



RNSG 2000B Medical Surgical Nursing II
COURSE SYLLABUS
Spring Semester 2021

DUE TO COVID 19, this syllabus is subject to change. If changes are made, you will be notified as soon as possible.

COURSE INFORMATION

Credit Hours/Minutes: 4/4500

Didactic 3 (2250 minutes)

Clinical 1 (2250 minutes)

Campus/Class Location: Swainsboro Campus/Building 8 Room 8136; please be aware that due to COVID, the backup plan for class location is via Georgia Virtual Technical College Connection (GVTC)/Blackboard Collaborate.

Class Meets: Tuesdays 3/9-5/4 from 1:00 pm-6:00 pm with the exception of 4/6. That week, class will be held on Wednesday, 4/7.

Clinical: Clinical hours will vary

Course Reference Number (CRN): 40284

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Christina Johnson, Master of Science in Nursing (MSN), Registered Nurse (RN), Critical Care Registered Nurse (CCRN), Trauma Certified Registered Nurse (TCRN), Lead Instructor
(Another ASN instructor may fill in and teach at any time)

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

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

Email: Christina Johnson (<mailto:cjohnson@southeasterntech.edu>)

Phone: 478-289-2284

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment via email

Preferred Method of Contact: EMAIL

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

(Another ASN instructor may fill in and teach at any time)

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

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

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

Phone: 478-289-2284

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment

Preferred Method of Contact: EMAIL

All communication with faculty should be completed using STC email. Please note that emails sent during

business hours will be answered within 24-48 hours. Emails sent during holidays and on weekends may not be answered until the next business day.

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

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook](https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf) (<https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf>).

REQUIRED TEXT

1. Hoffman, J., & Sullivan, N. (2019). *Medical-surgical nursing (2nd ed.)*. F. A. Davis.
2. Treas, L. S., & Wilkinson, J. M. (2017). *Basic nursing: Thinking, doing, and caring (2nd ed.)*. F. A. Davis.
3. Doenges, M., Moorhouse, M., & Murr, A. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span (10th ed.)*. F. A. Davis Company.
4. Assessment Technologies Institute (ATI) Virtual Simulation and testing services

REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, paper, large 3 ring binder, highlighter, laptop, computer access, ear phones for ATI skills modules, folder with pockets, calculator

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

Laptop computers are REQUIRED with the following suggested specification:

- Processor i5 or i7
- Memory 8GB or higher
- Hard drive 250GB or larger
- Get a DVD Drive either internal or external
- Webcam with microphone is required
- ATI Internet Requirements: A minimum internet speed of 5 Mbps is required (10 Mbps or more is recommended). Test your internet speed using www.speedtest.net

COURSE DESCRIPTION

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

MAJOR COURSE COMPETENCIES

PREREQUISITE(S)

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

CO-REQUISITE

RNSG 2005B

MAJOR COURSE OUTCOMES

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

CONTENT/UNIT OUTCOMES

ALTERATIONS IN OXYGENATION

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

ALTERATIONS IN CARDIAC OUTPUT AND TISSUE PERFUSION

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

ALTERATIONS IN COGNITION AND SENSATION

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

ALTERATIONS IN REGULATION AND METABOLISM

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

ALTERATIONS IN INGESTION, DIGESTION, ABSORPTION, AND ELIMINATION

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

ALTERATIONS IN EXCRETION

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

ALTERATIONS IN REPRODUCTIVE FUNCTION (ADULT MALES)

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

GENERAL EDUCATION CORE COMPETENCIES

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

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

STUDENT REQUIREMENTS

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

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

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

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). For example: exam has 60 questions and each question will be worth 1.66 pts. The student misses 7 questions $7 \times 1.66 = 11.62$. 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 (for example a 69.9 is a 69.9).

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

The first attempt calculation exam for this semester will be given the **first day of class** in RNSG 1030B for this semester.

It is the student's responsibility to ensure all clinical requirements (immunizations, CPR (cardiopulmonary) certification, etc.) remain up to date throughout the program. The student should provide the updated information to course faculty and upload the information into the clinical management system (My Clinical Exchange). Failure to do so by deadline will result in an occurrence and may prevent the student from being accepted by the clinical facility. Failure to be accepted by the clinical facility may result in dismissal from the program as the student will not be able to complete the course without the clinical component.

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

Textbook Power Points for RNSG 2000B will be available via the Blackboard course.

