



RNSG 2000B
COURSE SYLLABUS
Spring Semester 2018

COURSE INFORMATION

Course Title: Medical Surgical Nursing II
Course Number: RNSG 2000
Credit Hours/Minutes: 4/4500
Didactic 3 Credit Hours (2250 minutes)
Clinical 1 Credit Hour (2250 minutes)
Class Location: Building 8 Room 8111
Class Meets: Class meets on Tuesday beginning 3/6-5/3 1-6 pm
Course Reference Number (CRN): 40291

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Beth Hendrix, MPH, MSN, RN
Office Location: Building 8 Room 8121
Office Hours: Monday & Wednesday: 9-11
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Tutoring Hours (if applicable): Please schedule an appointment

Instructor Name: Shannon Veal, MSN, RN
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Tutoring Hours (if applicable): Please schedule an appointment

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

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student 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. (2014). *Brunner & Suddarth's: Textbook of medical-surgical nursing* (13th 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* (9th ed.). Philadelphia, PA: F. A. Davis Company.

REQUIRED SUPPLIES & SOFTWARE:

Pen, pencil, paper , large 3 ring binder, highlighter, computer access, ear phones (for assessment technologies industries(ATI) skills Modules), large spiral notebook, calculator, 2 folders, and clinical supplies

COURSE DESCRIPTION

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

MAJOR COURSE COMPETENCIES**PREREQUISITE(S)**

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

CO-REQUISITE

RNSG 2005B

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

1. Perform a general health assessment of adult clients with deviations from normal that contribute to complex, multisystem alterations in health.
2. Develop individualized, evidence-based plans of care that include cultural, spiritual, and developmentally appropriate interventions and health promotion recommendations for adult clients with complex, multisystem health alterations.
3. Collaborate with members of the inter-professional health care team while acting as a client advocate in the provision of safe, quality care for adult and older adult clients with complex, multisystem health alterations.
4. Demonstrate clinical judgment when providing direct client care to adult and older adult clients experiencing complex, multisystem alterations in health.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult and older adult clients with complex, multisystem alterations in health.
6. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with clients and families, as well as professional relationships with members of the healthcare team.
7. Use health information systems and client care technologies in an effective and secure manner when assessing and monitoring clients.
8. Apply evidence based knowledge in the provision care to clients with complex, multisystem health alterations.
9. Provide health and safety related education to clients and families using a variety of teaching methods.

10. Use organizational, time management, priority-setting, and decision-making skills in the provision of care to clients with complex, multisystem health alterations.
11. Implement strategies that provide a safe environment for clients, self, and other while supporting quality improvement initiatives.
12. Adhere to ethical, legal, and professional standards in the provision of care to adult and older adult clients with complex, multisystem alterations in health.

CONTENT/UNIT OUTCOMES:

ALTERATIONS IN OXYGENATION

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

ALTERATIONS IN CARDIAC OUTPUT AND TISSUE PERFUSION

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Perform a general health assessment with a focus on collecting data on adults who have complex, multisystem alterations in cardiac output and tissue perfusion.	Psychomotor	Guided Response

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

ALTERATIONS IN COGNITION AND SENSATION

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Perform a general assessment with a focus on collecting data on adults who have complex, multisystem alterations in cognition and sensation.	Psychomotor	Guided Response
2.	Integrate knowledge of anatomy, physiology, pathophysiology, nutrition into the plan care for adults who have complex, multisystem alterations in cognition and sensation.	Cognitive	Creating
3.	Correlate clinical manifestations in relation to the pathophysiological processes for complex, multisystem alterations in cognition and sensation	Cognitive	Analyzing
4.	Discuss the management of clients with complex, multisystem alterations in cognition and sensation	Cognitive	Analyzing
5.	Ascertain priority nursing actions for adults who have complex, multisystem alterations in cognition and sensation	Cognitive	Evaluating

6.	Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex, multisystem alterations in cognition and sensation	Cognitive	Creating
7.	Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have complex, multisystem alterations in cognition and sensation	Cognitive	Applying
8.	Demonstrate correct use and establish proper functioning of therapeutic devices that support cognition and sensation	Psychomotor	Guided Response
9.	Provide health and safety related education to adults who have complex, multisystem alterations in cognition and sensation.	Cognitive	Creating

