



RNSG 1020 Medical-Surgical Nursing I

COURSE SYLLABUS Spring Semester 2021

Instructor reserves the right to change the syllabus and/or lesson plan as necessary.

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: 7/8250 (Didactic 5 (3750 minutes) Clinical 2 (4500 minutes).

Campus/Class Location: Vidalia Campus/Health Science Annex Building Room 903; 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: Wednesday and Thursday 8:30am-12:00pm; TEST DAYS: CLASS/TEST will begin at 0800. Please note that testing is planned to be held on campus; however, online testing via Respondus may occur. You will be given appropriate notice if any changes are made.

Student will be required to attend FOUR clinical readiness lab sessions that may meet outside of normal class hours. See lesson plan for details.

Clinical: Clinical hours will vary

Course Reference Number (CRN): 40286

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Ginny Ennis, Master of Science in Nursing (MSN), Registered Nurse (RN)
(Another ASN instructor may fill in and teach at any time)

Campus/Office Location: Vidalia Campus/Gillis Building Room 840

Office Hours: Monday, Tuesday 0900-1600 and Wednesday, Thursday 1300-1500

Email Address: [Ginny Ennis \(gennis@southeasterntech.edu\)](mailto:gennis@southeasterntech.edu)

Phone: 912-538-3124

Fax Number: 912-538-3106

Tutoring Hours: please schedule an appointment

Preferred Method of Contact: EMAIL

Instructor Name: Brooke Hinson, Master of Science in Nursing (MSN), Registered Nurse (RN)

(Another ASN instructor may fill in and teach at any time)
Campus/Office Location: Vidalia Campus/Gillis Building Room 707
Office Hours: Monday, Tuesday, Wednesday and Thursday 1400-1730
Email Address: [Brooke Hinson \(bhinson@southeasterntech.edu\)](mailto:bhinson@southeasterntech.edu)
Phone: 912-538-3144
Fax Number: 912-538-3106
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 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. Hoffman, J., & Sullivan, N. (2020). *Medical-Surgical Nursing: Making Connections to Practice* (2nd ed.). Philadelphia, PA: FA Davis.
2. Doenges, M., Moorhouse, M., & Murr, A. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span* (10th ed.). Philadelphia, PA: F. A. Davis Company.
3. Assessment Technologies Institute (ATI) testing web service.

REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, paper, large 3 ring binder, highlighter, computer access, ear phones (for ATI skills modules), cell phone that will access your student email and ear phones for the phone, calculator, 4 folders for clinicals, 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

DVD Drive either internal or external

Webcam with microphone

Internet speed of 5 Mbps is required (10 Mbps or more is recommended) Test your internet speed using www.speedtest.net.

MOBILE HOTSPOTS ARE NOT ALLOWED

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. Demonstrate clinical decision making with the use of pharmacology, pathophysiology, and nutrition in the provision of care for adult clients.
3. 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.
4. Demonstrate ability to securely use health information systems and client care technologies in an appropriate, effective manner.
5. Provide health and safety related education based on the identified needs of clients.

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.

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

Unit Outcomes	Learning Domain	Level of Learning
8. Identify a plan of care for client with basic alternations in cognition and sensation including the following considerations: a. Pharmacological b. Dietary c. Lifestyle	Cognitive	Remembering
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	Cognitive	Understanding

Unit Outcomes	Learning Domain	Level of Learning
c. Lifestyle		
11. Identify nursing interventions and rationales in relation to the underlying pathophysiological process of type I and type II DM.	Cognitive	Understanding
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	Cognitive	Remembering

Unit Outcomes	Learning Domain	Level of Learning
b. Dietary c. Lifestyle		
13. Discuss the correct use and functioning of therapeutic devices that support alterations in integument.	Cognitive	Understanding
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

Unit Outcomes	Learning Domain	Level of Learning
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
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	Cognitive	Remembering

Unit Outcomes	Learning Domain	Level of Learning
alterations in ingestion, digestion, absorption and elimination		
11. Identify a plan of care for client with basic alterations 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 in ingestion, digestion, absorption and elimination.	Cognitive	Understanding
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

Unit Outcomes	Learning Domain	Level of Learning
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
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

Unit Outcomes	Learning Domain	Level of Learning
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
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
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

Unit Outcomes	Learning Domain	Level of Learning
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

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. An average grade of 70% between unit exams and the final must be obtained in order to advance to the clinical setting. 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.

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

Unit Exam Average: $72.5 \times 0.60 = 43.5$

Final Exam Grade: $65.5 \times 0.20 = 13.1$.

