



PNSG 2030/ Nursing Fundamentals COURSE SYLLABUS Spring Semester 2019

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Joanna W. Bell, BSN, RN

Campus/Office Location: Swainsboro Campus, Building 8 (Health Science Building), Office 8105

Office Hours: 0800-0900 & 1600-1800

Email Address: [Joanna Bell jbell@southeasterntech.edu](mailto:Joanna.Bell@jbell@southeasterntech.edu)

Phone: 478-289-2336

Fax Number: 478-538-3106

Tutoring Hours: Please schedule an appointment.

COURSE INFORMATION

Credit Hours/Minutes: 6/8250

Class Location: Swainsboro Campus, Building 8 (Health Science Building), Practical Nursing Classroom 8103

Class Meets: Monday, Tuesday, and Wednesday: 0900-1200 & 1300-1600 from **1-7-2019 to 3-13-2019**

Course Reference Number (CRN): **40298**

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. Fundamentals of Nursing Care: Concepts, Connections, and Skills, 3rd edition, FA Davis by Burton, Smith & Ludwig
2. Study guide for Fundamentals of Nursing Care: Concepts, Connections, and Skills, 3rd edition, FA Davis by Burton, Smith & Ludwig
3. Procedure Checklists for Fundamentals of Nursing Care 3rd edition, F. A. Davis Wilkinson, Treas, Barnett, & Smith
4. Pharmacology Clear and Simple, 3rd edition, F.A. Davis, Watkins
5. Understanding Medical Surgical Nursing, 5th edition, FA Davis by Williams and Hopper
6. Safe Maternity and Pediatric Nursing Care, FA Davis by Linnard-Palmer and Coats
7. Student workbook for Understanding Medical Surgical Nursing, 5th edition, FA Davis by Williams and Hopper
8. Study Guide for Safe Maternity and Pediatric Nursing Care, FA Davis by Linnard-Palmer and Coats
9. Assessment Technologies Institute (ATI) books. (The instructor will issue ATI books to the student.)

REQUIRED SUPPLIES & SOFTWARE

1. ATI Web Service
2. Electronic Health Record (EHR) Tutor (Included in FA Davis textbook bundle)

3. Ear phones (for ATI Assignments)
4. Full uniform
5. Skills Pack (purchased through Meridy's)
6. Watch with a second hand
7. Pen/Pencils
8. Notebook
9. Basic Calculator

COURSE DESCRIPTION

This course is an introduction to the nursing process. Topics include: nursing as a profession; ethics and law; client care which is defined as using the nursing process, using critical thinking, and providing client education and includes principles and skills of nursing practice, documentation, and an introduction to physical assessment; customer/client relationships; standard precautions; basic life support; infection control/blood; and basic emergency care/first aid and triage.

MAJOR COURSE COMPETENCIES

1. Nursing as a Profession
2. Ethics, Morals and Legal Implications
3. Infection Control/Blood-borne/Airborne Pathogens
4. Basic Emergency Care/First Aid and Triage
5. Basic Life Support
6. Client Care
7. Basic Computer Skills Related to Health Care

PREREQUISITE(S)

Program Admission

COURSE OUTLINE

	Nursing as a Profession	Learning Domain	Level of Learning
1	Discuss the history of nursing.	Cognitive	Comprehension
2	Cite nursing organizations, membership requirements, and benefits.	Cognitive	Comprehension
3	Explain the basic steps of the nursing process.	Cognitive	Comprehension
4	Develop the parameters of critical thinking as it applies to nursing practice.	Cognitive	Application
5	Describe the different levels of nursing.	Cognitive	Comprehension
6	Discuss employment opportunities for the practical nurse.	Cognitive	Comprehension
7	Understand the types of health care delivery services and agencies.	Cognitive	Comprehension
8	Describe the delivery systems of nursing care.	Cognitive	Comprehension
9	Describe the functions of members of the interdisciplinary health care team.	Cognitive	Comprehension

	Ethics, Morals and Legal Implications	Learning Domain	Level of Learning
1	Discuss the role of ethics in nursing practice.	Cognitive	Comprehension
2	Explain the role of ethics and accountability in nursing practice.	Cognitive	Comprehension
3	Determine the requirements for Georgia practical nursing licensure.	Cognitive	Application
4	Describe the sources for standards of care for nursing practice.	Cognitive	Comprehension
5	Describe the legal implication of negligence.	Cognitive	Knowledge

6	Discuss regulations and implications relative to the Health Insurance Portability and Accountability Act of 1996 (HIPAA.)	Cognitive	Comprehension
7	Discuss the procedures for organ procurement, advanced directives, consents, release, minors, etc.	Cognitive	Comprehension
8	Summarize the legal aspects of documentation.	Cognitive	Comprehension
9	Describe types of abuse across the life span.	Cognitive	Comprehension