ALTERATIONS IN REGULATION AND METABOLISM

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

ALTERATIONS IN INGESTION, DIGESTION, ABSORPTION, AND ELIMINATION

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

ALTERATIONS IN EXCRETION

Order	Unit Outcomes	Learning Domain	Level of Learning
1.	Perform a general assessment with a focus on collecting data on adults who have alterations in excretion.	Psychomotor	Guided Response
2.	Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for adults who have alterations in excretion	Cognitive	Creating
3.	Correlate clinical manifestations in relation to the pathophysiological processes for clients with alterations in excretion.	Cognitive	Analyzing
4.	Discuss the management of clients with alterations in excretion.	Cognitive	Understanding

5.	Ascertain priority nursing actions for adults who have alterations in excretion.	Cognitive	Evaluating
6.	Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have alterations in excretion.	Cognitive	Creating
7.	Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have alterations in excretion.	Cognitive	Applying
8.	Demonstrate correct use and establish proper functioning of therapeutic devices that support excretion.	Psychomotor	Guided Response
9.	Provide health and safety related education to adults who have an alteration in excretion.	Cognitive	Creating

ALTERATIONS IN REPRODUCTIVE FUNCTION (ADULT MALES)

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

CLINICAL OUTCOMES: LEVEL II

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

QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN) CONCEPT: CLIENT CENTERED CARE

Order	Description	Learning domain	Level of learning
a.	Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing complex, multisystem health alterations in a variety of settings.	Psychomotor	Guided Response
b.	Utilize the nursing process to prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes.	Cognitive	Applying
c.	Model culturally sensitive care for clients and their families from diverse backgrounds.	Cognitive	Applying
d.	Utilize clinical reasoning when evaluating nursing care to improve client outcomes.	Cognitive	Applying
e.	Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	Cognitive	Applying
f.	Provide health-related education to clients and their families that include the use of varying teaching methods	Cognitive	Creating

B. Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.

QSEN CONCEPT: TEAMWORK AND COLLABORATION

Order	Description	Learning domain	Level of learning
a.	Coordinate client care with members of the inter-professional healthcare team.	Cognitive	Creating
b.	Integrate input from other members of the healthcare team to improve individual and team performance.	Cognitive	Creating
c.	Report identified issues that may negatively affect client care to members of the healthcare team.	Cognitive	Applying

C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.

QSEN CONCEPT: EVIDENCE BASED PRACTICE

Order	Description	Learning domain	Level of learning
a.	Analyze best current evidence for its application to practice when providing and managing client-centered care.	Cognitive	Analyzing
b.	Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.	Cognitive	Creating

D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered

care.

QSEN CONCEPT: QUALITY IMPROVEMENT

Order	Description	Learning domain	Level of learning
a.	Utilize recognized nursing standards to improve and advance the quality of healthcare services.	Cognitive	Applying
b.	Utilize measurement tools to gather data related to the gap between current and desired client outcomes.	Cognitive	Applying
c.	Articulate the impact that the macrosystem has on the microsystem of the work unit.	Cognitive	Applying
d.	Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit.	Cognitive	Applying

E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings.

QSEN CONCEPT: SAFETY

Order	Description	Learning domain	Level of learning
a.	Anticipate safety risks to clients, self, and others in healthcare, home, and community settings.	Cognitive	Creating
b.	Implement actions that minimize safety risks and environmental hazards in healthcare settings	Cognitive	Applying
c.	Implement National Client (Patient) Safety Goals in healthcare settings.	Cognitive	Applying

F. Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.

QSEN CONCEPT: INFORMATICS

Order	Description	Learning domain	Level of learning
a.	Utilize client care technologies effectively when assessing and monitoring clients.	Cognitive	Applying
b.	Implement strategies that protect the integrity of client information when managing client-centered care.	Cognitive	Applying

G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.

QSEN CONCEPT: PROFESSIONALISM

Order	Description	Learning domain	Level of learning
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a.	Maintain professional standards of nursing practice in the delivery of client-centered care.	Cognitive	Creating
b.	Maintain professional accountability and responsibility in the delivery of client-centered care.	Cognitive	Creating
c.	Maintain nursing practice that supports ethical decision making and tort law in the delivery of client-centered care.	Cognitive	Creating
d.	Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of client-centered care.	Cognitive	Creating

H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.

