
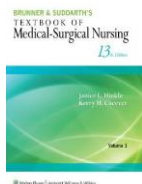
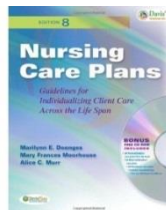
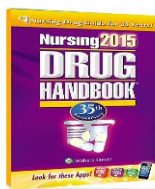


SUBJECT TO CHANGE!!!

	<p style="text-align: center;">RNSG 1020 Medical-Surgical Nursing I COURSE SYLLABUS Spring Semester 2016</p>
Semester: Spring 2016	Instructor: Heather Williams (Another ASN instructor may fill in and teach at any time)
Course Title: Medical-Surgical Nursing I	Office Hours: M,T,W,R: 7:30am-9am; 3:00-5pm
Course Number: RNSG 1020	Office Location: Gillis 706
Credit Hours/ Minutes: 7/8250 Didactic 3750 minutes (75 hours) Clinical 4500 minutes (75 hours)	Email Address: hwiliams@southeasterntech.edu
Class Location: 842	Phone: 912-538-3275
Class Meets: Wednesdays & Thursdays from 8:30-12:00 beginning January 13, 2016 and ending March 17, 2016. The final exam will be given on March 24, 2016 at 8:30. Clinical rotations will begin April 4, 2016. Please see clinical schedule for specifications.	Fax Number: 912-538-3106
CRN: 40313	Tutoring Hours: please schedule an appointment

REQUIRED TEXT:

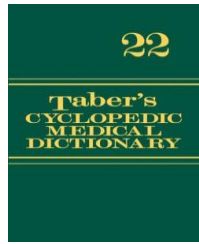
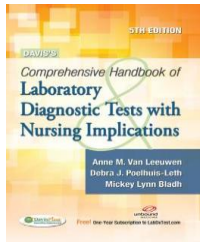
1. Abramovitz, J. (2014). *Nursing 2015 drug handbook (35th ed.)*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span (8th ed.)*. Philadelphia, PA: F. A. Davis Company.
3. Hinkle, J., & Cheever, K. (2014). *Brunner & Suddarth's: Textbook of medical-surgical nursing (13th ed.)*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.



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SUGGESTED TEXT:

1. Leeuwen, A., Poelhuis-Leth, D., & Bladh, M. (2013). *Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications* (5th ed.). Philadelphia, PA: F. A. Davis Company.
2. Venes, D. (2013). *Taber's cyclopedic medical dictionary* (22nd ed.). Philadelphia, PA: F. A. Davis Company.



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

COURSE DESCRIPTION: This course reinforces theory and fundamental nursing skills and introduces the student to the concepts of adult health nursing. The nursing process is used as a framework to organize content and deliver nursing care. Students use critical thinking as the basis for decision regarding planning, intervention and evaluation when caring for clients with medical- surgical disorders. Pharmacological principles are integrated throughout the course. Simulated laboratory and clinical settings provide an opportunity to develop competency in nursing skills and caring in nursing practice. Clinical opportunities are provided in a variety of medical- surgical settings. **Clinical practice-based learning activities and interactions will be offered to allow professional development through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration.**

MAJOR COURSE COMPETENCIES:

1. Management of the Patient during the Perioperative Period
2. Management of the Patient with Problems of the Respiratory System
3. Management of the Patient with Problems of the Cardiovascular System
4. Management of the Patients with Problems of the Digestive and Gastrointestinal Systems
5. Management of the Patient with Problems of the Metabolic and Endocrine Systems
6. Management of the Patient with Problems of the Urinary/Renal System
7. Management of the Patient with Problems with Fluid and Electrolytes

PREREQUISITE (S): Program Admission, successful completion of RNSG 1005 and RNSG 1018

COREQUISITE (S): RNSG 1030

Course Requirements:

COURSE OUTLINE:

Management of the Patient during the Perioperative Period

Order	Description	Learning Domain	Level of Learning
1	Discuss the three phases of perioperative nursing	Cognitive	Understanding
2	Describe a comprehensive preoperative assessment to identify surgical risk factors	Cognitive	Understanding

SUBJECT TO CHANGE!!!