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

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

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 $1.66 \times 7 = 11.62$. $100 - 11.62 = 88.38$. Grade will be recorded as 88.3. This rule applies to every grade issued during this semester. All final averages will be recorded as is (for example a 69.9 is a 69.9).

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. During the first semester, the students will complete all ATI drug calculation modules in RNSG 1018 before the first attempt will be given. There will be a week time frame in between the attempts to allow time for remediation, and the student is required to schedule a mandatory tutoring session 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.

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, etc.).

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 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).

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](#), Exposure Control Coordinator, swaters@southeasterntech.edu, 912-538-3195.

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, 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 immediately after testing in Respondus. Students may 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 evidence-based 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 evidence-based rationale will go before a panel of nursing faculty for decision.

Assessment Technologies 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.** Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module

Report for each assignment will be generated at **1200 noon the day prior to an exam.** 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, 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

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.

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 before lab day. To complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of the 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 the simulation lab will be counted as an absence. Be sure to review the section in the student handbook regarding simulation lab regulations.

CLINICAL READINESS

Students are required to attend **five** clinical readiness lab days. The days and times are schedule by the course instructors and are non-negotiable. A pre-lab assignment may be given for each lab day. To be permitted into to lab, the student must present the completed assignment to the instructor. This assignment is mandatory. Failure to complete a lab day will leave the student ineligible to attend clinical. Tardiness to the lab will be counted as an absence. If a student is unsuccessful in the lab skill for the day, a remediation plan will be scheduled for the student.

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 a 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**.

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. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time.

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

The clinical portion of this course requires 75 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.

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 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas@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 hthomas@southeasterntech.edu](mailto:HelenThomas@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 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 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. 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 may NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

STUDENT SUCCESS PLAN (SSP)

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

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

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

(T)ECHNICAL COLLEGE SYSTEM OF GEORGIA (E)ARLY (A)LERT (M)ANAGEMENT (S)YSTEM

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

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

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and 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 (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

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

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

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	Lanie Jonas, Director of Human Resources

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
Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	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/chapter exams	55%
Final Exam	25%
Clinical	20%

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.

Clinical -The clinical portion of the course grade is determined based on the clinical preceptor evaluations and clinical paperwork rubric (80%). The grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors. In addition, a health-related teaching plan clinical assignment will count as part (20%) of the clinical grade. Details will be provided by the course instructors.

GRADING SCALE

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

RNSG 1020 Medical-Surgical Nursing I

Spring Semester 2021 Lesson Plan

Key: Jan = January, Feb = February, Mar = March, Apr = April, Ch=Chapter
 ATI= Assessment Technology Institute

Date	Chapter/Lesson Instructor	Content	Assignments	Competency Area
Jan 13 Wednesday	Introduction Ch 7 Ch 23	Introduction to Course Oxygen Therapy Management Assessment of Respiratory Function STUDENTS ARE REQUIRED TO WEAR SCRUB PANTS AND SCRUB TOP OR STC SHIRT TO CLASS, TESTING AND LAB Regular class days <u>without a test</u>; we will meet virtually in BB collaborate from 8:30-12:00. Test days; Test at 8:00 then we will meet in BB collaborate from 10:00-1:30.	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c
Jan 14 Thursday	Ch 25	Coordinating Care for Patients with Upper Airway Disorders	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c

Date	Chapter/Lesson Instructor	Content	Assignments	Competency Area
Jan 20 Wednesday	Test 1 (0800) Ch 28 Ch 29	Test 1 (Ch 7, 23, 25) Assessment of Cardiovascular Function Coordinating Care for Patients with Cardiac Dysrhythmias	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c
Jan 21 Thursday	Ch 30 Ch 31	Coordinating Care for Patients with Cardiac Disorders Coordinating Care for Patients with Vascular Disorders	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c b
Jan 27 Wednesday	Test 2 (0800) Ch 8 Ch 9	Test 2 (Ch 28, 29, 30, 31) 25% mark for exams Fluid and Electrolyte Management Acid-Base Balance	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c

Date	Chapter/Lesson Instructor	Content	Assignments	Competency Area
Jan 28 Thursday	Ch 15 Ch 16 Ch 17	Priorities for the Preoperative Patient Priorities for the Intraoperative Patient Priorities for the Postoperative Patient	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c b
Feb 3 Wednesday	Test 3 (0800) Ch 59 Ch 44	Test 3 (Ch 8, 9, 15-17) Coordinating Care for Patients with Hepatic Disorders Coordinating Care for Patients with Diabetes Mellitus	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c
Feb 4 Thursday Drug Calc #1	Ch 49 Ch 50	Assessment of Integumentary Function Coordinating Care for Patients with Skin Disorders Dosage Calculation Exam #1 @ 1300	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c b