COVID-19 MASK REQUIREMENT

Masks or face coverings must be worn at all times while on the campus of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

COVID-19 SELF-REPORTING REQUIREMENT

Students, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using the [COVID 19 Health Reporting Form](#). Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](mailto:swaters@southeasterntech.edu), Exposure Control Coordinator, swaters@southeasterntech.edu, 912-538-3195.

COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

COVID-19 Key Symptoms
Fever or felt feverish
Cough: new or worsening, not attributed to another health condition
Shortness of breath, not attributed to another health condition
New loss of taste or smell
Chills; Repeated shaking with chills
Sore throat, not attributed to another health condition
Muscle pain, not attributed to another health condition or exercise
Headache, not attributed to another health condition
Diarrhea (unless due to known cause)
In the past 14 days, if you:
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

EXAMS

If a student shows up late for class on an exam date **or is not prepared to start the test on time (for example: has laptop issues not related to school network, ATI assignments not turned to faculty's specifications, etc.)**, the student may not be allowed to take the exam once the faculty has shut the door. The student will have to make up the 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/rationales in class **immediately after testing in Respondus**. 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.

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

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) ACTIVITIES

All ATI activities must be completed as outlined on ATI Activities calendar. **Although previous versions of the assignments may still be available in ATI (example 2.0 or 2016), students are required to complete the most current version of each assignment (example 3.0 or 2019)**. Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The faculty will pull the ATI Module Report at **7:00 am on the Monday prior to** the class period as indicated on the RNSG 2000B ATI ACTIVITIES calendar. The faculty will pull the ATI Module Report and failure to successfully complete the assignment by the deadline will result in a 10-point deduction on the unit exam. It is recommended that students take a picture of the final results of each assignment once completed. During clinicals (if applicable), ATI assignments may be your ticket to clinicals. If you do not turn the assignment in by the assigned date, you will not be allowed to attend clinical until the assignment is completed. The clinical day missed will be an unexcused absence. Your ATI Content Mastery Series RN Nutrition 2019 will count 5% of your grade. Please see the ATI Rubric for specifics. You will

need to provide a handwritten focused review for ATI RN Nutrition Online **Practice Assessment** 2019 A and complete the 3 hours of remediation in order to be eligible to test. If these requirements are not completed, you will receive a zero for that portion on the grading rubric. Your handwritten focused review for the ATI **Proctored** RN Nutrition 2019 and appropriate remediation time is due by deadline indicated on the RNSG 2000B ATI ACTIVITIES calendar. These are to be submitted in the Blackboard course Dropbox by the deadline or you will receive a zero for that portion on the grading rubric.

TICKET TO CLASS

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

SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT

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

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

Each week, you should write an entry in your journal. You may include your feelings about the week's experiences. If you felt a sense of accomplishment at learning new information, a skill or participating in patient care, then that feeling may be recorded. If you felt a sense of frustration, that may be recorded as well. Your instructors will read your journal! It would be prudent to omit non-constructive personal comments about your instructors or classmates. If there is an issue with a course, clinical, instructor, classmate, etc., the student should discuss these issues with the program director and follow protocol for grievances.

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, **every Monday by 7:00 am**. The journal will be linked to the following courses: RNSG 1019B, 2000B and 2020B. A point per week deduction for not submitting your journal by the date/time due will result in points being taken off your **FINAL AVERAGE**. For example, there will be 16 journal entries due for Spring Semester. If no journal entries were completed, then 16 points will be deducted from your **FINAL AVERAGE**.

SIMULATION LAB

This course may include a simulation lab. Simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is to develop clinical judgment skills that are necessary to function as a professionally trained nurse. A pre-simulation assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the simulation lab will leave the student ineligible to attend clinical. If the

student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to review the student handbook regarding simulation lab regulations.

ATTENDANCE PROVISIONS

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

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

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

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

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

Procedures of the program may be reviewed on an individual basis related to extenuating circumstances related to COVID.

STUDENTS WITH DISABILITIES

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

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1210

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

SPECIFIC ABSENCES

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

PREGNANCY

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

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1210

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

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

WITHDRAWAL PROCEDURE

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

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course.

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 or academic deficiency after the 65% point will receive either a "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing) 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 assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

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

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

A student may 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. The documentation must be submitted to the course instructor(s) within 48 hours of the missed exam. 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.

Procedures of the program may be reviewed on an individual basis related to extenuating circumstances related to COVID.

STUDENT SUCCESS PLAN (SSP)

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

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

The faculty will initiate an individual counseling session and complete an Academic Occurrence Notice and the SSP. Students are required to submit the SSP within 48 hours and are responsible for meeting with the instructor by the next class meeting.