3	Identify legal and ethical considerations related to obtaining informed consent for surgery	Cognitive	Understanding
4	Describe preoperative nursing measures that decrease the risk for infection and other postoperative complications	Cognitive	Understanding
5	Describe the immediate preoperative preparation of the patient	Cognitive	Understanding
6	Develop a preoperative teaching plan designed to promote the patient's recovery from anesthesia and surgery, thus preventing postoperative complications	Psychomotor	Articulation
7	Describe the principles of surgical asepsis during surgery	Cognitive	Understanding
8	Describe the roles of the surgical team members during the intraoperative phase of care	Cognitive	Understanding
9	Identify adverse effects of surgery and anesthesia	Cognitive	Understanding
10	Use the nursing process to optimize patient outcomes during intraoperative period	Cognitive	Applying
11	Describe the role of the nurse in ensuring patient safety during the intraoperative period	Cognitive	Understanding
12	Describe the responsibilities of the postanesthesia care unit nurse in the prevention of immediate postoperative complications	Cognitive	Understanding
13	Identify assessment parameters appropriate for the early detection of postoperative complications	Cognitive	Understanding
14	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

Management of the Patient with Problems of the Respiratory System

Order	Description	Learning Domain	Level of Learning
1	Discuss the assessment of respiratory function	Cognitive	Understanding
2	Demonstrate assessment of respiratory function	Psychomotor	Guided Response
3	Differentiate between the nursing management of patients with chest, upper, and lower respiratory disorders	Cognitive	Analyzing
4	Examine the management of patients with chronic pulmonary disease	Cognitive	Analyzing
5	Discuss different respiratory care modalities	Cognitive	Understanding
6	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the respiratory system	Cognitive	Analyzing
7	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

Management of the Patient with Problems of the Cardiovascular System

SUBJECT TO CHANGE!!!

Order	Description	Learning Domain	Level of Learning
1	Discuss the assessment of cardiovascular function	Cognitive	Understanding
2	Demonstrate assessment of cardiovascular function	Psychomotor	Guided Response
3	Differentiate between the nursing management of patients with dysrhythmias and conduction problems	Cognitive	Analyzing
4	Examine the management of patients with coronary vascular disorders	Cognitive	Analyzing
5	Differentiate between the nursing management of patients with structural, infectious, and inflammatory cardiac disorders	Cognitive	Analyzing
6	Differentiate between the nursing management of patients with complications from heart disease	Cognitive	Analyzing
7	Contrast the assessment and management of patients with vascular disorders and problems of the peripheral circulation	Cognitive	Analyzing
8	Examine the assessment and management of patients with hypertension	Cognitive	Analyzing
9	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the cardiovascular system	Cognitive	Analyzing
10	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

Management of the Patients with Problems of the Digestive and Gastrointestinal Systems

Order	Description	Learning Domain	Level of Learning
1	Discuss the assessment of digestive and gastrointestinal function	Cognitive	Understanding
2	Demonstrate assessment of digestive and gastrointestinal function	Psychomotor	Guided Response
3	Contrast the management of patients with different oral and esophageal disorders	Cognitive	Analyzing
4	Analyze special nutritional modalities used with gastrointestinal intubation	Cognitive	Analyzing
5	Differentiate between the nursing management of patients with gastric and duodenal disorders	Cognitive	Analyzing
6	Examine the management of patients with intestinal and rectal disorders	Cognitive	Analyzing
7	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the cardiovascular system	Cognitive	Analyzing
8	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

SUBJECT TO CHANGE!!!**Management of the Patient with Problems of the Metabolic and Endocrine Systems**

