



## **RNSG 1020 Medical-Surgical Nursing I**

### **COURSE SYLLABUS Spring Semester 2018**

#### **COURSE INFORMATION**

Credit Hours/Minutes: 7/9000

Class Location: Gillis Building Room 836

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

Course Reference Number (CRN): 40289

#### **INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Heather Williams MSN, RN

Office Location: Gillis Building Rm 706

Office Hours: Monday and Tuesday 8:00am – 5:00pm

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Tutoring Hours: please schedule an appointment

#### **SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK**

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

#### **REQUIRED TEXT**

1. Hinkle, J., & Cheever, K. (2018). *Brunner & Suddarth's: Textbook of medical-surgical nursing* (14<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span* (8<sup>th</sup> ed.). Philadelphia, PA: F. A. Davis Company.

#### **REQUIRED SUPPLIES & SOFTWARE**

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

#### **COURSE DESCRIPTION**

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

## MAJOR COURSE OUTCOMES

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

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

## PREREQUISITE(S)

Program Admission, successful completion of RNSG 1005 and RNSG 1018

## COREQUISITE (S)

RNSG 1030

## 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	Cognitive	Creating

Unit Outcomes	Learning Domain	Level of Learning
alterations in oxygenation.		

### 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
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

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
7. Discuss the management of clients with basic alterations in cognition and sensation.	Cognitive	Understanding
8. Identify a plan of care for client with basic alterations 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 alterations 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 alterations in cognition and sensation.	Cognitive	Creating

### **Alterations in Regulation and Metabolism**

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

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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**

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

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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 alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
8. Identify clinical manifestations of in relation to the pathophysiological processes of basic alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
9. Discuss the management of clients with basic alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
10. Describe the role of the nurse in providing quality care to adults who have basic alterations in ingestion, digestion, absorption and elimination	Cognitive	Remembering
11. Identify a plan of care for client with basic 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**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
6. Discuss changes in the immunological system as they pertain to aging.	Cognitive	Understanding
7. Discuss the management of clients with basic alterations in immunity.	Cognitive	Understanding
8. Identify a plan of care for clients with basic alterations in immunity including the following considerations: a. Pharmacological b. Dietary c. Lifestyle	Cognitive	Remembering
9. Provide health and safety related education based on the identified needs of clients with basic alterations in immunity.	Cognitive	Creating

### **Alterations in Hematology Function**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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
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

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

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

Unit Outcomes	Learning Domain	Level of Learning
11. Provide health and safety related education based on the identified needs of clients with cancer.	Cognitive	Creating

#### CLINICAL OUTCOMES: LEVEL I

#### QSEN CONCEPT: CLIENT CENTERED CARE

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

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

#### QSEN CONCEPT: TEAMWORK AND COLLABORATION

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

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

#### QSEN CONCEPT: EVIDENCE BASED PRACTICE

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

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

**QSEN CONCEPT: QUALITY IMPROVEMENT****Participate in data collection processes that support established quality improvement initiatives.**

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

**QSEN CONCEPT: SAFETY****Implement strategies that minimize risk and provide a safe environment for clients, self, and others.**

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

**QSEN CONCEPT: INFORMATICS****Utilize evidence-based information and client care technology in the provision of safe, quality client-centered care.**

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

**QSEN CONCEPT: PROFESSIONALISM****Practice nursing in a professional, ethical, and legal manner while providing client-centered, standard-based nursing care.**

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

**QSEN CONCEPT: LEADERSHIP****Describe how leadership, management, and priority-setting skills are used to support safe, quality client-**

centered care.

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

### GENERAL EDUCATION CORE COMPETENCIES

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

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

### STUDENT REQUIREMENTS

Students are expected to complete all exams and daily assignments. A unit exam average of 70% or above for the unit exams must be obtained in order to take the final exam. A course grade of 70% must be obtained in order to advance to the clinical setting and into future nursing courses. For example, if the unit exam average is 72.5 and accounts for 60% of the course grade and the final exam grade is 65.6 and accounts 20% for the course grade, the average before progressing to clinical will be calculated as follows:

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

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

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

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

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

During an examination, students are required to place all textbooks and personal property on the floor in the front of the classroom. Students will be required to rotate seats prior to testing per instructions from the instructor. No talking is allowed once the exam begins. Once the exam begins, students will not be allowed to exit the classroom until the exam is completed. Students found with their cell phone or any other personal communication device during the exam will be considered cheating; which will result in a zero for the exam. All exams are timed with students receiving one minute to answer each examination question. An additional minute will be added per calculation exam question.

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. There will be a week time frame in between the attempts to allow time for remediation, and the student is strongly encouraged to schedule tutoring with an ASN instructor before the next attempt. If a student misses an attempt due to an absence, the student forfeits that attempt and will take the next scheduled attempt. An absence on a third attempt may be evaluated on an individual basis.

