



RNSG 1020 Medical-Surgical Nursing I

COURSE SYLLABUS Spring Semester 2019

COURSE INFORMATION

Credit Hours/Minutes: 7/8250

Campus/Class Location: Vidalia/Gillis Building Room 836

Class Meets: Wednesday and Thursday 8:30am-12:00pm

Student will be required to sign up for one day of clinical skill practice and one day of clinical skill check-off.

Course Reference Number (CRN): 40258

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Summer Moore Bachelors of Science in Nursing, Registered Nurse

Office Location: Gillis Building Rm 706

Office Hours: Monday and Tuesday 0800-1600

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Tutoring Hours: please schedule an appointment

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and 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. (2018). *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. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span* (8th 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, computer access, ear phones (for ATI skills Modules), medium bandage scissors, stethoscope, watch with second hand or seconds displayed, large spiral notebook, calculator, and clinical supplies.

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

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

COURSE DESCRIPTION

This course focuses on the care of adult clients with basic health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with basic alterations within selected body concepts 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 OUTCOMES

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

1. Perform a basic health assessment of adult clients to identify deviations from normal that can contribute to alterations in health.
2. Participate as a member of the inter-professional healthcare team in the provision of safe, quality care for adult and older adult clients with basic health alterations.
3. Demonstrate clinical decision making when participating in the provision of care to adult and older adult clients experiencing basic alterations in health.
4. Apply knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for adult and older adult clients with basic alterations in health.
5. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team.
6. Demonstrate ability to securely use health information systems and client care technologies in an appropriate, effective manner.
7. Provide health and safety related education based on the identified needs of clients.
8. Use organizational and time management skills in the provision of client-centered care.
9. Report environmental hazards, client safety concerns and participate in activities that promote quality improvement.
10. Adhere to ethical, legal and professional standards while caring for adult and older adult clients with basic alterations in health.

PREREQUISITE(S)

Program Admission, successful completion of RNSG 1005 and RNSG 1018

COREQUISITE (S)

RNSG 1030 Maternal Child Nursing

CONTENT/UNIT OUTCOMES**Alterations in Oxygenation**

Unit Outcomes	Learning Domain	Level of Learning
1. Identify key components of the respiratory system as it pertains to a basic health assessment.	Cognitive	Understanding
2. Review the function of the respiratory system.	Cognitive	Remembering
3. Discuss the assessment parameters of the respiratory system examination.	Cognitive	Understanding
4. Discuss diagnostic testing relevant to respiratory function and the nurse's role.	Cognitive	Understanding
5. Discuss changes in the respiratory system as they pertain to aging.	Cognitive	Understanding
6. Discuss clinical manifestations of clients with basic alterations in oxygenation.	Cognitive	Understanding
7. Discuss the medical management of clients with basic alterations in oxygenation.	Cognitive	Understanding
8. Discuss the correct use and functioning of therapeutic devices that support oxygenation.	Cognitive	Understanding
9. Provide health and safety related education based on the identified needs of clients with basic alterations in oxygenation.	Cognitive	Creating

Alterations in Cardiac Output and Tissue Perfusion

Unit Outcomes	Learning Domain	Level of Learning
1. Identify key components of the cardiovascular system as it pertains to a basic health assessment.	Cognitive	Remembering
2. Review the function of the cardiovascular system.	Cognitive	Remembering
3. Discuss assessment parameters of the cardiovascular system.	Cognitive	Understanding
4. Discuss diagnostic testing relevant to cardiovascular function and the nurse's role.	Cognitive	Understanding
5. Discuss changes in the cardiovascular system as they pertain to aging.	Cognitive	Understanding
6. Discuss clinical manifestations of clients with basic alternations in cardiac output and tissue perfusion.	Cognitive	Understanding

Unit Outcomes	Learning Domain	Level of Learning
7. Discuss the medical management of clients with basic alterations in cardiac output and tissue perfusion.	Cognitive	Understanding
8. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.	Cognitive	Understanding
9. Discuss the physiological events of the heart in relation to a normal electrocardiogram (ECG).	Cognitive	Understanding
10. Identify ECG criteria, causes and management for clients with cardiac dysrhythmias.	Cognitive	Remembering
11. Explain different types of pacemakers, their uses, possible complications and nursing interventions.	Cognitive	Understanding
12. Discuss the use of defibrillation and cardioversion when treating clients with cardiac dysrhythmias.	Cognitive	Understanding
13. Provide health and safety related education based on the identified needs of clients with basic alternatives in cardiac output and tissue perfusion.	Cognitive	Creating