	Infection Control and Blood-borne/Airborne Pathogens	Learning Domain	Level of Learning
1	Define the roles, standards and guidelines for the following agencies: Center for Disease Control (CDC) and Prevention; Occupational Health (OSHA) and Safety Administration; and Federal Drug Administration (FDA).	Cognitive	Knowledge
2	Describe the characteristics of each link of the infection chain.	Cognitive	Comprehension
3	Define blood/air-borne pathogens.	Cognitive	Knowledge
4	Identify exposure risks related to health occupations.	Cognitive	Knowledge
5	Demonstrate pre- and post- exposure precautions to include handwashing, gloving (sterile/nonsterile), Personal Protective Equipment (PPE).	Cognitive	Application
6	Describe causative agent, symptoms, occurrence, reservoir, mode of transmission, incubation period, period of communicability, prevention and control measures of the following diseases: Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome, all types of Hepatitis (A,B,C,), Tuberculosis, Meningitis, antibiotic resistant microbes and Herpes Viruses.	Cognitive	Comprehension

	Basic Emergency Care/First Aid and Triage Basic	Learning Domain	Level of Learning
1	Perform initial assessment.	Psychomotor	Guided Response
2	Demonstrate various techniques for control of bleeding.	Psychomotor	Guided Response
3	Describe first aid for various types of shock.	Cognitive	Comprehension
4	Perform application of bandages and splints.	Psychomotor	Guided Response
5	Describe assessment and treatment of burns, poisoning, seizures, insect stings/bites, heat and cold exposure, syncope.	Cognitive	Comprehension

	Client Care	Learning Domain	Level of Learning
1	Demonstrate proficiency in obtaining and documenting blood pressure, temperature, pulse, respiration, weight and height.	Psychomotor	Guided Response
2	Describe factors that affect vital signs including normal and abnormal values.	Cognitive	Comprehension
3	Demonstrate physical assessments.	Psychomotor	Guided Response

	Client Care	Learning Domain	Level of Learning
4	Demonstrate concepts of infection control to include but not be limited to sterile technique, handling sterile equipment and supplies.	Psychomotor	Guided Response
5	Explain physiological and pathological influences on body alignment.	Cognitive	Comprehension
6	Demonstrate the correct procedure for lifting.	Psychomotor	Guided Response
7	Describe the various procedures for moving clients and assisting them with mechanical devices.	Cognitive	Comprehension
8	Demonstrate techniques for changing an occupied, unoccupied, and a surgical hospital bed.	Psychomotor	Guided Response
9	Cite aspects of a safe environment.	Cognitive	Comprehension
10	Demonstrate techniques for bathing an adult, giving a back rub, and morning and evening care, assisting with activities of daily living including appropriate documentation.	Psychomotor	Guided Response
11	Describe common foot and nail problems, their causes, and related nursing interventions including appropriate documentation.	Cognitive	Comprehension
12	Describe the major types of oral problems, their causes, and related nursing interventions including appropriate documentation.	Cognitive	Comprehension
13	Describe common hair and scalp problems, their causes, and related nursing interventions including appropriate documentation.	Cognitive	Comprehension
14	Describe techniques for cleansing and irrigating the eyes, ears, and nose including appropriate documentation.	Cognitive	Comprehension
15	Describe the physiological, psychological, and developmental effects of immobility.	Cognitive	Comprehension
16	Demonstrate appropriate nursing interventions for an immobilized client including documentation of these interventions.	Psychomotor	Guided Response
17	Demonstrate use of restraints including documentation of their usage.	Psychomotor	Guided Response
18	Discuss the causes, prevention, and treatment of pressure sores including appropriate documentation.	Cognitive	Comprehension
19	Demonstrate use of the nursing process.	Psychomotor	Guided Response
20	Demonstrate assessment of an adult client including general appearance and mental functions including documentation of this assessment.	Psychomotor	Guided Response
21	Demonstrate documentation of nursing care.	Psychomotor	Guided Response
22	Demonstrate feeding adults including documentation of feeding.	Psychomotor	Guided Response
23	Describe nutritional problems contributing to fluid imbalances including appropriate documentation.	Cognitive	Comprehension
24	Describe the characteristics of normal and abnormal urine and feces including documentation of these characteristics.	Cognitive	Comprehension
25	Demonstrate assisting a client with a bedpan, urinal, or bedside commode.	Psychomotor	Guided Response
26	Demonstrate techniques for urinary catheterization including appropriate documentation.	Psychomotor	Guided Response