## **EXAMS**

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

## **ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) ACTIVITIES**

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

## **TICKET TO CLASS**

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

## **SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT**

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

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

Each week, you should write an entry in your journal. You may include your feelings about the week's experiences. If you felt a sense of accomplishment at learning new information, a skill or participating in patient care, then that feeling may be recorded. If you felt a sense of frustration, that may be recorded as well.

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

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, every Monday (Tuesday in the event Monday is a holiday) by 8:00 am. The journal will be linked to one of the following courses. RNSG 1005, 1020, 2000 or 2020. A point per week deduction for not submitting your journal by the date/time due will result in points being taken off your FINAL AVERAGE. For example, there will be 10 journal entries due for Summer Semester. If no journal entries were completed then 10 points

will be deducted from your FINAL AVERAGE.

### **ATTENDANCE GUIDELINES**

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

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters. Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" in a course.

### **SPECIAL NEEDS**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

### **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 advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

### **WITHDRAWAL PROCEDURE**

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

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" being assigned. After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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 speak with a representative of the Financial Aid

Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

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

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

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

### **ACADEMIC DISHONESTY POLICY**

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

### **PROCEDURE FOR ACADEMIC DISHONESTY**

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

#### **1. First Offense**

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

#### **2. Second Offense**

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

#### **3. Third Offense**

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

### **STATEMENT OF NON-DISCRIMINATION**

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

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

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

### 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	50%
Final Exam	25%
ATI Activities	5% (as outlined on RNSG 1020 ATI Activities Rubric)
Clinical	20% (as outlined on RNSG 1020 Clinical Grading Rubric)
Drug Calculation	100% PASS/FAIL

### GRADING SCALE

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

# RNSG1020 Medical-Surgical Nursing I

## Spring Semester 2018 Lesson Plan

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

Date	Chapter/Lesson	Content	Assignments	Competency Area
Jan 10	Introduction Ch 20 Ch 21	Introduction to Course Assessment of Respiratory Function Respiratory Care Modalities	Review assigned chapters Complete ATI modules	1-10 a, c
Jan 11	Ch 22	Management of Patients with Upper Respiratory Tract Disorders	Review assigned chapters Complete ATI module ATI: Learning Systems RN Practice Assessment Respiratory	1-10 a, c
Jan 17	Ch 25	Test 1 (Ch 20, 21, 22) Assessment of Cardiac Function	Review assigned chapters Complete ATI modules ATI DUE by 8am	1-10 a, c
Jan 18 Drug Calc #1	Ch 26 Ch 27 Ch 31	Management of Patients with Conduction Problems Management of Patients with Coronary Vascular Disorders Assessment and Management of Patients with Hypertension	Review assigned chapters Complete ATI modules ATI: Learning Systems RN Practice Assessment Cardiovascular and Hematology	1-10 a, c
Jan 24	Ch 63	Test 2 (Ch 25, 26, 27, 31) 25% mark for exams Assessment and Management of Patients with Eye and Vision Disorders	Review assigned chapters Complete ATI modules ATI DUE by 8am	1-10 a, c
Jan 25 Drug Calc #2	Ch 64 Ch 65 Ch 66	Assessment and Management of Patients with Hearing and Balance Disorders Assessment of Neurologic Function Management of Patients with Neurologic Dysfunction	Review assigned chapters Complete ATI modules ATI: Learning Systems RN Practice Assessment Musculoskeletal Learning Systems RN Practice Assessment Neurosensory	1-10 a, c

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
Jan 31	Ch 49	Test 3 (Ch 63, 64, 65, 66) Assessment and Management of Patients with Hepatic Disorders	Review assigned chapters ATI Due by 8am Complete ATI modules	1-10 a, c
Feb 1 Drug Calc #3	Ch 51 Ch 60 Ch 61	Assessment and Management of Patients with Diabetes Assessment of Integumentary Function Management of Patients with Dermatologic Problems	Review assigned chapters Complete ATI modules ATI: Learning Systems RN Practice Assessment Dermatological Learning Systems RN Practice Assessment Endocrine	1-10 a, c
Feb 7	Ch 40	Test 4 (Ch 49, 51, 60, 61) 50% mark for exams Assessment of Musculoskeletal Function	Review assigned chapters ATI DUE by 8am Complete ATI modules	1-10 a, c
Feb 8	Ch 41 Ch 44 Ch 45	Musculoskeletal Care Modalities Assessment of Digestive and Gastrointestinal Function Digestive and Gastrointestinal Treatment Modalities	Review assigned chapters Complete ATI modules ATI: Learning Systems RN Practice Assessment GI	1-10 a, c
Feb 14	Ch 35 Ch 36	Test 5 (Ch 40, 41, 44, 45) Assessment of Immune Function Management of Patients with Immune Disorders	Review assigned chapters Complete ATI modules ATI DUE by 8am	1-10 a, c
Feb 15	Ch 37 Ch 38	Assessment and Management of Patients with Allergic Disorders Assessment and Management of Patients with Rheumatic Disorders	Review assigned chapters Complete ATI modules ATI: Practice Assessment Target Medical Surgical 2016 Immune* Learning Systems RN Practice Assessment Immune & Infectious*	1-10 a, c
Feb 21	Ch 32	Test 6 (Ch 35, 36, 37, 38) Assessment of Hematologic Function and Treatment Modalities	Review assigned chapters ATI DUE by 8am Complete ATI modules	1-10 a, c