Alterations in Cognition and Sensation

Unit Outcomes	Learning Domain	Level of Learning
1. Identify key components of the body's cognition and sensation systems anatomy and physiology as it pertains to a basic health assessment.	Cognitive	Remembering
2. Review the function of the neurological system.	Cognitive	Remembering
3. Discuss assessment parameters of the neurological system.	Cognitive	Understanding
4. Discuss diagnostic testing relevant to cognition and sensation and the nurse's role.	Cognitive	Understanding
5. Discuss changes in the cognition and sensation as they pertain to aging.	Cognitive	Understanding
6. Discuss clinical manifestations of clients with basic alterations in cognition and sensation.	Cognitive	Understanding
7. Discuss the management of clients with basic alterations in cognition and sensation.	Cognitive	Understanding
8. Identify a plan of care for client with basic alternations in cognition and sensation including the following considerations: a. Pharmacological	Cognitive	Remembering

Unit Outcomes	Learning Domain	Level of Learning
b. Dietary c. Lifestyle		
9. Identify the clinical presentation and management of complications associated with basic alternations in cognition and sensation.	Cognitive	Remembering
10. Discuss the correct use and functioning of therapeutic devices that support cognition and sensation.	Cognitive	Understanding
11. Provide health and safety related education based on the identified needs of clients with basic alternations in cognition and sensation.	Cognitive	Creating

Alterations in Regulation and Metabolism

Unit Outcomes	Learning Domain	Level of Learning
1. Review the location and function of the endocrine glands.	Cognitive	Remembering
2. Review the function of the hormones excreted by the endocrine glands.	Cognitive	Remembering
3. Discuss assessment parameters of the endocrine system.	Cognitive	Understanding
4. Discuss diagnostic testing relevant to endocrine function and the nurse's role.	Cognitive	Understanding
5. Discuss changes in the endocrine system as they pertain to aging.	Cognitive	Understanding
6. Review the epidemiology of diabetes mellitus (DM).	Cognitive	Remembering
7. Discuss the pathophysiology of type I and type II DM and the correlation to the disorders.	Cognitive	Understanding
8. Describe diagnostic testing used to verify and monitor DM.	Cognitive	Understanding
9. Review the indications, administration, actions and nursing considerations for insulin and oral hypoglycemic agents.	Cognitive	Understanding
10. Identify a plan of care for client with disorders of regulation and metabolism including the following considerations: a. Pharmacological b. Dietary c. Lifestyle	Cognitive	Understanding
11. Identify nursing interventions and rationales in relation to the underlying pathophysiological process of type I and type II DM.	Cognitive	Understanding

Unit Outcomes	Learning Domain	Level of Learning
12. Discuss the correct use and functioning of therapeutic devices that support regulation and metabolism.	Cognitive	Understanding
13. Provide health and safety related education to adults regarding the management and pharmacological management of DM.	Cognitive	Creating

Alterations in Integument

Unit Outcomes	Learning Domain	Level of Learning
1. Identify key components of the integumentary system's anatomy and physiology as it pertains to a basic health assessment.	Cognitive	Understanding
2. Review the function of the integumentary system.	Cognitive	Remembering
3. Discuss assessment parameters of the integumentary system.	Cognitive	Understanding
4. Discuss diagnostic testing relevant to integumentary function and the nurse's role.	Cognitive	Understanding
5. Recognize alterations in laboratory values related to basic alterations in integument.	Cognitive	Remembering
6. Discuss changes in the integumentary system as they pertain to aging.	Cognitive	Understanding
7. Describe the role of the nurse in providing quality care to clients who have basic alterations in integument.	Cognitive	Understanding
8. Discuss the epidemiology of basic alterations in integument.	Cognitive	Remembering
9. Identify clinical manifestations of in relation to the pathophysiological processes of basic alterations in integument.	Cognitive	Understanding
10. Discuss the management of clients with basic alternations in integument	Cognitive	Understanding
11. Discuss complications associated with basic alternations in integument.	Cognitive	Understanding
12. Identify a plan of care for clients with basic alternations in integument including the following considerations: a. Pharmacological b. Dietary c. Lifestyle	Cognitive	Remembering
13. Discuss the correct use and functioning of therapeutic devices that support alterations in integument.	Cognitive	Understanding

Unit Outcomes	Learning Domain	Level of Learning
14. Provide health and safety related education to adults regarding the management of basic alterations in integument.	Cognitive	Creating