	Client Care	Learning Domain	Level of Learning
27	Demonstrate techniques for administering an enema including appropriate documentation.	Psychomotor	Guided Response
28	Demonstrate techniques for collecting urine and stool specimens including appropriate documentation.	Psychomotor	Guided Response
29	Demonstrate techniques for bladder and catheter irrigation and catheter care including appropriate documentation.	Psychomotor	Guided Response
30	Demonstrate measurement of fluid intake and output including documentation of these measurements.	Psychomotor	Guided Response
31	Describe types of oxygen therapy.	Cognitive	Comprehension
32	Demonstrate use of oxygen therapy including appropriate documentation.	Psychomotor	Guided Response
33	Demonstrate suctioning techniques such as oral, nasotracheal, and tracheostomy suctioning including appropriate documentation.	Psychomotor	Guided Response
34	Describe airway management including aerosol treatments, chest physiotherapy, and pulse oximetry.	Cognitive	Comprehension
35	Demonstrate techniques for wound care including documentation of these techniques.	Psychomotor	Guided Response
36	Demonstrate techniques for wound irrigation including appropriate documentation.	Psychomotor	Guided Response
37	Demonstrate techniques for application of sterile dressings, bandages, and binders including documentation of these techniques.	Psychomotor	Guided Response
38	Demonstrate techniques for applying hot and cold treatments including documentation of these techniques.	Psychomotor	Guided Response
39	Describe perioperative-nursing care including documentation of this care.	Cognitive	Comprehension
40	Demonstrate techniques for administering immediate postoperative care including appropriate documentation.	Psychomotor	Guided Response
41	Demonstrate effective use of client care communication systems.	Psychomotor	Guided Response
42	Demonstrate the use of therapeutic aspects of professional relations as relates to clients, family and the interdisciplinary healthcare team.	Psychomotor	Guided Response
43	Describe the grieving process.	Cognitive	Comprehension
44	Discuss emotional and physical needs of the dying client including nursing care and the available support networks.	Cognitive	Comprehension
45	Demonstrate techniques for administering post-mortem care including appropriate documentation.	Psychomotor	Guided Response
46	Explain the role of computer technology in health care.	Cognitive	Comprehension

GENERAL EDUCATION CORE COMPETENCIES

STC 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 daily assignments and exams. A unit exam average of 70% or above must be obtained in order to take the final exam. Students that do not obtain an exam average of 70% will not be able to take the final exam and will receive a grade of zero (0) on the final exam and will receive an F for the course. A course grade of 70% must be obtained in order to advance into 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). Example, a unit exam grade of 74.39 will be recorded as a 74.3. This rule applies to every grade issued during this semester. All final averages will be recorded as is (i.e. 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 should be aware that items allowed in the exam space will be examined prior to testing. 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.

It is highly recommended that students take full advantage of all resources available to them; workbooks, end of chapter review questions, NCLEX-PN review questions, and internet sources but will be **REQUIRED** to complete all ATI assignments. ATI assignments must be completed with a passing score or as instructed by instructor; print out report(s) and turn in prior to test.

If these requirements are not met, the student will not be allowed to take the exam. This will be counted as the one (1) make-up exam unless the student has already missed a previous test and then it will be counted as a (0) zero for the exam. The make-up exam is subject to a 10-point deduction if the student does not provide the instructor with an excused absence.

All students are responsible for bringing Procedure Checklists for Fundamentals of Nursing and personal Skills Pack to the skills lab. Failure to have these 2 (two) items on lab days will be considered an absence for that day.

STUDENT SUCESS PLAN:

The Student Success Plan documents deficiencies in performance and provides a means for improvement. A success plan should be initiated for the following reasons:

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

The faculty will initiate an individual counseling session and complete an Academic Occurrence Notice and the Student Success Plan.

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

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

Specific information about the Student Support services listed below can be found at [STC Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu) by clicking on the Student Affairs tab.

- Tutoring
- Technical Support
- Textbook Assistance
- Work-Study Programs
- Community Resources

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.

ADDITIONAL ATTENDANCE PROVISIONS

Health Sciences

Requirements for instructional hours within Health Science and Cosmetology 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.

A maximum of 13.75 hours is the number of allowable absences for Nursing Fundamentals (PNSG 2030). All time missed once instruction begins will be counted in the total time of hours missed from class.

When instruction has begun, there will be no class interruptions. The admittance into class during a lecture will occur after class breaks. This time will be calculated in to the total time of hours missed.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact

of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208

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

SPECIFIC ABSENCES

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

PREGNANCY

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

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208

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

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

WITHDRAWAL PROCEDURE

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

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

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" or "WF" for the semester. Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

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

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

In the event of an absence on an exam day, the instructor may require a physician's excuse before a student is allowed to take a make-up exam. A student will only be allowed to make-up one theory exam which will be given at the discretion of the instructor. A grade of "0" will be given to all subsequent 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 and be given a zero for the final exam.