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

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

ACADEMIC DISHONESTY POLICY

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

PROCEDURE FOR ACADEMIC MISCONDUCT

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

1. First Offense

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

2. Second Offense

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

3. Third Offense

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

STATEMENT OF NON-DISCRIMINATION

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

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

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

ACCESSIBILITY STATEMENT

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

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

ACCESS TO TECHNOLOGY

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

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

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

GRADING POLICY

Calculation Examination:

Students must score 100% within 3 attempts in order to progress in the course and program. Students who do not meet the requirements for the Calculation Examination on the third attempt will be withdrawn according to the withdrawal procedure. The calculation examination for RNSG 2000B will be administered in RNSG 1030B.

Assessment/Assignment	Percentage
Unit Exams-This percentage is based on 6 unit exams	50
Final Exam	25
ATI Activities- This percentage is calculated based on the ATI Content Mastery Series RN Nutrition 2019. Please see the ATI Rubric for specifics.	5
Clinical-The clinical portion of the course grade is determined based on the clinical faculty/preceptor evaluations and clinical paperwork rubric. The grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors.	20

GRADING SCALE

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

SUBJECT TO CHANGE
RNSG 2000B Medical Surgical II
Spring Semester 2021 Lesson Plan

(Chapter numbers followed by a "F" indicate these chapters are found in the Fundamentals textbook)

Date/ Week	Chapter/Lesson	Content	Assignments	Competency Area
3/9/21 Week 1	<u>Med-Surg</u> Chapters 23-24, 26-27 <u>Fundamentals</u> Chapter 37	Lecture: Unit 1 Chapter 23: Assessment of Respiratory Function Chapter 24: Coordinating Care for Patients with Infectious Respiratory Disorders Chapter 26: Coordinating Care for Patients with Lower Airway Disorders Chapter 27: Coordinating Care for Critically Ill Patients with Respiratory Disorders Chapter 37F: Oxygenation 3/11/21 is Last Day of Drop/Add for this class	Read Assigned Chapters ATI	Competency Areas: 1-4 General Core Educational Competencies: a-c
3/16/21 Week 2	Unit 1 Test <u>Med-Surg</u> Chapters 30-32, 34 <u>Fundamentals</u> Chapter 38	Unit 1 Test (Chapters 23-24, 26-27, 37F) Lecture: Unit 2 Chapter 30: Coordinating Care for Patients with Cardiac Disorders Chapter 31: Coordinating Care for Patients with Vascular Disorders Chapter 32: Coordinating Care for Critically Ill Patients with Cardiovascular Dysfunction Chapter 34: Coordinating Care for Patients with Hematological Disorders Chapter 38F: Circulation and Perfusion	Read Assigned Chapters ATI	Competency Areas: 1-4 General Core Educational Competencies: a-c

Date/ Week	Chapter/Lesson	Content	Assignments	Competency Area
3/23/21 Week 3	<p align="center">Unit 2 Test</p> <p><u>Med-Surg</u> Chapters 36-39</p> <p><u>Fundamentals</u> Chapter 21</p>	<p>Unit 2 Test (Chapters 30-32, 34, and 38F)</p> <p align="center">Lecture: Unit 3</p> <p>Chapter 36: Coordinating Care for Patients with Brain Disorders Chapter 37: Coordinating Care for Patients with Spinal Cord Disorders Chapter 38: Coordinating Care for Patients with Peripheral Nervous System Disorders Chapter 39: Coordinating Care for Critically Ill Patients with Neurological Dysfunction Chapter 21F: Physical Assessment</p> <p>25% Student Success Plan</p>	<p>Read Assigned Chapters</p> <p>ATI</p>	<p>Competency Areas: 1-4</p> <p>General Core Educational Competencies: a-c</p>
3/30/21 Week 4	<p align="center">Unit 3 Test</p> <p><u>Med-Surg</u> Chapters 41, 43, 58-60</p>	<p>Unit 3 Test (Chapters 36-39, 21F)</p> <p align="center">Lecture: Unit 4</p> <p>Chapter 41: Coordinating Care for Patient with Pituitary Disorders Chapter 43: Coordinating Care for Patients with Thyroid and Parathyroid Disorders Chapter 58: Coordinating Care for Patients with Intestinal Disorders Chapter 59: Coordinating Care for Patients with Hepatic Disorders Chapter 60: Coordinating Care for Patients with Biliary and Pancreatic Disorders</p> <p>50% Student Success Plan</p>	<p>Read Assigned Chapters</p> <p>ATI</p>	<p>Competency Areas: 1-4</p> <p>General Core Educational Competencies: a-c</p>
4/6/21	NO CLASS	SPRING BREAK		