Order	Description	Learning Domain	Level of Learning
1	Discuss the assessment and management of the patient with hepatic and biliary disorders	Cognitive	Understanding
2	Discuss the assessment and management of the patient with diabetes mellitus	Cognitive	Understanding
3	Differentiate between the major classifications of diabetes	Cognitive	Analyzing
4	Develop a comprehensive plan of care for the patient with diabetes mellitus	Psychomotor	Articulation
5	Discuss the assessment and management of the patient with endocrine disorder	Cognitive	Understanding
6	Develop a comprehensive plan of care for the patient with hypothyroidism	Psychomotor	Articulation
7	Develop a comprehensive plan of care for the patient with hyperthyroidism	Psychomotor	Articulation
8	Develop a comprehensive plan of care for the patient with hyperparathyroidism	Psychomotor	Articulation
9	Develop a comprehensive plan of care for the patient with hypoparathyroidism	Psychomotor	Articulation
10	Develop a comprehensive plan of care for the patient with pheochromocytoma	Psychomotor	Articulation
11	Develop a comprehensive plan of care for the patient with adrenocortical insufficiency	Psychomotor	Articulation
12	Develop a comprehensive plan of care for the patient with Cushing's syndrome	Psychomotor	Articulation
13	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

Management of the Patient with Problems of the Urinary/Renal System

Order	Description	Learning Domain	Level of Learning
1	Discuss the assessment of renal and urinary tract function	Cognitive	Understanding
2	Describe the diagnostic studies used to determine upper and lower urinary tract function	Cognitive	Understanding
3	Identify the assessment parameters used for determining the status of upper and lower urinary tract function	Cognitive	Understanding
4	Differentiate between the nursing management of patients with renal disorders	Cognitive	Analyzing
5	Develop a comprehensive plan of care for the patient undergoing kidney surgery	Psychomotor	Articulation

SUBJECT TO CHANGE!!!

6	Differentiate between the nursing management of patients with urinary disorders	Cognitive	Analyzing
7	Develop a comprehensive plan of care for the patient undergoing dialysis	Psychomotor	Articulation
8	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the urinary/renal system	Cognitive	Analyzing
9	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

Management of the Patient with Problems with Fluid and Electrolytes

Order	Description	Learning Domain	Level of Learning
1	Differentiate between osmosis, diffusion, filtration, and active transport	Cognitive	Analyzing
2	Describe the role of the kidneys, lungs, and endocrine glands in regulating the body's fluid composition and volume	Cognitive	Understanding
3	Identify the effects of aging on fluid and electrolyte regulation	Cognitive	Understanding
4	Plans effective care of patients with fluid and electrolyte imbalances	Cognitive	Evaluating
5	Explain the roles of the lungs, kidneys, and chemical buffers in maintaining acid-base balance	Cognitive	Understanding
6	Compare metabolic acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management	Cognitive	Analyzing
7	Compare respiratory acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management	Cognitive	Analyzing
8	Describe measures used for preventing complications of intravenous therapy	Cognitive	Understanding

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 exams and daily assignments. **A unit exam average of 70% or above for the unit exams must be obtained in order to take the final exam.** A course grade of 70% must be obtained in order to advance to the clinical setting and into future nursing courses.

SUBJECT TO CHANGE!!!

No assignment opportunities will be given for extra credit. Any unit test grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). This rule applies to every grade issued during this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

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

Students must make a 100% on a calculation exam before attending clinical. Students may take the drug calculation exam a maximum of THREE attempts. Each attempt will be a different but similar version.

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 is not met. ATI assignments will be checked at 8:00 am on the morning the assignment is due. If assignment is not satisfactorily completed by this time it will be considered incomplete and points will not be awarded.

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

STC ATTENDANCE PROCEDURE: It is essential that educational programs maintain requirements and standards necessary for successful employment of its graduates in business and industry. In view of the intensive nature of the educational programs, it is necessary for every student to be present and on time every day for all classes.