QSEN CONCEPT: LEADERSHIP

Order	Description	Learning domain	Level of learning
a.	Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care.	Cognitive	Applying
b.	Practice delegating client care tasks to appropriate members of the healthcare team.	Cognitive	Applying

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 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.

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.

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 points (pts). The student misses 7 questions X 1.66-100=88.38. Grade will be recorded as 88.3.* This rule applies to every grade issued during this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

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

Students must make a 100% on a calculation exam before giving medications at clinical. Students may take the drug calculation exam a maximum of THREE attempts. Each attempt will be a different but similar version. For this exam, students will be allowed 3 minutes per question. The first attempt drug calculation exam for this semester will be given the first day of class in RNSG 1030B. If the student is unsuccessful on any attempt, 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.

EXAMS:

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.

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% or Satisfactory) is not met. ATI assignments will be checked at **7:00 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. Students may be required to wait until the class takes a break before they are allowed to enter as not to interrupt class.

SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT:

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

written record of your experiences and professional and personal growth as a nursing student to a registered nurse.

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

Each week, you will be required to submit an entry. You will be provided certain topics about the week and may include 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 the following courses: RNSG 1019B, 2000B and 2020B. A point per week deduction for not submitting your journal by the date/time due will result in points being taken off your **FINAL AVERAGE**. For example, there will be 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.

ADDITIONAL ATTENDANCE PROVISIONS

Health Sciences

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

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 will be considered absent if he/she is not in class by 9:30.

The didactic portion of the class will meet for 30 hours. A student is allowed to miss a maximum of 3.0 hours. Students missing more than 3.0 hours will be dropped for exceeding the attendance procedure. The 37.5 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 37.5 clinical hours (2250 minutes) during the semester. A student is allowed to miss a **maximum** of 1 one clinical day. **A clinical absence will require a makeup day and must be made up prior to beginning the next nursing course and at the discretion of the instructor.** An excuse from a physician must be presented to the instructor. Students missing more than 1 day will be dropped for exceeding the attendance policy. Students that do not make up all clinical time missed will be issued a final clinical grade of "F". The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

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

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" (Failing 0-59) 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.

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 a cumulative unit exam average of $\leq 70\%$ after the completion of 25% of the unit exams or skills deficiency, the faculty will initiate individual counseling session and complete a SSP.

If the student has a cumulative unit exam average of $\leq 70\%$ after the completion of 50 % of the unit exams or skills deficiency, the faculty will initiate individual counseling session, as well as review and update the SSP and submit an Early Alert via TEAMS.

ACADEMIC DISHONESTY POLICY

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

PROCEDURE FOR ACADEMIC MISCONDUCT

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

1. First Offense

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

2. Second Offense

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

the incident into Banner for tracking purposes.

3. Third Offense

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

STATEMENT OF NON-DISCRIMINATION

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

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

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 Email: Blythe Wilcox bwilcox@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	50%
Final Exam	25%
ATI Activities (as outlined on RNSG 2005 ATI Activities Rubric)	5%
Clinical (as outlined on RNSG 2005 Clinical Grading Rubric)	20%
Drug Calculation Pass/Fail	100%

GRADING SCALE

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

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

Unit exam grade x 0.50 = _____

Final exam grade x 0.25 = + _____

ATI Activities x 0.05 = + _____

Clinical x 0.20 = + _____

Numerical course grade = _____

RNSG 2000B Medical Surgical II

Spring Semester 2018 Lesson Plan

MS=Medical Surgical; COPD=Chronic Obstructive Pulmonary Disease; DNR= Do Not Resuscitate; DVT= Deep Vein Thrombosis; CVA= Cerebral Vascular Accident; GI= Gastrointestinal; C-Diff= Clostridium Difficile; UTI= Urinary Tract Infection

