used as a basis for nursing care and clinical decision making						
c) Use identified resources in the provision of evidence-based practice.						
Student Comments:						
Faculty Comments:						
<b>4. Practice nursing in a professional, ethical, and legal manner.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6 (Final)</b>

**SUBJECT TO CHANGE!!!**

a) Practice nursing in accordance with established standards of practice and institutional policies and procedures.						
b) Use the ANA code of ethics as a framework for ethical practice.						
c) Practice nursing in accordance with the Nurse Practice Act and other regulatory guidelines.						
d) Maintain professional accountability and responsibility when communicating with patients and in the delivery of patient care.						

Student Comments:

Faculty Comments:

<b>5. Use communication that promotes an effective exchange of information.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6 (Final)</b>
a) Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients.						
b) Identify barriers to effective communication and make appropriate changes in communication.						
c) Use standardized hand-off communication tools when transferring care responsibilities to other members of the health care team.						
d) Communicate effectively with the health care team and report issues that indicate conflict is impacting patient care.						
e) Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients.						

Student Comments:

Faculty Comments:

<b>Weekly Average</b>						
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**4 (Outstanding)**

- Exceeds expectations (as identified on clinical evaluation tool)
- Is safe
- Consistently shows initiative.
- Demonstrates a comprehensive level of understanding of concepts and applies them to patient care.
- Consistently identifies patient care situations that need attention.
- No supportive cues needed.

**3 (Satisfactory)**

- Meets expectations (as identified on clinical evaluation tool)
- Is safe
- Periodically shows initiative.
- Demonstrates a fundamental level of understanding of concepts and applies them to patient care.
- Usually identifies patient care situations that need attention.
- Occasional supportive cues needed.

**2 (Needs Improvement)**

**SUBJECT TO CHANGE!!!**

- Does not meet expectations (as identified on clinical evaluation tool)
- Is usually safe
- Infrequently shows initiative.
- Requires frequent guidance when applying concepts to patient care situations.
- Inconsistently identifies patient care situations that need attention.
- Frequent supportive cues needed.

**1 (Unsatisfactory)**

- Does not meet expectations (as identified on clinical evaluation tool)
- Is unsafe
- Lacks initiative.
- Requires consistent guidance when applying concepts to patient care situations.
- Fails to identify patient care situations that need attention.
- Continuous supportive cues needed.

**NO = Not Observed/No Opportunity**

**Level 1**

It is expected of the student to improve throughout the clinical rotation. At the summative (final) point of evaluation, the rating for each will be added and divided by the number of applicable items.

Example :  $80/25=3.2$  This will equal a 92. This will be calculated as 20% of your grade for RNSG 1020.

Then see the scale below to find numerical average on 100 point scale:

100=4							
99=3.9	94=3.4	89=2.9	84=2.4	79=1.9	74=1.4	69=0.9	64=0.4
98=3.8	93=3.3	88=2.8	83=2.3	78=1.8	73=1.3	68=0.8	63=0.3
97=3.7	92=3.2	87=2.7	82=2.2	77=1.7	72=1.2	67=0.7	62=0.2
96=3.6	91=3.1	86=2.6	81=2.1	76=1.6	71=1.1	66=0.6	61=0.1
95=3.5	90=3.0	85=2.5	80=2.0	75=1.5	70=1.0	65=0.5	60=0.0

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

Final Average:

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