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. All 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 as noted on each syllabus will receive a "W" for the course if removed from the course on or before the 65% portion of the semester (see STC's calendar on our website for the actual date of the 65% point). After the 65% portion of the semester, the student has earned the right to a letter grade and will receive a grade for the course. 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 involved.

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 9:00-4:00 with time off for lunch will be considered absent if he/she is not in class by 10:00.

SUBJECT TO CHANGE!!!

TRADITIONAL ATTENDANCE ADDENDUM: The didactic portion of the class will meet for 75 hours. A student is allowed to miss a maximum of 7.5 hours. Students missing more than 7.5 hours will be dropped for exceeding the attendance procedure. The 75 clinical hours are non-negotiable; missed clinical hours must be made up at the discretion of the instructor.

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.

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 Jan Brantley, Building One Swainsboro Campus, Office 1208, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

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 the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

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 10 point deduction will be issued if the student misses a unit exam due to an unexcused absence.** 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; which will result in a zero for the final exam.

ACADEMIC DISHONESTY PROCEDURE: The STC Academic Dishonesty Procedure 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 procedure 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:

--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.

--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.

--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 second offense. The Vice President for

SUBJECT TO CHANGE!!!

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: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era 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).

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 STC website at www.southeasterntech.edu.

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 Scale	Grading Procedure
A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59	Unit Exam 50% Final Exam 20% ATI Activities 10% (as outlined on RNSG 1020 ATI Activities Rubric) Clinical 20% (as outlined on RNSG 1020 Clinical Grading Rubric)

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

Unit exam grade x 0.50 = _____

Final exam grade x 0.20 = + _____

ATI Activities x 0.10 = + _____

Clinical x 0.20 = + _____

Numerical course grade = _____

SUBJECT TO CHANGE!!!**Course Description- RNSG 1020 Medical Surgical I****Spring Semester 2016 Lesson Schedule**

***This lesson plan is subject to change if necessary at the instructor's discretion.
 ****Clinical Schedule will be combined with the schedule for RNSG 1030

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
1/13	INTRO	Introduction to the course	Read assigned chapters	* 1
	Ch.12	Pain Management		**1-4
	Ch.17	Preoperative Nursing Management		
1/14	Ch.17	Preoperative Nursing Management	Read assigned chapters ATI: Practice Assessment Perioperative. Due before test 1 Study for Test 1	* 1
	Ch.18	Intraoperative Nursing Management		**1-4
	Ch.19	Postoperative Nursing Management		
1/20	Test 1	Test 1 (Ch 12-19)	Read assigned chapters ATI: Learning Systems RN Practice Test Medical Surgical-Respiratory; Practice Assessment Targeted Medical-Surgical 2013: Respiratory. Due before Test 2	* 1,2
	Ch. 20	Assessment of Respiratory Function		**1-4
	Ch. 21	Respiratory Care Modalities		
1/21	Ch. 22	Management of Patients with Upper Respiratory Tract Disorders	Read assigned chapters Complete ATI assignments	* 1,2
	Ch. 23	Management of Patients with Chest and Lower Respiratory Tract Disorders		**1-4
	Ch. 24	Management of Patients with Chronic Obstructive Pulmonary Disease	ATI: Real Life RN Medical Surgical COPD. Due before Test 2 Study for Test 2	
1/27	Test 2	Test 2 (Ch 20-24)	Read assigned chapters ATI: Learning Systems RN Practice Test Medical Surgical-Cardiovascular and Hematology; Practice Assessment Targeted Medical-Surgical 2013: Cardiovascular. Due before Test 4.	* 2,3
	Ch. 25	Assessment of Cardiovascular Function		**1-4
1/28	Ch. 26	Management of Patients with Dysrhythmias and Conduction Problems	Read assigned chapters Complete ATI assignments	* 2,3
	Ch. 27	Management of Patients with Coronary Vascular Problems		**1-4