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states 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 STC 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" 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:

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu	Laney Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 ljonas@southesaterntech.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 STC'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 Exams (calculated based on average of 5 Unit Exams given)	75%
Final Exam (calculated based on average of 1 Final Exam given)	25%
Lab Skills Check-offs are a pass/fail for the following skills: Foley Catheter Insertion and Removal, Head to Toe Physical Assessment and Vital Signs on one of 2 attempts for each skill.	Pass/Fail in 1 of 2 attempts per skill.

GRADING SCALE

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

**PNSG 2030/ Nursing Fundamentals
SPRING Semester 2019 Lesson Plan**

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 1 Monday 01/07/19	Welcome to your future! Lecture CHAPTER 1	<p>ATI Fee Due: Pay in Business Office (Located in Building 2 inside Bookstore)</p> <p>Review syllabus and lesson plan and sign acknowledgement of receiving and understanding syllabus/lesson plan</p> <p>Review and sign paperwork for policies and procedures of STC and Practical Nursing program.</p> <p>Review books/resource materials</p> <p>Register with ATI (Code from Instructor)</p> <p>Review Master Skills Checklist: Practical Nursing Program</p> <p>Review Skills Checklists for Fundamentals of Nursing</p> <p>Review AIDET Communication Tool</p> <p>Discuss student Clinical Notebook (Student to maintain proof of all requirements)</p> <p>Vista of Nursing (Chapter 1)</p>	<p>*Must purchase ATI by 9AM on 1/8/19. Must present receipt to instructor by 9AM on 1/8/19 or ATI access will be revoked.</p> <p>For every section: Read upcoming chapters in Fundamentals textbook and begin ATI assignments. Use workbook as an extra resource for study materials. All ATI assignments will be due at 0830 the morning of the exam.</p> <p>ATI Plan-Student Orientation: 1. Steps to Success</p> <p>ATI -Nurse Logic 2.0 2.Knowledge and Clinical Judgement</p> <p>3.Nursing Concepts</p> <p>4.Priority Setting Frameworks</p> <p>5.Testing and Remediation</p> <p>ATI – Achieve 6.Test Taking Skills</p> <p>7.Study Skills</p> <p>8.Classroom Skills</p>	Course 1,5 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 01/08/19	Lecture CHAPTER 3	<p>Nursing Ethics & Law (Chapter 3)</p> <p>Introduction to EHR Tutor: Student to activate account (EHR Student User Guide, EHR Tutor Tip sheet: Documenting Patient Data, and EHR Activity Introduction Worksheet Handouts)</p> <p>Class Discussion: "A Nurse's Guide to Professional Boundaries" by NCSBN (National Council of State Boards of Nursing)</p> <p>Scope of Practice for PN in Georgia</p> <p>Course key for EHR: 8GVZPA</p>	<p>ATI Skills Module: 9.HIPPA</p> <p>Self-Study: ATI Book Nutrition for Nursing pages 47, 48, 49, 50 Will discuss in class tomorrow.</p> <p>EHR Activity Introduction due 1/15/2019</p>	<p>Course 1,5 Core A,B,C</p>
Wednesday 01/09/19	Lecture CHAPTER 4 CHAPTER 7 CHAPTER 8	<p>Nursing Process & Decision Making (Chapter 4)</p> <p>Promoting Health and Wellness (Chapter 7)</p> <p>Ethic, Cultural, and Spiritual Aspects of Care (Chapter 8)</p> <p>"Words on the Wall" class activity</p> <p>1.ATI Video Case Studies: Cultural Diversity</p> <p>Discuss Self Study Nutrition for Nursing</p> <p>Nurse Pledge of Service: Class Discussion</p> <p>(Last Day to Drop/Add Class)</p>	<p>ATI Nurse's Touch: Professional Communication: 10.Types of Communication</p> <p>ATI Nurse's Touch: Wellness and Self-Care: 11.Wellness, Health Promotion, and Disease Prevention</p>	<p>Course 2,5 Core A,B,C</p>
Week 2 Monday 01/14/19	Lecture CHAPTER 9	<p>Growth and Development Throughout the Life Span (9)</p> <p>2.ATI Video Case Study: Growth and Development</p>	<p>Reminder: Print certificates for ATI Assignments and turn in on test day by 0830 to be eligible to take exam.</p>	<p>Course 1,5 Core A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 01/15/19	EXAM 1 Lecture CHAPTER 5 CHAPTER 6	Exam # 1 Chapters 1,3,4,7,8 & 9 Documentation (5) Demonstrate documentation of nursing care. Communication (6) Demonstrate the use of therapeutic aspects of professional relations as it relates to clients, family and the interdisciplinary healthcare team	EHR Activity Introduction Sheet Due at 0900. ATI Nurse's Touch: Professional Communication: 1.Therapeutic Communication	Course 1,5 Core A,B,C
Wednesday 01/16/19	Lecture CHAPTER 12 CHAPTER 20	Patient Teaching (12) Admission, Transfer, and Discharge (20) Lab	ATI Nurse's Touch: Professional Communication: 2.Client Education	Course 1,2,5 Core A,B,C
Monday 01/21/19	Holiday	Holiday	Holiday	