Alterations in Mobility

Unit Outcomes	Learning Domain	Level of Learning
1. Identify key components of the musculoskeletal system's anatomy and physiology as it pertains to a basic health assessment.	Cognitive	Understanding
2. Review the function of the musculoskeletal system.	Cognitive	Remembering
3. Discuss assessment parameters of the musculoskeletal system.	Cognitive	Understanding
4. Discuss diagnostic testing relevant to musculoskeletal function and the nurse's role.	Cognitive	Understanding
5. Recognize alterations in laboratory values related to basic alterations in the musculoskeletal system	Cognitive	Understanding
6. Discuss changes in the musculoskeletal system as they pertain to aging.	Cognitive	Understanding
7. Describe the epidemiology of basic alterations in mobility.	Cognitive	Understanding
8. Identify clinical manifestations of in relation to the pathophysiological processes of basic alterations in mobility.	Cognitive	Understanding
9. Discuss the management of clients with basic alterations in mobility.	Cognitive	Understanding
10. Describe the role of the nurse in providing quality care to adults who have basic alterations in mobility.	Cognitive	Remembering
11. Identify a plan of care for client with basic alterations in mobility including the following considerations: a. Pharmacological b. Dietary c. Lifestyle	Cognitive	Understanding
12. Discuss the correct use and functioning of therapeutic devices that support mobility.	Cognitive	Understanding

Unit Outcomes	Learning Domain	Level of Learning
13. Provide health and safety related education and safety needs for adults who have basic alterations in mobility.	Cognitive	Creating

Alterations in Ingestion, Digestion, Absorption, and Elimination

Unit Outcomes	Learning Domain	Level of Learning
1. Identify key components of the gastrointestinal system's anatomy and physiology as it pertains to a basic health assessment.	Cognitive	Understanding
2. Review the function of the gastrointestinal system.	Cognitive	Remembering
3. Discuss assessment parameters of the gastrointestinal system.	Cognitive	Understanding
4. Discuss diagnostic testing relevant to ingestion, digestion, absorption, and elimination and the nurse's role.	Cognitive	Understanding
5. Recognize alterations in laboratory values related to basic alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
6. Discuss changes in the gastrointestinal system as they pertain to aging.	Cognitive	Understanding
7. Discuss the epidemiology of basic alternations in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
8. Identify clinical manifestations of in relation to the pathophysiological processes of basic alternations in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
9. Discuss the management of clients with basic alternations in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
10. Describe the role of the nurse in providing quality care to adults who have basic alterations in ingestion, digestion, absorption and elimination	Cognitive	Remembering
11. Identify a plan of care for client with basic alternations in ingestion, digestion, absorption, and elimination including the following considerations: a. Pharmacological b. Dietary 12. c. Lifestyle	Cognitive	Remembering
13. Discuss the correct use and functioning of therapeutic devices that support basic alterations	Cognitive	Understanding

Unit Outcomes	Learning Domain	Level of Learning
in ingestion, digestion, absorption and elimination.		
14. Provide health and safety related education and safety needs for adults who have basic alterations in ingestion, digestion, absorption and elimination.	Cognitive	Creating

Alterations in Immunity

Unit Outcomes	Learning Domain	Level of Learning
1. Identify key components of the immunological system's anatomy and physiology as it pertains to a basic health assessment.	Cognitive	Understanding
2. Review the function of the immunological system.	Cognitive	Remembering
3. Discuss the assessment parameters of the immunological system examination.	Cognitive	Understanding
4. Discuss clinical manifestations of clients with basic alterations in immunity.	Cognitive	Understanding
5. Discuss diagnostic testing relevant to basic alterations in immunity and the nurse's role.	Cognitive	Understanding
6. Discuss changes in the immunological system as they pertain to aging.	Cognitive	Understanding
7. Discuss the management of clients with basic alterations in immunity.	Cognitive	Understanding
8. Identify a plan of care for clients with basic alterations in immunity including the following considerations: a. Pharmacological b. Dietary c. Lifestyle	Cognitive	Remembering
9. Provide health and safety related education based on the identified needs of clients with basic alterations in immunity.	Cognitive	Creating

Alterations in Hematology Function

Unit Outcomes	Learning Domain	Level of Learning
1. Identify key components of hematological physiology as it pertains to a basic health assessment	Cognitive	Understanding
2. Review the function of the hematological system.	Cognitive	Remembering
3. Discuss assessment parameters related to hematological function.	Cognitive	Understanding
4. Discuss clinical manifestations of clients with basic alterations in hematological functions.	Cognitive	Understanding

Unit Outcomes	Learning Domain	Level of Learning
5. Discuss diagnostic testing relevant to basic alterations in hematological function and the nurse's role.	Cognitive	Understanding
6. Discuss changes in hematological function as they pertain to aging.	Cognitive	Understanding
7. Discuss the management of clients with basic alterations in hematological function.	Cognitive	Understanding
8. Identify a plan of care for clients with alterations in hematological function including the following considerations: a. Pharmacological b. Dietary c. Lifestyle	Cognitive	Remembering
9. Identify the clinical presentation and management of complications associated with basic alterations in immunity.	Cognitive	Remembering
10. Discuss the correct use and functioning of therapeutic devices that support clients who have an alteration in hematological function.	Cognitive	Understanding
11. Provide health and safety related education to clients who have basic alterations in hematological function.	Cognitive	Creating