Date/ Week	Chapter/Lesson	Content	Assignments	Competency Area
4/7/21 Week 5 WEDNESDAY	<p>Unit 4 Test</p> <p><u>Med-Surg</u> Chapters 56-58, 68</p> <p><u>Fundamentals</u> Selections from Chapters 21, 24, 29</p>	<p>Unit 4 Test (Chapters 41, 43, 58-60)</p> <p>Lecture: Unit 5</p> <p>Chapter 56: Coordinating Care for Patients with Oral and Esophageal Disorders</p> <p>Chapter 57: Coordinating Care for Patients with Stomach Disorders</p> <p>Chapter 58: Coordinating Care for Patients with Intestinal Disorders</p> <p>Chapter 68: Managing Care for the Adult Patient with Obesity</p> <p>Chapters 21F, 24F, 29F: Selections from each chapter to be presented in lecture</p>	<p>Read Assigned Chapters</p> <p>ATI: ATI RN NUTRITION ONLINE PRACTICE ASSESSMENT 2019 A & B due by 4/12 at 0700 (See attached rubric).</p>	<p>Competency Areas: 1-4</p> <p>General Core Educational Competencies: a-c</p>
4/13/21 Week 6	<p>Unit 5 Test</p> <p><u>Med-Surg</u> Chapter 62, 63, 66</p> <p><u>Fundamentals</u> Chapter 30, 34</p>	<p>Unit 5 Test (Chapters 56-58, 68, selections from Fundamentals text)</p> <p>Lecture: Unit 6</p> <p>Chapter 53: Assessment of Kidney and Urinary Function</p> <p>Chapter 54: Management of Patients with Kidney Disorders</p> <p>Chapter 55: Management of Patients with Urinary Disorders</p> <p>Chapter 59: Assessment and Management of Patients With Male Reproductive Disorders</p> <p>Chapter 66: Coordinating Care for Male Patients with Reproductive and Breast Disorders</p> <p>Chapter 30F: Urinary Elimination</p> <p>Chapter 34F: Sexual Health</p> <p>4/19/21 is the 65% point for this class</p>	<p>Read Assigned Chapters</p> <p>ATI: ATI RN NUTRITION ONLINE PRACTICE ASSESSMENT 2019 A Focused Review & Remediation due by 4/19 at 0700.</p>	<p>Competency Areas: 1-4</p> <p>General Core Educational Competencies: a-c</p>

Date/ Week	Chapter/Lesson	Content	Assignments	Competency Area
4/20/21 Week 7	Unit 6 Test	Unit 6 Test (Chapters 62, 63, 66, 30F, 34F) PROCTORED EXAM MAKE-UP EXAM DAY	Study for Final Exam ATI: RN NUTRITION PROCTORED EXAM Review & Remediation due by 4/26 at 0700.	Competency Areas: 1-4 General Core Educational Competencies: a-c
4/27/21 Week 8	Final Exam	COMPREHENSIVE FINAL EXAM		Competency Areas: 1-4 General Core Educational Competencies: a-c
3/10/21- 4/29/21	Clinical	Clinical Practice-Based Learning Activities and Interactions	See clinical documentation requirements and clinical schedule	Competency Areas: 1-4 General Core Educational Competencies: a-c

COMPETENCY AREAS:

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

GENERAL CORE EDUCATIONAL COMPETENCIES:

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

SUBJECT TO CHANGE

RNSG 2000B ATI ACTIVITIES CALENDAR

All activities due at 0700 on the day indicated unless otherwise noted

Date Due	Activity Title
3/15/21	<p>My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes →</p> <ul style="list-style-type: none"> • Medical Surgical: Respiratory <p>My ATI → Study Materials → Test →</p> <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Respiratory Online Practice 2019 <p>My ATI → Study Materials → Apply → RN Real Life Medical Surgical 3.0 → Modules →</p> <ul style="list-style-type: none"> • Chronic Obstructive Pulmonary Disease (COPD) <p>My ATI → Study Materials → Apply → The Communicator 2.0 → Modules →</p> <ul style="list-style-type: none"> • Technique Identifier: Client Living with Asthma
3/22/21	<p>My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes →</p> <ul style="list-style-type: none"> • Cardiovascular & Hematology <p>My ATI → Study Materials → Test →</p> <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Cardiovascular Online Practice 2019 <p>My ATI → Study Materials → Apply → Video Case Studies RN 2.0</p> <ul style="list-style-type: none"> • Heart Failure
3/29/21	<p>My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes →</p> <ul style="list-style-type: none"> • Medical Surgical: Neurosensory • Medical Surgical: Oncology <p>My ATI → Study Materials → Apply → The Communicator 2.0 → Modules →</p> <ul style="list-style-type: none"> • Technique Identifier: Client Experiencing Thrombosis • Technique Identifier: Client Experiencing a Stroke
4/7/21	<p>My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes →</p> <ul style="list-style-type: none"> • Medical Surgical: Endocrine <p>My ATI → Study Materials → Test →</p> <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Endocrine Online Practice 2019
4/12/21	<p>My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes →</p> <ul style="list-style-type: none"> • Medical Surgical: Gastrointestinal <p>My ATI → Study Materials → Test →</p> <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Gastrointestinal Online Practice 2019 • RN Nutrition Online Practice 2019 A • RN Nutrition Online Practice 2019 B <p>My ATI → Study Materials → Apply → The Communicator 2.0 → Modules →</p> <ul style="list-style-type: none"> • Technique Identifier: Client Undergoing Weight Loss Surgery <p>My ATI → Study Materials → Apply → Video Case Studies RN 2.0</p> <ul style="list-style-type: none"> • Urinary Tract Disorders

Date Due	Activity Title
4/19/21	<ul style="list-style-type: none"> • RN Nutrition Online Practice 2019 A: Focused Review and Remediation Due My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → • Medical Surgical: Renal & Urinary My ATI → Study Materials → Test → • RN Targeted Medical-Surgical Renal & Urinary Online Practice 2019 My ATI → Study Materials → Apply → RN Real Life Medical Surgical 3.0 → Modules → • Kidney Disease My ATI → Study Materials → Apply → RN Real Life Medical Surgical 3.0 → Modules → • Urinary Tract Infection
4/20/21	RN Nutrition Proctored Exam (<i>done in class</i>)
4/26/21	RN NUTRITION PROCTORED EXAM: Focused Review and Remediation Due

All ATI activities must be completed as outlined on ATI Activities calendar. **Although previous versions of the assignments may still be available in ATI (example 2.0 or 2016), students are required to complete the most current version of each assignment (example 3.0 or 2019).** Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The faculty will pull the ATI Module Report at **7:00 am on the Monday prior to** the class period as indicated on the RNSG 2000B ATI ACTIVITIES calendar. The faculty will pull the ATI Module Report and failure to successfully complete the assignment by the deadline will result in a 10-point deduction on the unit exam. It is recommended that students take a picture of the final results of each assignment once completed. During clinicals (if applicable), ATI assignments are your ticket to clinicals. If you do not turn the assignment in by the assigned date, you will not be allowed to attend clinical until the assignment is completed. The clinical day missed will be an unexcused absence. Your ATI Content Mastery Series RN Nutrition 2019 will count 5% of your grade. Please see the ATI Rubric for specifics. You will need to provide a handwritten focused review for ATI RN Nutrition Online **Practice Assessment** 2019 A and complete the 3 hours of remediation in order to be eligible to test. If these requirements are not completed, you will receive a zero for that portion on the grading rubric. Your handwritten focused review for the ATI **Proctored** RN Nutrition 2019 and appropriate remediation time is due by deadline indicated on the RNSG 2000B ATI ACTIVITIES calendar. These are to be submitted in the Blackboard course Dropbox by the deadline or you will receive a zero for that portion on the grading rubric.

RNSG 2000B ATI CONTENT MASTERY SERIES RUBRIC-NUTRITION

Complete Practice Assessment: RN Nutrition Online Practice 2019 A	
Remediation:	
<ul style="list-style-type: none"> • Three hours focused review • Three critical points to remember for each question topic to review-must be handwritten 	
/4 points	
Total Points _____/50	



Nutrition Proctored Assessment

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

Total Points: _____/50

1. Completion of the Practice Assessment A is worth a total score of 50
 - a. Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
 - b. Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.
2. Completion of the Proctored Assessment is worth a total score of 50
 - a. Proctored Assessment
 - i. 6 Points = a total score of 50
 - ii. 5 Points = a total score of 41.6
 - iii. 4 Points = a total score of 33.3
 - iv. 3 Points = a total score of 25
 - v. 2 Points = a total score of 16.7

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

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

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

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

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

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

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

NO: Not observed/No opportunity

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

Comments: _____

Preceptor Signature _____ Date _____

Instructor Signature _____ Date _____