SUBJECT TO CHANGE!!!**Course Description- RNSG 1020 Medical Surgical I****Spring Semester 2016 Lesson Schedule**

***This lesson plan is subject to change if necessary at the instructor's discretion.
 ****Clinical Schedule will be combined with the schedule for RNSG 1030

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
2/3	TEST 3	Test 3 (Ch. 25-27)	Read assigned chapters Complete ATI assignments	*3 **1-4
	Ch. 28	Management of Patients with Structural, Infectious, and Inflammatory Cardiac Disorders		
2/4	Ch. 29	Management of Patients with Complications from Heart Disease		
	Ch. 30	Assessment and Management of Patients with Vascular Disorders and Problems of Peripheral Circulation		
2/10	Ch. 31	Assessment and Management of Patients with Hypertension	Read assigned chapters Study for Test 4	*3 **1-4
2/11	Test 4	Test 4 (Ch 28-31)	Read assigned chapters ATI: Learning Systems RN Practice Test Medical Surgical-Gastrointestinal; Practice Assessment Targeted Medical-Surgical 2013: Gastrointestinal. Due before Test 6.	*3,4 **1-4
	Ch. 44	Assessment of Digestive and Gastrointestinal Function		
	Ch. 45	Digestive and Gastrointestinal Treatment Modalities		
2/17	Ch. 46	Management of Patients With Oral and Esophageal Disorders	Read assigned chapters Complete ATI modules Study for Test 5	*4 **1-4
2/18	Test 5	Test 5 (Ch 44-46)	Read assigned chapters Complete ATI modules	*4 **1-4
	Ch. 47	Management of Patients with Gastric and Duodenal Disorders		
2/24	Ch. 47	Management of Patients with Gastric and Duodenal Disorders	Read assigned chapters ATI: Real Life RN Medical Surgical GI bleed and C Diff. Due before Test 6	*4 **1-4
	Ch. 48	Management of Patients with Intestinal and Rectal Disorders		
2/25	Ch. 49	Assessment and Management of Patients with Hepatic Disorders	Read assigned chapters Complete ATI modules Study for Test 6	*4 **1-4
	Ch. 50	Assessment and Management of Patients with Biliary Disorders		

SUBJECT TO CHANGE!!!**Course Description- RNSG 1020 Medical Surgical I****Spring Semester 2016 Lesson Schedule**

***This lesson plan is subject to change if necessary at the instructor's discretion.
 ****Clinical Schedule will be combined with the schedule for RNSG 1030

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
3/2	TEST 6	Test 6 (Ch 47-50)	Read assigned chapters ATI: Learning Systems RN Practice Test Medical Surgical- Endocrine; Practice Assessment Targeted Medical-Surgical 2013: Endocrine. Due before Test 7.	*4,5 **1-4
	Ch. 51	Assessment and Management of Patients with Diabetes		
3/3	Ch. 51	Assessment and Management of Patients with Diabetes	Read assigned chapters Complete ATI assignments	*5 **1-4
	Ch. 52	Assessment and Management of Patients with Endocrine Disorders		
3/9	Ch. 52	Assessment and Management of Patients with Endocrine Disorders	Read assigned chapters Complete ATI assignments Study for Test 7	*5 **1-4
3/10	TEST 7	Test 7 (Ch 51-52)	Read assigned chapters ATI: Learning Systems RN Practice Test Medical Surgical- Renal and Urinary; Practice Assessment Targeted Medical- Surgical 2013: Renal and Urinary; Practice Assessment Targeted Medical-Surgical 2013: Fluid, Electrolyte and Acid-Base; Real Life RN Medical Surgical Urinary Tract Infection; Renal Failure. Due before Test 8.	*5,6,7 **1,3,4
	Ch. 13	Fluid and Electrolytes: Balance and Disturbance		
	Ch. 53	Assessment of Kidney and Urinary Function		
3/16	Ch. 53	Assessment of Kidney and Urinary Function	Read assigned chapters	*6 **1-4
	Ch. 54	Management of Patient With Kidney Disorders		
3/17	Ch. 55	Management of Patients With Urinary Disorders	Read assigned chapters Study for Test 8	*6 **1-4
	Ch. 59	Management of Patients With Male Reproductive Disorders		
3/22	TEST 8	Test 8 (Ch 13, 53-59)	Review /Study for Final	*6,7 **1-4