Date	Chapter/Lesson Instructor	Content	Assignments	Competency Area
Feb 10 Wednesday	Test 4 (0800) Ch 52 Ch 53 Ch 55	Test 4 (Ch 59, 44, 49, 50) 50% mark for exams Assessment of Musculoskeletal Function Coordinating Care for Patients with Musculoskeletal Disorders Assessment of Gastrointestinal Function	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c
Feb 11 Thursday Drug Calc #2	Ch 56 Ch 57 Ch 58	Coordinating Care for Patients with Oral and Esophageal Disorders Coordinating Care for Patients with Stomach Disorders Coordinating Care for Patients with Intestinal Disorders Dosage Calculation Exam #2 @ 1300	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c
Feb 17 Wednesday	Test 5 (0800) Ch 18 Ch 19	Test 5 (Ch 52, 53, 55-58) Assessment of Immune Function Coordinating Care for Patients with Immune Disorders	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c

Date	Chapter/Lesson Instructor	Content	Assignments	Competency Area
Feb 18 Thursday Drug Calc #3	Ch 20 Ch 22	Coordinating Care for Patients with Connective Tissue Disorders Coordinating Care for Patients with HIV Dosage Calculation Exam #3@ 1300	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c
Feb 24 Wednesday	Test 6 (0800) Ch 33	Test 6 (Ch 18-20, 22) Assessment of Hematologic Function	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c
Feb 25 Thursday	Ch 34	Coordinating Care for Patients with Hematological Disorders	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c

Date	Chapter/Lesson Instructor	Content	Assignments	Competency Area
Mar 3 Wednesday	Test 7 (0800) Ch 45 Ch 46	Test 7 (Ch 33, 34) Assessment of Visual Function Coordinating Care for Patients with Visual Disorders	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c
Mar 4 Thursday	Staff Development	No Class	Study at home and complete ATI	1-5 a, c
Mar 10 Wednesday	Ch 47 Ch 48 Ch 35	Assessment of Auditory Function Coordinating Care for Patients with Hearing Disorders Assessment of Neurological Function	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	1-5 a, c

Date	Chapter/Lesson Instructor	Content	Assignments	Competency Area
Mar 11 Thursday	Ch 36 Ch 37 Ch 38	Coordinating Care for Patients with Brain Disorders Coordinating Care for Patients with Spinal Disorders Coordinating Care for Patients with Peripheral Nervous System Disorders	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters	
Mar 17 Wednesday	Test 8 (0800) Ch 13	Test 8 (Ch 45-48, 35-38) Overview of Cancer Care	Read then study assigned chapters Complete corresponding ATI activities listed on ATI activity sheet by due date and time Complete FA Davis Assignments for corresponding chapters Review lab procedures PRIOR to lab	1-5 a, c
Mar 18 Thursday	Last chapter test for RNSG 1030- Test 9 (0800) then RNSG 1020 Ch 5 lecture LAB READINESS DAY 1	Last chapter test for RNSG 1030- Test 9 (0800) then Palliative Care and End-of-Life Issues (Head-to-Toe and Vital Signs- partners will be decided by instructors) 1300-1600	Study for final exam at home Review lab procedures PRIOR to lab	1-5 a, c

Date	Chapter/Lesson Instructor	Content	Assignments	Competency Area
Mar 22 MONDAY 65% mark is today	Final Exam for RNSG 1030 THEN LAB READINESS DAY 2	(Foley Catheters and Sim Mom) 1100-1700	Review lab procedures PRIOR to lab	
Mar 23 TUESDAY	Test 9 (0800) THEN LAB READINESS DAY 3	Test 9 (Ch 5, 13) Study for Final Exam at home (IVs) 0930-1600	Review lab procedures PRIOR to lab	1-5 a, c
Mar 24 Wednesday	Test Make-up day (0800) THEN LAB READINESS DAY 4	Test Make-up day (if needed) Study for Final Exam (Med Administration) 0900-1600	Review lab procedures PRIOR to lab	
Mar 25 Thursday	FINAL EXAM (0800) THEN Clinical Orientation	Comprehensive FINAL EXAM Clinical Orientation until 1500		1-5 a, c
Mar 29	Clinical Begins	Refer to clinical schedule for details		
Mar 30	Clinical	Clinical		
Apr 1	Clinical and Post Conference	Clinical Post conference at STC until 1700		
Apr 5	Spring Break	Spring Break		
Apr 6	Spring Break	Spring Break		
Apr 7	Clinical	Clinical		
Apr 8	Clinical and Post Conference	Clinical Post conference at STC until 1700		
Apr 12	Clinical	Clinical		
Apr 13	Clinical	Clinical		
Apr 14	Clinical	Clinical		
Apr 15	Clinical and Post Conference	Clinical Post Conference at STC until 1700	ATI due- see RNSG 1030 lesson plan for details	