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
3/6	Chapter 23 Chapter 24	Management of Patient with Chest and Lower Respiratory Tract Disorders Management of Patient with Chronic Pulmonary Disease 3/6 is Last Day of Drop/Add for this class	Read Assigned Chapters ATI: RN Learning Systems MS: Respiratory Targeted MS Practice Assessments: Respiratory RN Real Life Med Surg COPD The Communicator Case 5 COPD/DNR Due before Test 1	Competency Areas/UNIT OUTCOMES: 1 General Core Educational Competencies: a-c
3/13	Chapter 28 Chapter 29 Chapter 30	Test 1 Chapters 23-24 Management of Patients with Structural, Infectious, and Inflammatory Cardiac Disorders Management of Patients with Complications from Heart Disease Assessment and Management of Patients with Vascular Disorders and Peripheral Circulation	Read Assigned Chapters ATI: RN Learning Systems MS: Cardiovascular & Hematology Targeted MS Practice Assessments: Cardiovascular Due Before Test 2	Competency Areas/UNIT OUTCOMES: 2 General Core Educational Competencies: a-c
3/20	Chapter 67 Chapter 69 Chapter 70	Test 2 Chapters 28-30 Management of Patients with Cerebrovascular Disorders Management of Patients with Neurologic Infections, Autoimmune Disorders, and Neuropathies Management of Patients with Oncologic or Degenerative Neurologic Disorders 25% Student Success Plan	Read Assigned Chapters ATI: RN Learning Systems MS: Neurosensory and Oncology The Communicator TI-2 DVT Client/Hourly Labs and TI-3 LTC Nurse/CVA Client Due before Test 3	Competency Areas/UNIT OUTCOMES: 3 General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
3/27	Chapter 50 Chapter 52	Test 3 Chapters 67-69-70 Assessment and Management of Patients with Biliary Disorders Assessment and Management of Patients with Endocrine Disorders	Read Assigned Chapters ATI: RN Learning Systems MS: Endocrine Targeted MS Practice Assessments: Endocrine Due by Test 4	Competency Areas/UNIT OUTCOMES: 4 General Core Educational Competencies: a-c
4/10	Chapter 46 Chapter 47 Chapter 48	Test 4 Chapters 50,52 Management of Patients with Oral and Esophageal Disorders Management of Patients with Gastric and Duodenal Disorders Management of Patients with Intestinal and Rectal Disorders 50% Student Success Plan 4/16/18 is the 65% point for this class	Read Assigned Chapters ATI: RN Learning Systems MS: GI Targeted MS Practice Assessments: Gastrointestinal RN Real Life Med Surg GI Bleed and C Diff The Communicator TI-5 Bariatric Clinic / Teaching Due before Test 5	Competency Areas/UNIT OUTCOMES: 5 General Core Educational Competencies: a-c
4/17	Chapter 53 Chapter 54 Chapter 55	Test 5 Chapters 46-48 Assessment of Kidney and Urinary Function Management of Patients with Kidney Disorders Management of Patients with Urinary Disorders	Read Assigned Chapters ATI: RN Learning Systems MS: Renal and Urinary Targeted MS Practice Assessments: Renal and Urinary RN Real Life Med Surg UTI and Renal Failure Due before Test 6	Competency Areas/UNIT OUTCOMES: 6 General Core Educational Competencies: a-c
4/24	Chapter 59	Test 6 Chapters 53-55 Assessment and Management of Problems Related to Male Reproductive Process	Read Assigned Chapters ATI Nurse Logic 2.0 Tests for Advanced Students Due before Test 7	Competency Areas/UNIT OUTCOMES: 7 General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
5/1		Test 7 Chapter 59 Review	Read Assigned Chapters	Competency Areas/UNIT OUTCOMES: 7 General Core Educational Competencies: a-c
5/3		Final Exam	Read Assigned Chapters	Competency Areas/UNIT OUTCOMES: 1-7 General Core Educational Competencies: a-c

COMPETENCY AREAS:

1. Alterations in Oxygenation
2. Alterations in Cardiac Output and Tissue Perfusion
3. Alterations in Cognition and Sensation
4. Alterations in Regulation and Metabolism
5. Alterations in Ingestion, Digestion, Absorption, and Elimination
6. Alterations in Excretion
7. Alterations in Reproductive Function (Adult Males)