SUBJECT TO CHANGE!!!**Course Description- RNSG 1020 Medical Surgical I****Spring Semester 2016 Lesson Schedule**

***This lesson plan is subject to change if necessary at the instructor's discretion.
 ****Clinical Schedule will be combined with the schedule for RNSG 1030

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
3/24	FINAL	COMPRHENSIVE FINAL EXAM		*1-7 **1-4
3/28-3/31	SPRING BREAK	SPRING BREAK HOLIDY		
4/4-5/4	Clinical	Clinical Practice-Based Learning Activities and Interactions	1. Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration	*1-7 **1-4
5/5	Clinical	Make-up Day if needed Clinical Practice-Based Learning Activities and Interactions	1. Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration	*1-7 **1,2,3,4

*** Competency Areas:**

1. Management of the Patient during the Perioperative Period
2. Management of the Patient with Problems of the Respiratory System
3. Management of the Patient with Problems of the Cardiovascular System
4. Management of the Patient with Problems of the Digestive and Gastrointestinal Systems
5. Management of the Patient with Problems of the Metabolic and Endocrine Systems
6. Management of the Patient with Problems of the Urinary/Renal System
7. Management of the Patient with Problems with Fluid and Electrolyte Balance

****General Core Educational Competencies**

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
4. The ability to utilize basic computer skills

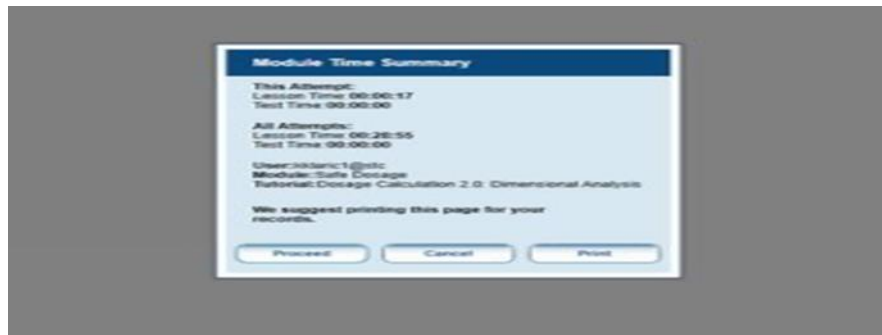
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SUBJECT TO CHANGE!!!**RNSG 1020 ATI Activities**

Date Due	Activity Title	Points Possible	Points Earned
1/20/16	Practice Assessment Perioperative	4	
1/27/16	Learning Systems RN Practice Test Medical Surgical- Respiratory	5	
	Practice Assessment Targeted Medical-Surgical 2013: Respiratory	4	
	Real Life RN Medical Surgical COPD	10	
2/3/16	Learning Systems RN Practice Test Medical Surgical- Cardiovascular and Hematology	5	
	Practice Assessment Targeted Medical-Surgical 2013: Cardiovascular	4	
3/2/16	Learning Systems RN Practice Test Medical Surgical- Gastrointestinal	5	
	Practice Assessment Targeted Medical-Surgical 2013: Gastrointestinal	4	
	Real Life RN Medical Surgical: GI bleed	10	
	Real Life RN Medical Surgical: C Diff	10	
3/10/16	Learning Systems RN Practice Test Medical Surgical- Endocrine	5	
	Practice Assessment Targeted Medical-Surgical 2013: Endocrine	4	
3/22/16	Learning Systems RN Practice Test Medical Surgical- Renal and Urinary	5	
	Practice Assessment Targeted Medical-Surgical 2013: Renal and Urinary	4	
	Practice Assessment Targeted Medical-Surgical 2013: Fluid, Electrolyte and Acid Base	4	
	Real Life RN Medical Surgical: Urinary Tract Infection	10	
	Real Life RN Medical Surgical: Renal Failure	10	
	Total Possible Points	103	