Fluid and Electrolyte Management

Unit Outcomes	Learning Domain	Level of Learning
1. Discuss basic concepts related to fluid and electrolyte balance.	Cognitive	Understanding
2. Describe the role of the endocrine, renal and respiratory systems in the regulation of fluid and electrolyte balance.	Cognitive	Understanding
3. Explain the significance of osmolality, osmolality, blood urea nitrogen (BUN), creatinine, and urine specific gravity related to fluid and electrolyte status.	Cognitive	Understanding
4. Discuss the changes in fluid and electrolyte balance associated with aging.	Cognitive	Understanding
5. Describe the pathophysiology, clinical presentations and management of fluid and electrolytes.	Cognitive	Understanding
6. Identify laboratory values and clinical manifestations of disorders related to fluid and electrolytes.	Cognitive	Remembering

Unit Outcomes	Learning Domain	Level of Learning
7. Identify nursing considerations for clients who suffer with fluid and electrolyte disorders.	Cognitive	Remembering
8. Define characteristics of common IV solutions.	Cognitive	Remembering
9. Review potential complications of IV therapy and nursing interventions to prevent complications.	Cognitive	Remembering
10. Review procedure of safe blood administration.	Cognitive	Remembering
11. Discuss the purpose of total parental nutrition (TPN) and monitoring considerations.	Cognitive	Understanding
12. Provide health and safety related education based on the identified needs of clients with fluid and electrolyte imbalances.	Cognitive	Creating

Alterations in Acid Base Balance

Unit Outcomes	Learning Domain	Level of Learning
1. Discuss the significance of acid-base balance for homeostasis.	Cognitive	Understanding
2. Review the steps for arterial blood gas interpretation.	Cognitive	Understanding
3. Discuss compensation measures.	Cognitive	Understanding
4. Identify major acid base disorders.	Cognitive	Understanding
5. Describe the role of the respiratory and renal systems in the regulation of acid base.	Cognitive	Understanding
6. Explain nursing implications relating to clients with acid base disorders.	Cognitive	Understanding

Preoperative/Intraoperative/Postoperative Care

Unit Outcomes	Learning Domain	Level of Learning
1. Differentiate between the various phases of the surgical experience (pre, intra, and postoperative).	Cognitive	Analyzing
2. Identify the role of the nurse in each of these phases.	Cognitive	Remembering
3. Differentiate between the different types of anesthesia used in the operative client.	Cognitive	Analyzing
4. Describe the impact drugs used during a surgical procedure can have on adult clients given in the immediate postoperative period.	Cognitive	Remembering
5. Compare and contrast medications commonly given to operative clients.	Cognitive	Analyzing
6. Discuss the legal and ethical issues related to ensuring informed consent.	Cognitive	Remembering

Unit Outcomes	Learning Domain	Level of Learning
7. Discuss potential post-surgical and immobility complications and the nurses' role in preventing them.	Cognitive	Remembering
8. Intervene to provide a safe environment for the surgical client.	Cognitive	Applying
9. Discuss the special needs of the bariatric surgical client.	Cognitive	Remembering

Care of a Cancer Client

Unit Outcomes	Learning Domain	Level of Learning
1. Discuss the pathophysiology of cancer.	Cognitive	Remembering
2. Describe the role of the nurse in health education and prevention in decreasing the incidence of cancer.	Cognitive	Remembering
3. Discuss the care options and resources for clients with a terminal prognosis.	Cognitive	Remembering
4. Describe the role of the nurse when providing and coordinating the care of clients with oncological conditions.	Cognitive	Remembering
5. Compare and contrast the various types of radiation therapies, related side effects, and nursing interventions.	Cognitive	Analyzing
6. Compare and contrast surgical treatment goals related to cure and palliation.	Cognitive	Analyzing
7. Discuss the various classifications of drugs used in the treatment of cancer.	Cognitive	Remembering
8. Identify the clinical presentation, clinical management and role of the nurse when caring for a client having an oncological emergency.	Cognitive	Remembering
9. Discuss knowledge of actions, contraindications, potential side effects, and nursing implications of medications used in the treatment of cancer.	Cognitive	Remembering
10. Identify a plan of care for client with cancer including the following considerations: a. Pharmacological b. Dietary c. Lifestyle	Cognitive	Remembering
11. Provide health and safety related education based on the identified needs of clients with cancer.	Cognitive	Creating