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
Feb 22	Ch 33 Ch 34	Management of Patient with Nonmalignant Hematologic Disorders Management of patients with Hematologic Neoplasms	Review assigned chapters Complete ATI modules ATI: Learning Systems RN Practice Assessments Oncology	1-10 a, c
Feb 28	Ch 13	Test 7 (Ch 32, 33, 34) Fluid and Electrolytes: Balance and Disturbance	Review assigned chapters ATI DUE by 8am Complete ATI modules ATI: Practice Assessment Target Medical Surgical 2016 Fluid, Electrolyte and Acid Base* Learning Systems RN Practice Assessment Renal & Urinary	1-10 a, c
Mar 1	Ch 17 Ch 18 Ch 19	Preoperative Nursing Management Intraoperative Nursing Management Postoperative Nursing Management	Review assigned chapters Complete ATI modules ATI: Practice Assessment Perioperative* Nurses Touch: The Communicator T. I. 4*, 8* and 10* Nurses Touch: The Communicator Case 2* and 3*	1-10 a, c
Mar 7	Ch 15	Test 8 (Ch 13, 17, 18, 19) Management of Patients with Oncologic Disorders	Review assigned Chapters Complete ATI modules ATI DUE	1-10 a, c
Mar 8	Ch 16	End of Life Care	Review assigned chapters	1-10 a, c
Mar 14		Test 9 (Ch 15, 16)		1-10 a, c
Mar 15	Review	Review for Final Exam		1-10 a, c
Mar 19		65% mark		
Mar 21		Teen Maze		
Mar 22		Comprehensive FINAL EXAM		1-10 a, c

Date	Chapter/Lesson	Content	Assignments	Competency Area
Mar 26 until Mar 29		Clinicals		1-10 a, c
April 2 until April 5		Spring Break		
April 9 until May 2		Clinicals		1-10 a, c

**MAJOR COURSE COMPETENCIES:**

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

**GENERAL CORE EDUCATIONAL COMPETENCIES:**

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

## RNSG 1020 ATI Activities

<b>Date Due</b>	<b>Activity Title</b>	<b>Points Possible</b>	<b>Points Earned</b>
Jan 17	Learning Systems RN Practice Assessment Respiratory	4	
Jan 24	Learning Systems RN Practice Assessment Cardiovascular and Hematology	4	
Jan 31	Learning Systems RN Practice Assessment Musculoskeletal	4	
Jan 31	Learning Systems RN Practice Assessment Neurosensory	4	
Feb 7	Learning Systems RN Practice Assessment Dermatological	4	
Feb 7	Learning Systems RN Practice Assessment Endocrine	4	
Feb 14	Learning Systems RN Practice Assessment Gastrointestinal	4	
Feb 21	Practice Assessment Targeted Immune*	5	
Feb 21	Learning Systems RN Practice Assessment Immune & Infectious*	4	
Feb 28	Learning systems RN Practice Assessment Oncology	4	
Mar 7	Practice Assessment Targeted Fluid, Electrolyte and Acid Base*	5	
Mar 7	Learning Systems RN Practice Assessment Renal & Urinary	4	
Mar 7	Practice Assessment Targeted Perioperative*	5	
Mar 7	Nurses Touch The Communicator T.I. 1*	5	
Mar 7	Nurses Touch The Communicator T.I. 4*	5	
Mar 7	Nurses Touch The Communicator T.I. 8*	5	
Mar 7	Nurses Touch The Communicator Case 2*	5	
Mar 7	Nurses Touch The Communicator Case 3*	5	
	<b>Total Possible Points</b>	<b>45</b>	

There are a total of 45 points assigned for all completed ATI activities which account for 4.5 (10%) toward your final grade. In order for you to receive the full 4.5 points, you must complete all assignments by the date due. To provide evidence of completion, please print "Module Time Summary" record and present to you instructor.

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

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Clinical Site \_\_\_\_\_

## Level I Preceptor Evaluation Tool (RNSG 1020)

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

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

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

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

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

**NO:** Not observed/No opportunity

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

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

**Comments:**

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**Preceptor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_