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 2000B ATI ACTIVITIES

Date Due	Activity Title	Points Possible	Points Earned
3/13/18	ATI: RN Learning Systems MS: Respiratory Targeted MS Practice Assessments: Respiratory RN Real Life Med Surg COPD The Communicator (Case 5) COPD/DNR	5 4 10 10	
3/20/18	ATI: RN Learning Systems MS: Cardiovascular & Hematology Targeted MS Practice Assessments: Cardiovascular	5 4	
3/27/18	Read Assigned Chapters ATI: RN Learning Systems MS: Neurosensory and Oncology The Communicator TI-2 DVT Client/Hourly Labs and TI-3 LTC Nurse/CVA Client	5 10 10	
4/10/18	ATI: RN Learning Systems MS: Endocrine Targeted MS Practice Assessments: Endocrine	5 4	
4/17/18	ATI: RN Learning Systems MS: GI Targeted MS Practice Assessments: Gastrointestinal RN Real Life Med Surg GI Bleed and C Diff The Communicator TI-5 Bariatric Clinic / Teaching	5 4 10 10 10	
4/24/18	ATI: RN Learning Systems MS: Renal and Urinary Targeted MS Practice Assessments: Renal and Urinary RN Real Life Med Surg UTI and Renal Failure	5 4 10 10	
5/1/18	ATI Nurse Logic 2.0 Tests for Advanced Students	5	
	Total Possible Points	145	

There are a total of 145 points assigned for all completed ATI activities which accounts for 5% toward your final grade. In order for you to receive the points, you must complete all assignments by the date due. All ATI assignments are due by 7:00 am the on specified due date. Failure to complete assignments by this time will result in a grade of zero for that assignment.

Student Name _____ Date _____ Clinical Site _____

Level II Preceptor Evaluation Tool

RNSG 2000B

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. Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it 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 complex, multisystem health alterations in a variety of settings.	
b. Utilize the nursing process to prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes.	
c. Model culturally sensitive care for clients and their families from diverse backgrounds.	
d. Utilize clinical reasoning when evaluating nursing care to improve client outcomes.	
e. Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	
f. Provide health-related education to clients and their families that include the use of varying teaching methods.	
QSEN Concept: Teamwork and Collaboration: B. Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.	Preceptor Score:
a. Coordinate client care with members of the inter-professional healthcare team.	
b. Integrate input from other members of the healthcare team to improve individual and team performance.	
c. Report identified issues that may negatively affect client care to members of the healthcare team.	
QSEN Concept: Evidence Based Practice: C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.	Preceptor Score:
a. Analyze best current evidence for its application to practice when providing and managing client-centered care.	

QSEN Concept and Performance Outcomes:	See Grading Rubric
b. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.	
QSEN Concept: Quality Improvement: D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.	Preceptor Score:
a. Utilize recognized nursing standards to improve and advance the quality of healthcare services.	
b. Utilize measurement tools to gather data related to the gap between current and desired client outcomes.	
c. Articulate the impact that the macrosystem has on the microsystem of the work unit.	<i>See Quality Improvement Assignment</i>
d. Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit.	<i>See Quality Improvement Assignment</i>
QSEN Concept: Safety E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings.	Preceptor Score:
a. Anticipate safety risks to clients, self, and others in healthcare, home, and community settings.	
b. Implement actions that minimize safety risks and environmental hazards in healthcare settings.	
c. Implement National Client (Patient) Safety Goals in healthcare settings.	
QSEN Concept: Informatics F. Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.	Preceptor Score:
a. Utilize client care technologies effectively when assessing and monitoring clients.	
b. Implement strategies that protect the integrity of client information when managing client-centered care.	
QSEN Concept: Professionalism G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.	Preceptor Score:
a. Maintain professional standards of nursing practice in the delivery of client-centered care.	
b. Maintain professional accountability and responsibility in the delivery of client-centered care.	
c. Maintain nursing practice that supports ethical decision making and tort law in the delivery of client-centered care.	
d. Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of client-centered care.	
QSEN Concept: Leadership H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.	Preceptor Score:
a. Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-	

QSEN Concept and Performance Outcomes:	See Grading Rubric
centered care.	
b. Practice delegating client care tasks to appropriate members of the healthcare team.	

Comments: _____

Preceptor Signature _____ **Date** _____