CLINICAL OUTCOMES: LEVEL I

QSEN CONCEPT: CLIENT CENTERED CARE

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

Performance Outcomes	Learning Domain	Level of Learning
a. Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing basic health alterations in a variety of settings.	Psychomotor	Guided Response
b. Utilize the nursing process to guide the delivery of client care to achieve optimal outcomes.	Cognitive	Applying
c. Provide culturally sensitive care to clients and families from diverse backgrounds.	Cognitive	Applying
d. Practice clinical decision making when providing nursing care based on evaluation of client needs.	Cognitive	Applying
e. Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	Cognitive	Applying
f. Provide a health-related teaching plan developed to address an identified education need for clients.	Cognitive	Creating

QSEN CONCEPT: TEAMWORK AND COLLABORATION

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

Performance Outcomes	Learning Domain	Level of Learning
a. Participate as a member of the healthcare team.	Cognitive	Creating
b. Utilize communication techniques that support sharing client-related information with members of the healthcare team.	Cognitive	Applying
c. Report identified issues that may negatively affect client care to members of the healthcare team.	Cognitive	Applying

QSEN CONCEPT: EVIDENCE BASED PRACTICE

Identify best current evidence from scientific and other credible sources as a basis for developing individualized client-centered plans of care.

Performance Outcomes	Learning Domain	Level of Learning
a. Identify reliable sources for locating best current evidence and clinical practice guidelines.	Cognitive	Understanding
b. Utilize best practice resources when developing individualized client-centered plans of care.	Cognitive	Applying

QSEN CONCEPT: QUALITY IMPROVEMENT

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

Performance Outcomes	Learning Domain	Level of Learning
a. Identify client care issues that can impact quality of care.	Cognitive	Understanding
b. Identify gaps between current client outcomes and desired client outcomes.	Cognitive	Understanding
c. Contrast the macrosystems and microsystems that exist in healthcare.	Cognitive	Understanding
d. Identify human and material resources needed by the work unit to provide safe, quality client-centered care.	Cognitive	Understanding

QSEN CONCEPT: SAFETY

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

Performance Outcomes	Learning Domain	Level of Learning
a. Identify safety risks and environmental hazards in healthcare settings.	Cognitive	Understanding
b. Practice performance of psychomotor skills that minimize safety risks and environmental hazards.	Psychomotor	Guided Response
c. List National Client Safety Goals that promote safety in healthcare settings.	Cognitive	Understanding

QSEN CONCEPT: INFORMATICS

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

Performance Outcomes	Learning Domain	Level of Learning
a. Describe the effect that computerized information management systems have on the role of the nurse.	Cognitive	Remembering
b. Implement strategies that protect the integrity of client information when providing client-centered care.	Cognitive	Applying

QSEN CONCEPT: PROFESSIONALISM

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

Performance Outcomes	Learning Domain	Level of Learning
a. Identify professional standards of nursing practice that guide practice.	Cognitive	Understanding
b. Display professional accountability and responsibility in classroom and laboratory settings.	Cognitive	Applying
c. Describe how ethical principles and legal tenets guide nursing practice.	Cognitive	Remembering
d. Describe how regulatory guidelines and institution policies guide nursing practice.	Cognitive	Remembering

QSEN CONCEPT: LEADERSHIP

Describe how leadership, management, and priority-setting skills are used to support safe, quality client-centered care.

Performance Outcomes	Learning Domain	Level of Learning
a. Identify organizational, time management and priority setting skills necessary to provide safe, quality client-centered care.	Cognitive	Understanding
b. Identify the nurse's role in regard to delegating tasks to appropriate members of the healthcare team.	Cognitive	Understanding

GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College 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. An average grade of 70% between unit exams and final must be obtained in order to advance to the clinical setting. For example, if the unit exam average is 72.5 and accounts for 55% of the course grade and the final exam grade is 65.6 and accounts 25% for the course grade, the average before progressing to clinical will be calculated as follows:

Unit Exam Average: $72.5 \times 0.55 = 39.8$

Final Exam Grade: $65.5 \times 0.25 = 16.3$

Average grade for progression to clinical: $39.8 + 16.3 = 56.1$

$56.1 / 80 = 70.1$ average grade and student will be allowed to progress to the clinical portion of the course.

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

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

No assignment opportunities will be given for extra credit. Any unit test 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. The student misses 7 questions $\times 1.66 - 100 = 88.38$. Grade will be recorded as 88.3. This rule applies to every grade issued during this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

During an examination, students are required to place all textbooks and personal property on the floor in the front of the classroom. 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 be allowed during exams. Students found with electronic/communication devices during the exam will be considered cheating; which will result in a zero for the exam. All exams are timed with students receiving one minute to

answer each examination question. An additional minute will be added per calculation exam question.

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

EXAMS

If a student shows up late for class on a test date, the student will not be allowed to take the exam once the faculty has shut the door. The student will have to make up the test and this will be counted as their 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 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.

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) ACTIVITIES

All ATI (Assessment Technologies Institute) 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 the beginning of the class period as indicated on the calendar. Failure to turn in the Module Report will result in the student not being eligible to take the unit exam. This may 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, 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.