Week 3 Tuesday 01/22/19	Lecture CHAPTER 13 Lab Procedure Checklist <i>Chapter 13</i> <i>Skill: 13-2</i>	Safety (13) Lab Practice and Demonstrate Demonstrate knowledge for application and use of restraints including documentation of their usage in EHR and on Nurses notes. Course Key for EHR: 8GVZPA	ATI Nurse's Touch Professional Communication: 3.Factors That Affect Communication with Groups and Individuals Due: CPR/First Aid Cards, Proof of Immunizations, Titers (if indicated), N-95 Fit Test Forms, and 2-step PPD	Course 1,2,5 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday 01/23/19	EXAM 2 Lecture CHAPTER 14 CHAPTER 22	Exam # 2 Chapters 5,6,12,20 & 13 Medical Asepsis and Infection Control (14) Surgical Asepsis (22) Break the Chain – Galileo Video Library 3.ATI Video Case Study: Infection Control ”Bag A Bug” Project In Class Project Instruction for this project will be given in class.	ATI Skills Module: 1.Infection Control ATI Skills Module: 2.Surgical Asepsis Build a Care Plan in class for Infection Control	Course 1,5 Core A,B,C
Monday 01/28/19	Class Project LAB Procedural Checklists <i>Chapters 14, 22</i> <i>Skill: 14-01</i> <i>Skill: 14-02</i> <i>Skill:14-03</i> <i>Skill: 22-01</i> <i>Skill: 22-02</i>	Present “Bag A Bug” LAB Sterile Gloves PPE Hand Hygiene Sterile Field Demonstrate pre and post exposure precautions to include handwashing, gloving (sterile/nonsterile), Personal Protective Equipment (PPE). *Blood borne Pathogens & OSHA Training & Competency Test (Will watch video and test same day.) DRUG CALCULATIONS EXAM	Present “Bag A Bug” class project to class and instructor.	Course 1,2,5 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 01/29/19	Lecture CHAPTER 15 CHAPTER 17	Personal Care (15) 4.ATI: Video Cade Study: Oral Care Vital Signs (17) **Instructor demonstration obtaining and documenting blood pressure, temperature, pulse, respiration, blood sugar, weight and height. Student will document in EHR Course Key for EHR: 8GVZPA	ATI Skills Module: 3.Personal Hygiene ATI Skills Module: 4.Vital signs	Course 1,2,5 Core A,B,C
Wednesday 01/30/19	Lecture CHAPTER 21	Physical Assessment (21) Video Galileo Head to Toe Assessment *Head-to-Toe Assessment in 5 minutes-student handout Remind students about facility orientation planned for Monday, 2- 04-2019. This is subject to change based on facility feedback.	ATI Skills Module: 5.Physical Assessment: Adult 6.Physical Assessment: Child *Perform and document a physical assessment on someone in your family and bring documentation by Monday 2/4/19	Course 1,3,5 Core A,B,C
Week 5 Monday 02/04/19	Exam # 3 Lecture CHAPTER 23	Exam # 3 Chapter 14,22,15,17 & 21 Nutrition (23) Describe different Diet Types and what they are used for in a client's treatment plan. (Group Project) Orientation to Clinical Sites: This date subject to change based on facility feedback.	ATI Skills Module: 1.Specimen Collection Due 2/5/19 will present to class.	Course 1,5 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 02/05/19	<p>Lecture CHAPTER 25 CHAPTER 34 CHAPTER 29</p> <p>LAB Procedural Checklists Chapters 24, 31,34 Skill: 31-03 Skill: 34-04 Skill: 24-03 Skill: 24-05</p>	<p>Diagnostic Tests (25) Phlebotomy and Blood specimens (34) Fluids, Electrolytes and Acid-Base Balance (29)</p> <p>5.ATI Video Case Study: Fluid Volume</p> <p>Practice and Demonstrate Obtaining a Clean Catch Urine (31) Fingerstick Blood Glucose Levels (34) Inserting Nasogastric Tube (24) Removing Nasogastric Tube (24)</p>	<p>ATI Skills Module: 2.Nutrition, Feeding, & Eating.</p>	<p>Course 1,5 Core A,B,C</p>
Wednesday 02/06/19	<p>Lecture CHAPTER 26</p> <p>LAB Procedural Checklists Chapter 26 Skill: 26-01 Skill: 26-03 Skill: 26-04 Skill: 26-05 Skill: 26-06</p>	<p>Wound Care (26) 6.ATI Video Case Study: Wound Evisceration</p> <p>Practice and Demo Wound Care Course Key for EHR: 8GVZPA</p>	<p>ATI Skills Module: 3.Wound Care</p> <p>Wound assessment on Wound "D" page 561 of Nursing Fundamentals textbook.</p> <p>Build a Care Plan for Skin Integrity</p>	<p>Course 1,5 Core A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 6 Monday 02/11/19	Lecture CHAPTER 28 LAB Procedural Checklists Chapter 28 Skill: 28-01 Skill:28-03 Skill: 28-06 Skill: 28-07 Skill: 28-08 Skill: 28-09	Respiratory Care (28) 7.ATI Video Case Study: Oxygenation Practice/Discuss and Instructor Demo Demonstrate use of oxygen therapy including appropriate devices and proper documentation. Demonstrate suctioning techniques such as oral, nasotracheal, and tracheostomy suctioning including appropriate documentation. DRUG CALCULATIONS EXAM (ATTEMPT #2)	ATI Skills Module: 4.Airway Management ATI Skills Module: 5.Oxygen Therapy ATI Skills Module: 6.Closed Chest Drainage	Course 1,5 Core A,B,C
Tuesday 02/12/19	EXAM 4 Lecture CHAPTER 16 CHAPTER 27	Exam # 4 Chapters 25,34,23,29,26 & 28 Moving and Positioning Patients (16) Musculoskeletal Care (27)	ATI Skills Module: 1.Ambulation, Transferring, Range of Motion DEADLINE TO ORDER UNIFORMS	Course 1,5 A,B,C