Date	Chapter/Lesson Instructor	Content	Assignments	Competency Area
Apr 19	Clinical	Clinical		
Apr 20	Clinical	Clinical		
Apr 21	Clinical	Clinical		
Apr 22	Clinical and Post Conference	Clinical Post Conference at STC until 1700	ATI due- see RNSG 1030 lesson plan for details	
Apr 26	Clinical	Clinical		
Apr 27	Clinical	Clinical		
Apr 28	Clinical	Clinical		
Apr 29	Clinical and Post Conference (Proctored Exam)	Clinical Post Conference at STC until 1700 (PROCTORED EXAM FOR MATERNAL NEWBORN AND CHILD)		
May 2 SUNDAY	ATI Due by midnight	Handwritten Focused Reviews for ATI Proctored Maternal Newborn 2019 and Nursing Care of the Children 2019 are due to Mrs. Braddy via email.		
May 3	Clinical	Clinical		
May 4	Report to school to obtain final clinical grade- time to be announced	Report to school to obtain final clinical grade- time to be announced		

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. Demonstrate clinical decision making with the use of pharmacology, pathophysiology, and nutrition in the provision of care for adult clients.
3. 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.
4. Demonstrate ability to securely use health information systems and client care technologies in an appropriate, effective manner.

5. Provide health and safety related education based on the identified needs of clients.

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.

ONLINE/VIRTUAL SYLLABUS ADDITIONS

TEST DAYS: CLASS/TEST will begin at 0800. Currently, you will come to campus and test for the whole semester. Test will be from 0800 to 0900. Virtual lecture will begin at 1000 and end at 1330.

BLACKBOARD COLLABORATE SESSIONS

Currently, the didactic portion will meet using Blackboard Collaborate through the month of January. This will be re-evaluated but the plan at this time is to move back on campus February 1st. Students must be available via Blackboard Collaborate sessions for lecture. Students are expected to log into Blackboard Collaborate at the time of class and participate for the duration of the class. Failure to do so will result in an absence. The sessions may be recorded and attendance will be taken. Students are not allowed to utilize the recordings in lieu of attending live sessions. Students are not allowed to access the class recordings. If lecture returns to the classroom, you will be given a week's notice to make arrangements.

RESPONDUS ONLINE TESTING GUIDELINES:

Due to the campus closure in response to the COVID 19 pandemic the Department of Nursing is making an exception in offering online/offsite testing for Practical Nursing and Associate of Science in Nursing Programs. The programs will use Respondus Monitor through Blackboard to administer and proctor the examinations. If a student violates any of these guidelines, his/her test score/attempt will not be counted and the student may be required to take a makeup/additional test.

The following are faculty expectations of the student during the online/offsite testing process.

1. The student will download Respondus to their devices from the STC website.
2. The student will log in at least 15 minutes before the exam is scheduled to begin.
3. The student will secure an area with reliable internet service prior to beginning the exam. It is the students responsibility to secure a location with reliable internet connection before beginning the examination. Specific Requirements listed below:
 - Windows: 10, 8, 7. Windows 10S is not a compatible operating system.
 - Mac: OS X 10.12 to macOS 10.15.
 - Web camera (internal or external) & microphone
 - A broadband internet connection
4. Mobile Hotspots are not to be used since as they are not considered a reliable internet source.
5. The student will perform all required Respondus checks prior to being allowed to test. (examples- Webcam Check and Facial Recognition Check) Faculty are not responsible for student technology issues. It is the student's responsibility to maintain their equipment in working order.
6. The student will have in place a monitoring camera as Respondus Monitor will be used to ensure test integrity. The student will take a complete, 360 degree scan of the testing environment, showing floor, desk and walls. In addition, the student will use a hand held mirror held up to the camera to show that their screen and keyboard is clear of any unnecessary items. The student will need to show the front and back of the mirror.
7. During the exam, students will be both audio and visually recorded.
8. The student exams will be timed, just like in the face-to-face setting.
9. The student will not use any books, notes or third party supplies during the test. The desk/table will be cleared of additional items. There will be no paper or writing materials allowed. EXCEPTION: On certain tests, your instructor will notify you when a paper (regular or legal) sized white board with one marker and one eraser is allowed. This white board can only be one-sided. During the environmental scan, students will need

to have the whiteboard, marker, and eraser present on their desk/table. They will be required to take the whiteboard and show on the environmental scan that both sides of the whiteboard are free of any writings. During testing, when questions require the use of the whiteboard, students will be required to show their work on the whiteboard for the specific question and show that it is erased after the question prior moving on to the next question. At the end of the exam before submitting the last question, the student will be required to show the front and back of the whiteboard.