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

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, every Monday (Tuesday in the event Monday is a holiday) by 8:00 am. The journal will be linked to 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 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" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

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ADDITIONAL 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.

The didactic portion of the class will meet for 75 hours. A student is allowed to miss a maximum of 7.5 hours. Students missing more than 7.5 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. The clinical portion of this course **requires 75 clinical hours** (4500 minutes) during the semester. A student is allowed to miss a maximum of 1 one clinical day. A clinical absence will require a makeup day and must be

made up prior to beginning the next nursing course and at the discretion of the instructor. 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. Students that do not make up all clinical time missed will be issued a final clinical grade of "F". 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.

STUDENTS WITH DISABILITIES

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

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

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

SPECIFIC ABSENCES

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

PREGNANCY

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

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

WITHDRAWAL PROCEDURE

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

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. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" or "WF" for the semester. Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid

for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be accessed due to the withdrawal. 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.

CLINICAL SIMULATION LAB

This course may include a clinical simulation lab. Clinical 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 clinical 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 clinical 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 page 54 in the student handbook regarding simulation lab regulations.

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 Handbook.

PROCEDURE FOR ACADEMIC DISHONESTY

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: 912-538-3230 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 calculated based on 9 unit exams	55
Final Exam	25
Clinical-(as outlined on RNSG 1020 Clinical Grading Rubric	20
Drug Calculation -Students must score 100% within 3 attempts in order to pass the course.	PASS/FAIL

GRADING SCALE

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

RNSG 1020 CLINICAL GRADING RUBRIC:

Clinical Paperwork Average & Clinical Preceptor Average	50%
Clinical Assignment Average	50%

RNSG1020 Medical-Surgical Nursing I

Spring Semester 2019 Lesson Plan

Key: Jan = January, Feb = February, Mar = March, Ch=Chapter

Date	Chapter/Lesson	Content	Assignments	Competency Area
Jan 9	Introduction Ch 20 Ch 21	Introduction to Course Assessment of Respiratory Function Respiratory Care Modalities	Review assigned chapters Complete ATI modules	1-10 a, c
Jan 10	Ch 22	Management of Patients with Upper Respiratory Tract Disorders	Review assigned chapters Complete ATI module ATI: Learning Systems RN Practice Assessment Respiratory	1-10 a, c
Jan 16	Ch 25 Ch 31	Test 1 (Ch 20, 21, 22) Assessment of Cardiac Function Assessment and Management of Patients with Hypertension	Review assigned chapters Complete ATI modules ATI DUE by 8am	1-10 a, c
Jan 17 Drug Calc #1	Ch 26 Ch 27	Dosage Calculation Exam @ 0830 Management of Patients with Conduction Problems Management of Patients with Coronary Vascular Disorders	Review assigned chapters Complete ATI modules ATI: Learning Systems RN Practice Assessment Cardiovascular and Hematology	1-10 a, c b
Jan 23	Ch 13	Test 2 (Ch 25, 26, 27, 31) 25% mark for exams Fluid and Electrolytes: Balance and Disturbance	Review assigned chapters ATI DUE by 8am Complete ATI modules ATI: Practice Assessment Target Medical Surgical 2016 Fluid, Electrolyte and Acid Base* Learning Systems RN Practice Assessment Renal & Urinary	1-10 a, c

Date	Chapter/Lesson	Content	Assignments	Competency Area
Jan 24 Drug Calc #2	Ch 17 Ch 18 Ch 19	Dosage Calculation Exam 2 @ 0830 Preoperative Nursing Management Intraoperative Nursing Management Postoperative Nursing Management	Review assigned chapters Complete ATI modules ATI: Practice Assessment Perioperative* Nurses Touch The Communicator Technique Identifier: Client discharge planning & Client undergoing knee surgery	1-10 a, c b
Jan 30	Ch 49	Test 3 (Ch 13, 17, 18, 19) Assessment and Management of Patients with Hepatic Disorders	Review assigned chapters ATI Due by 8am Complete ATI modules	1-10 a, c
Jan 31 Drug Calc #3	Ch 51 Ch 60 Ch 61	Dosage Calculation Exam 3 @ 0830 Assessment and Management of Patients with Diabetes Assessment of Integumentary Function Management of Patients with Dermatologic Problems	Review assigned chapters Complete ATI modules ATI: Learning Systems RN Practice Assessment Dermatological Learning Systems RN Practice Assessment Endocrine	1-10 a, c b
Feb 6	Ch 40	Test 4 (Ch 49, 51, 60, 61) 50% mark for exams Assessment of Musculoskeletal Function	Review assigned chapters ATI DUE by 8am Complete ATI modules	1-10 a, c
Feb 7	Ch 41 Ch 44 Ch 45	Musculoskeletal Care Modalities Assessment of Digestive and Gastrointestinal Function Digestive and Gastrointestinal Treatment Modalities	Review assigned chapters Complete ATI modules ATI: Learning Systems RN Practice Assessment Musculoskeletal ATI: Learning Systems RN Practice Assessment GI	1-10 a, c