Wednesday 02/13/18	Lecture CHAPTER 33 CHAPTER 24 LAB Procedural Checklists Chapter 33 Skill: 33-01 Skill: 33-02	Care of Surgical Patient (33) Nutritional Care and Support (24) 8.ATI Video Case Study: Enteral Feedings Practice and Demonstrate Applying Anti-embolism Stockings Applying SCDs Managing Gastric Suction Turn Cough Deep Breathing	ATI Skills Module: 2.Enteral Tube Feeding ATI Skills Module: 3.Nasogastric Tube ATI Skills Module: 4.Pain Management *Pre-check fee due pay online bring receipt to instructor Build a Care Plan for Post-Surgical Patient	Course 1,5 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 7 Monday 02/18/19	Lecture CHAPTER 30 CHAPTER 31 LAB <i>Procedural Checklists</i> Chapters 30,31 Skill: 30-01 Skill: 30-03 Skill: 30-04 Skill: 30-05 Skill: 31-01 Skill: 30-02 Skill: 31-01 Skill: 31-02 Skill: 31-03 Skill: 31-05 Skill: 31-06 Skill: 31-09 Skill: 31-10 Skill: 31-11	Bowel Elimination and Care (30) Urinary Elimination and Care (31) 9.ATI Video Case Study: Urinary Tract Infections Instructor DEMO Bowel (30) Urinary (31) DRUG CALCULATIONS EXAM (ATTEMPT #3)	ATI Skills Module: 5.Urinary Catheter Care ATI Skills Module: 6.Enemas ATI Skills Module: 7.Ostomy Care	Course 5 Core A,B,C
Tuesday 02/19/19 65th %	Lecture CHAPTER 32 CHAPTER 10 LAB <i>Procedural Checklists</i> Chapter 10 Skill: 10-01	Care of an Elderly Patient (32) Loss, Grief, and Dying (10) Discuss Postmortem Care	Build a Care Plan for Elderly Client or Depression	Course 5 Core A,B,C
Wednesday 02/20/19	Exam 5 Lab	Exam # 5 Chapters 10, 16, 24, 27, 30, 31, 32, & 33 Open Lab Day	ATI: Fundamentals 1.Practice Assessment A & B	Course 1,5 Core A,B,C
Week 8 Monday 02/25/19	Final Exam LAB Simulation	Final Exam Patient Care Scenario Patient Safety: Fall Aggressive Behavior CPR		Course 1,5 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 02/26/19	<p>Exam</p> <p>LAB</p> <p>Procedural Checklists</p> <p><i>Chapters 17,21,31</i></p> <p><i>Skill: 17-01</i></p> <p><i>Skill: 17-02</i></p> <p><i>Skill: 17-03</i></p> <p><i>Skill: 17-04</i></p> <p><i>Skill: 17-05</i></p> <p><i>Skill: 17-06</i></p> <p><i>Skill: 17-07</i></p> <p><i>Skill: 17-08</i></p> <p><i>Skill: 31-05</i></p> <p><i>Skill: 31-11</i></p> <p><i>Skill: 21-04</i></p> <p><i>Skill: 21-05</i></p>	<p>ATI Proctored Assessment Critical Thinking Entrance Exam</p> <p>Practice in lab</p> <p>Head to Toe Assessment</p> <p>Foley Catheter</p> <p>Vital Signs</p>	<p>ATI Achieve:</p> <p>Preparing for Clinical Experiences</p> <p>*Ticket to Lab on 2/27/19</p>	<p>Course</p> <p>1,2,3,4,5,</p> <p>Core</p> <p>A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday 02/27/19	<p>LAB</p> <p>Procedural Checklists</p> <p><i>Chapter 15</i></p> <p><i>Skill: 15-01</i></p> <p><i>Skill: 15-02</i></p> <p><i>Skill: 15-03</i></p> <p><i>Skill: 15-04</i></p> <p><i>Skill: 15-05</i></p> <p><i>Skill: 15-06</i></p> <p><i>Skill: 15-07</i></p> <p><i>Skill: 15-08</i></p> <p><i>Skill: 15-09</i></p> <p><i>Skill: 15-10</i></p> <p><i>Skill: 15-11</i></p> <p><i>Chapters 17, 21, 31</i></p> <p><i>Skill: 17-01</i></p> <p><i>Skill: 17-02</i></p> <p><i>Skill: 17-03</i></p> <p><i>Skill: 17-04</i></p> <p><i>Skill: 17-05</i></p> <p><i>Skill: 17-06</i></p> <p><i>Skill: 17-07</i></p> <p><i>Skill: 17-08</i></p> <p><i>Skill: 31-05</i></p> <p><i>Skill: 31-11</i></p> <p><i>Skill: 21-04</i></p> <p><i>Skill: 21-05</i></p>	<p>LAB</p> <p>Practice and Demonstrate</p> <p>Bathing, Oral Care, Making Occupied Bed, Providing Perineal Care, Caring for Hearing Aids, Caring for Artificial Eyes, Denture Care, Shaving a Patient</p> <p>Practice</p> <p>Vital Signs</p> <p>Physical Assessment</p> <p>Vital Signs</p>	<p>Demonstrate Techniques for bathing an adult, giving a back rub, and morning and evening care, assisting with activities of daily living including appropriate documentation</p> <p>Vital Signs:</p> <p>Demonstrate proficiency in obtaining and documenting blood pressure, temperature, pulse, respiration, blood sugar, weight and height.</p> <p>Head-to-toe physical assessment of an adult client including general appearance and mental functions.</p> <p>Demonstrate proper documentation of a head-to-toe assessment physical.</p>	<p>Course</p> <p>1,3,5</p> <p>Core</p> <p>A,B,C</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<p>Week 9 Monday 03/04/19</p>	<p>Lab Procedural Checklist <i>Chapter 15</i> <i>Skill: 15-01</i> <i>Skill: 15-02</i> <i>Skill: 15-03</i> <i>Skill: 15-04</i> <i>Skill: 15-05</i> <i>Skill: 15-06</i> <i>Skill: 15-07</i> <i>Skill: 15-08</i> <i>Skill: 15-09</i> <i>Skill: 15-10</i> <i>Skill: 15-11</i></p> <p><i>Chapters 17, 21, 31</i> <i>Skill: 17-01</i> <i>Skill: 17-02</i> <i>Skill: 17-03</i> <i>Skill: 17-04</i> <i>Skill: 17-05</i> <i>Skill: 17-06</i> <i>Skill: 17-07</i> <i>Skill: 17-08</i></p> <p><i>Skill: 31-05</i> <i>Skill: 31-11</i></p> <p><i>Skill: 21-04</i> <i>Skill: 21-05</i></p>	<p>Lab Practice and Demonstrate Bathing, Oral Care, Making Occupied Bed, Providing Perineal Care, Caring for Hearing Aids, Caring for Artificial Eyes, Denture Care, Shaving a Patient</p> <p>Practice: Foley Catheter Physical Assessment Vital Signs</p> <p>Course Key for EHR: 8GVZPA</p>	<p>Demonstrate techniques for bathing an adult, giving a back rub, and morning and evening care, assisting with activities of daily living including appropriate documentation</p> <p>Vital Signs: Demonstrate proficiency in obtaining and documenting blood pressure, temperature, pulse, respiration, blood sugar, weight and height.</p> <p>Demonstrate Head-to-toe physical assessment of an adult client including general appearance and mental functions.</p> <p>Demonstrate proper documentation of a head-to-Toe assessment physical.</p>	<p>Course 1,3,5 Core A,B,C</p>