10. The student has reviewed the Dishonesty Policy and Procedure for Academic Dishonesty as noted on the course syllabus.
11. The student will not be allowed to use smart watches, cell phones, tablets, calculators, ear phones or other electronic devices during the exam.
12. The student will not wear a hat or any items that obscures the face or eyes while testing.
13. The student will keep the face in clear view of the camera while testing.
14. The student will have all background noise silenced while testing.
15. The student will have no other operating functions open on the computer during testing. (ie: Word, Excel, PowerPoint)
16. The student will be prohibited from taking screen shots or recording of the exam in anyway.
17. The student is prohibited from reading questions or any test material out loud during the test.
18. Question rationales will not be available at this time for test security. Instructors will be available at a later time for missed content review. Students are encouraged to set up individualized meetings with their faculty to discuss specific content areas which were missed.
19. After the exam, the final grade will not be issued or posted to the Blackboard gradebook until the validity of the test is reviewed and approved by the instructor(s). Be aware that the downloads may take 24-72 hours. This includes reviewing the Respondus Monitor report and the video recording of the testing session. At any time the validity is questionable, the student may be required to take a different version of the examination.
20. If a student believes a test question needs to be challenged, the student must email their instructor the evidence-based rationale for consideration. This request must be received via email within 24 hours of the examination.

*Any ATI activity that is graded must be completed with a benchmark score of 85% or greater. Multiple attempts may be made in order to reach the benchmark score. 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). Activities that have previously been complete must be completed again for the RNSG 1020 course.

RNSG 1020 ATI Activities

Date Due 1200 noon one day prior to the scheduled exam unless specified (keep proof of completion for your records)	Activity Title	Completed
TEST 1	Learning Systems RN Practice Assessment Respiratory	
TEST 1	Health Assess: Respiratory	
TEST 2	Learning Systems RN Practice Assessment Cardiovascular & Hematology	
TEST 2	Health Assess: Cardiovascular	
TEST 3	Practice Assessment Targeted Fluid, Electrolyte and Acid Base	
TEST 3	Learning Systems RN Practice Assessment Renal & Urinary	
TEST 3	Nurses Touch The Communicator Technique Identifier: Client undergoing knee surgery	

Date Due 1200 noon one day prior to the scheduled exam unless specified (keep proof of completion for your records)	Activity Title	Completed
TEST 3	Nurses Touch The Communicator Technique Identifier: Client discharge planning	
TEST 3	Practice Assessment Targeted Perioperative	
TEST 4	Learning Systems RN Practice Assessment Dermatological	
TEST 4	Health Assess: Skin	
TEST 4	Learning Systems RN Practice Assessment Endocrine	
TEST 5	Learning Systems RN Practice Assessment Musculoskeletal	
TEST 5	ATI: Learning Systems RN Practice Assessment GI	
TEST 5	Health Assess: Musculoskeletal/Neuro	
TEST 5	Health Assess: Abdomen	
TEST 6	Practice Assessment Targeted Immune	

Date Due 1200 noon one day prior to the scheduled exam unless specified (keep proof of completion for your records)	Activity Title	Completed
TEST 6	Learning Systems RN Practice Assessment Immune & Infectious	
TEST 8	Learning Systems RN Practice Assessment Neurosensory	
TEST 8	Health Assess: Head, Neck, Neuro	
TEST 9	Learning systems RN Practice Assessment Oncology	
TEST 9	Nurses Touch The Communicator Video Interaction: Client comfort and end-of-life care	
TEST 9	Nurses Touch The Communicator Clients displaying aggressive behavior	

***Any ATI activity that is graded must be completed with a benchmark score of 85% or greater. Multiple attempts may be made in order to reach the benchmark score.**

**Instructor/Preceptor Evaluation Tool
(RNSG 1020/1030/1030B)**

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).	
Provided a health-related teaching plan developed to address an identified education need for clients.	Done in post-conference
Utilized communication techniques that support sharing client-related information with members of the healthcare team	

Preceptor Signature _____ Date _____

Instructor Signature _____ Date _____