Date	Chapter/Lesson	Content	Assignments	Competency Area
Feb 13	Ch 35 Ch 36	Test 5 (Ch 40, 41, 44, 45) Assessment of Immune Function Management of Patients with Immune Disorders	Review assigned chapters Complete ATI modules ATI DUE by 8am	1-10 a, c
Feb 14	Ch 37 Ch 38	Assessment and Management of Patients with Allergic Disorders Assessment and Management of Patients with Rheumatic Disorders	Review assigned chapters Complete ATI modules ATI: Practice Assessment Target Medical Surgical 2016 Immune* Learning Systems RN Practice Assessment Immune & Infectious*	1-10 a, c
Feb 20	Ch 32	Test 6 (Ch 35, 36, 37, 38) Assessment of Hematologic Function and Treatment Modalities	Review assigned chapters ATI DUE by 8am Complete ATI modules	1-10 a, c
Feb 21	Ch 33 Ch 34	Management of Patient with Nonmalignant Hematologic Disorders Management of patients with Hematologic Neoplasms	Review assigned chapters Complete ATI modules ATI: Learning Systems RN Practice Assessments Oncology	1-10 a, c
Feb 27	Ch 63	Test 7 (Ch 32, 33, 34) Assessment and Management of Patients with Eye and Vision Disorders	Review assigned chapters ATI DUE by 8am Complete ATI modules ATI: Practice Assessment Target Medical Surgical 2016 Fluid, Electrolyte and Acid Base* Learning Systems RN Practice Assessment Renal & Urinary	1-10 a, c

Date	Chapter/Lesson	Content	Assignments	Competency Area
Feb 28	Ch 64 Ch 65 Ch 66	Assessment and Management of Patients with Hearing and Balance Disorders Assessment of Neurologic Function Management of Patients with Neurologic Dysfunction	Review assigned chapters Complete ATI modules Learning Systems RN Practice Assessment Neurosensory	1-10 a, c
Mar 6	Ch 15	Test 8 (Ch 63, 64, 65, 66) Management of Patients with Oncologic Disorders	Review assigned Chapters Complete ATI modules ATI DUE	1-10 a, c
Mar 7	Ch 16	End of Life Care	Review assigned chapters Nurses Touch The Communicator Video Interaction: Client comfort and end-of-life care Nurses Touch The Communicator Clients displaying aggressive behavior	1-10 a, c
Mar 13		Test 9 (Ch 15, 16)	Complete ATI modules ATI DUE	1-10 a, c
Mar 14		No class Instructor Staff Development Day	Study for final review	
Mar 18		65% Mark		
Mar 20	Review	Review for Final Exam Real Life 2.0 RN Medical Surgical Module: Urinary Tract Infection & COPD	Do ATI as group to study for final	1-10 a, c
Mar 21		Comprehensive FINAL EXAM		1-10 a, c
Mar 25 until Mar 28		Clinicals		1-10 a, c
April 1 until April 4		Spring Break		

Date	Chapter/Lesson	Content	Assignments	Competency Area
April 8 until May 2		Clinicals		1-10 a, c

MAJOR COURSE COMPETENCIES:

1. Perform a basic health assessment of adult clients to identify deviations from normal that can contribute to alterations in health.
2. Participate as a member of the inter-professional healthcare team in the provision of safe, quality care for adult and older adult clients with basic health alterations.
3. Demonstrate clinical decision making when participating in the provision of care to adult and older adult clients experiencing basic alterations in health.
4. Apply knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for adult and older adult clients with basic alterations in health.
5. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team.
6. Demonstrate ability to securely use health information systems and client care technologies in an appropriate, effective manner.
7. Provide health and safety related education based on the identified needs of clients.
8. Use organizational and time management skills in the provision of client-centered care.
9. Report environmental hazards, client safety concerns and participate in activities that promote quality improvement.
10. Adhere to ethical, legal and professional standards while caring for adult and older adult clients with basic alterations in health.

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.