<p>Tuesday 03/05/19</p>	<p>Lab Procedural Checklist <i>Chapter 16</i> <i>Skill: 16-01</i> <i>Skill: 16-02</i> <i>Skill: 16-03</i> <i>Skill: 16-04</i> <i>Skill: 16-05</i> <i>Skill: 16-06</i> <i>Skill: 16-07</i> <i>Skill: 16-08</i></p> <p><i>Chapter 24</i> <i>Skill: 24-01</i> <i>Skill: 24-02</i> <i>Skill: 24-03</i> <i>Skill: 24-04</i></p> <p><i>Chapter 17,</i> <i>Skill: 17-01</i> <i>Skill: 17-02</i> <i>Skill: 17-03</i> <i>Skill: 17-04</i> <i>Skill: 17-05</i> <i>Skill: 17-06</i> <i>Skill: 17-07</i> <i>Skill: 17-08</i></p> <p><i>Chapter 21</i> <i>Skill: 21-04</i> <i>Skill: 21-05</i></p> <p><i>Chapter 30</i> <i>Skill: 30-01</i> <i>Skill: 30-03</i> <i>Skill: 30-04</i> <i>Skill: 30-05</i></p> <p><i>Chapter 31</i> <i>Skill: 31-01</i></p>	<p>LAB Practice and Demonstrate Moving & Positioning Nutritional Care Urinary Bowel Practice Foley Catheter Physical Assessment Vital Signs</p>		<p>Course 5 Core A,B,C</p>
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Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
	<i>Skill: 31-02</i> <i>Skill: 31-03</i> <i>Skill: 31-05</i> <i>Skill: 31-05</i> <i>Skill: 31-06</i> <i>Skill: 31-09</i> <i>Skill: 31-10</i> <i>Skill: 31-11</i>			
Wednesday 03/06/19	Lab Procedural Checklists Chapter 26 Skill: 26-01 Skill: 26-03 Skill: 26-04 Skill: 26-05 Skill: 26-06	Lab Practice Wound Care Physical Assessment Vital Signs Foley Catheter	Demonstrate techniques for wound care including application of sterile dressings, bandages, and binders with proper documentation of these techniques.	Course 1,5 Core A,B,C
Week 10 Monday 03/11/19	Physical Assessment/ Vital Sign Check-off	Foley Catheter Check-Off Physical Assessment/ Vital Signs Check-Off Students divided into 2 groups. Student may be asked to complete all skills check offs in the same day. Please be prepared. Course Key for EHR: 8GVZPA	Narrative/Nurses Notes and EHR Documentation for both skills required immediately following demonstration of skill. FULL UNIFORM CHECK Include: Socks, shoes, watch, lab coat (if purchased), patches and scrub uniform top and bottom, stethoscope and BP cuff.	Course 1,5 Core A,B,C

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday 03/12/19	Physical Assessment/ Vital Sign Check-off	<p align="center">Foley Cath Check-Off</p> <p align="center">Physical Assessment/ Vital Signs Check-Off</p> <p>Students divided into 2 groups We will work until 1600 every day, you may be asked to complete all skills check offs in the same day. Please be prepared.</p> <p align="center">Course Key for EHR: 8GVZPA</p> <p align="center">Fundamentals Clinical Syllabi Review</p>	<p>Narrative/Nurses Notes and EHR Documentation for both skill required immediately following demonstration of skill.</p> <p align="center">Clinical for this course will be</p> <p align="center">3/18/19-3/28/19</p> <p align="center">0630-1700</p>	Course 5 Core A,B,C
Wednesday 03/13/19		<p align="center">Open Day for Skills Check Half Day</p> <p align="center">Instructor to announce details</p>		

Competency Areas:

- 1.) Nursing as a Profession
- 2.) Ethics, Morals and Legal Implications
- 3.) Infection Control/Blood-borne/Airborne Pathogens
- 4.) Basic Emergency Care/First Aid and Triage
- 5.) Client Care

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.

Disclaimer Statements**

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

*****The official copy of course syllabus will be given to the student during face-to-face class time the first day of the semester. The syllabus displayed in advance of the semester in a location other than the course you are enrolled in is for planning purposes only.*****