RNSG 1020 ATI Activities

Date Due 0800	Activity Title	Completed
Jan 16	Learning Systems RN Practice Assessment Respiratory	
Jan 23	Learning Systems RN Practice Assessment Cardiovascular & Hematology	
Jan 30	Practice Assessment Targeted Fluid, Electrolyte and Acid Base	
Jan 30	Learning Systems RN Practice Assessment Renal & Urinary	
Jan 30	Nurses Touch The Communicator Technique Identifier: Client undergoing knee surgery	
Jan 30	Nurses Touch The Communicator Technique Identifier: Client discharge planning	
Jan 30	Practice Assessment Targeted Perioperative*	
Feb 6	Learning Systems RN Practice Assessment Dermatological	
Feb 6	Learning Systems RN Practice Assessment Endocrine	
Feb 13	Learning Systems RN Practice Assessment Musculoskeletal ATI: Learning Systems RN Practice Assessment GI	

Date Due 0800	Activity Title	Completed
Feb 20	Practice Assessment Targeted Immune*	
Feb 20	Learning Systems RN Practice Assessment Immune & Infectious*	
Feb 27	Learning systems RN Practice Assessment Oncology	
Mar 6	Learning Systems RN Practice Assessment Neurosensory	
Mar 6	Learning Systems RN Practice Assessment Musculoskeletal	
Mar 14	Nurses Touch The Communicator Video Interaction: Client comfort and end-of-life care	
Mar 14	Nurses Touch The Communicator Clients displaying aggressive behavior	

***These activities must be completed with a benchmark score of 85% or greater. Multiple attempts may be made in order to reach the benchmark score.**

Student Name _____ Date _____ Clinical Site _____

Level I Preceptor Evaluation Tool (RNSG 1020)

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

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

3 (Satisfactory): Student **meets** expectations. 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. 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. Requires consistent guidance when applying concepts to client care, is not safe, lacks initiative. Continuous supportive cues needed.

NO: Not observed/No opportunity

QSEN Concept and Performance Outcomes:	See Grading Rubric
QSEN Concept: Client Centered Care:	Preceptor Score:
A. Implement nursing care to clients and their families from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a client's preferences, values and needs.	
a. Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing basic health alterations in a variety of settings.	
b. Utilize the nursing process to guide the delivery of client care to achieve optimal outcomes.	
c. Provide culturally sensitive care to clients and families from diverse backgrounds.	
d. Practice clinical decision making when providing nursing care based on evaluation of client needs.	
e. Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	
f. Provide a health-related teaching plan developed to address an identified education need for clients.	
QSEN Concept: Teamwork and Collaboration:	Preceptor Score:
B. Participate as a member of the inter-professional healthcare team in the provision of safe, quality client-centered care.	
a. Participate as a member of the healthcare team.	
b. Utilize communication techniques that support sharing client-related information with members of the healthcare team.	
c. Report identified issues that may negatively affect client care to members of the healthcare team.	

QSEN Concept and Performance Outcomes:	See Grading Rubric
QSEN Concept: Evidence Based Practice: C. Identify best current evidence from scientific and other credible sources as a basis for developing individualized client-centered plans of care.	Preceptor Score:
a. Identify reliable sources for locating best current evidence and clinical practice guidelines.	
b. Utilize best practice resources when developing individualized client-centered plans of care.	
QSEN Concept: Quality Improvement: D. Participate in data collection processes that support established quality improvement initiatives.	Preceptor Score:
a. Identify client care issues that can impact quality of care.	
b. Identify gaps between current client outcomes and desired client outcomes.	
c. Contrast the macrosystems and microsystems that exist in healthcare.	
d. Identify human and material resources needed by the work unit to provide safe, quality client-centered care.	
QSEN Concept: Safety E. Implement strategies that minimize risk and provide a safe environment for clients, self, and others.	Preceptor Score:
a. Identify safety risks and environmental hazards in healthcare settings.	
b. Practice performance of psychomotor skills that minimize safety risks and environmental hazards.	
c. List National Client Safety Goals that promote safety in healthcare settings.	
QSEN Concept: Informatics F. Utilize evidence-based information and client care technology in the provision of safe, quality client-centered care.	Preceptor Score:
a. Describe the effect that computerized information management systems have on the role of the nurse.	
b. Implement strategies that protect the integrity of client information when providing client-centered care.	
QSEN Concept: Professionalism G. Practice nursing in a professional, ethical, and legal manner while providing client-centered, standard-based nursing care.	Preceptor Score:
a. Identify professional standards of nursing practice that guide practice.	
b. Display professional accountability and responsibility in classroom and laboratory settings.	
c. Describe how ethical principles and legal tenets guide nursing practice.	
d. Describe how regulatory guidelines and institution policies guide nursing practice.	
QSEN Concept: Leadership H. Describe how leadership, management, and priority-setting skills are used to support safe, quality client-centered care.	Preceptor Score:
a. Identify organizational, time management and priority setting skills necessary to provide safe, quality client-centered care.	
b. Identify the nurse's role in regard to delegating tasks to appropriate members of the healthcare team.	

Comments:

Preceptor Signature _____ **Date** _____

Instructor Signature _____ **Date** _____