There are a total of 103 points assigned for all completed ATI activities which account for 10.3 (10%) toward your final grade. In order for you to receive the full 10.3 points, you must complete all assignments by the date due. To provide evidence of completion, please print "Module Time Summary" record and present to you instructor.

SUBJECT TO CHANGE!!!



Clinical Evaluation Tool - Spring 2015
RNSG 1020
Level 1

1. Use the nursing process as a framework for providing nursing care	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	Week 6 (Final)
a) Perform a general assessment of clients.						
b) Develop of a plan of care based on data collected during a general assessment.						
c) Select cultural and age-appropriate interventions for inclusion in the plan of care						
d) Implement nursing care that is safe and based on the established plan of care.						
e) Use clinical decision making when providing patient care and participating in the evaluation of patient outcomes.						
Student Comments:						
Faculty Comments:						
2. Promote continuity of health care within the health care team and across various settings	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	Week 6 (Final)
a) Participate as a member of the health care team.						
b) Communicate patient-related information to designated members of the health care team in a timely manner.						
c) Plan and provide health-related education.						
d) Use information technology to document patient information and communicate with members of the health care team						
Student Comments:						
Faculty Comments:						
3. Use scientific principles and evidence-based practice as a foundation for	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

SUBJECT TO CHANGE!!!

nursing practice			(Midterm)			(Final)
a) Apply knowledge of pathophysiology, pharmacology, and nutrition when providing patient care.						
b) Identify best practice resources used as a basis for nursing care and clinical decision making						
c) Use identified resources in the provision of evidence-based practice.						
Student Comments:						
Faculty Comments:						
4. Practice nursing in a professional, ethical, and legal manner.	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	Week 6 (Final)
a) Practice nursing in accordance with established standards of practice and institutional policies and procedures.						
b) Use the ANA code of ethics as a framework for ethical practice.						
c) Practice nursing in accordance with the Nurse Practice Act and other regulatory guidelines.						
d) Maintain professional accountability and responsibility when communicating with patients and in the delivery of patient care.						
Student Comments:						
Faculty Comments:						
5. Use communication that promotes an effective exchange of information.	Week 1	Week 2	Week 3 (Midterm)	Week 4	Week 5	Week 6 (Final)
a) Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients.						
b) Identify barriers to effective communication and make appropriate changes in communication.						
c) Use standardized hand-off communication tools when transferring care responsibilities to other members of the health care team.						
d) Communicate effectively with the health care team and report issues that indicate conflict is impacting patient care.						
e) Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients.						
Student Comments:						
Faculty Comments:						
Weekly Average						
4 (Outstanding)						
<ul style="list-style-type: none"> Exceeds expectations (as identified on clinical evaluation tool) Is safe Consistently shows initiative. Demonstrates a comprehensive level of understanding of concepts and applies them to patient care. 						

SUBJECT TO CHANGE!!!

- Consistently identifies patient care situations that need attention.
- No supportive cues needed.

3 (Satisfactory)

- Meets expectations (as identified on clinical evaluation tool)
- Is safe
- Periodically shows initiative.
- Demonstrates a fundamental level of understanding of concepts and applies them to patient care.
- Usually identifies patient care situations that need attention.
- Occasional supportive cues needed.

2 (Needs Improvement)

- Does not meet expectations (as identified on clinical evaluation tool)
- Is usually safe
- Infrequently shows initiative.
- Requires frequent guidance when applying concepts to patient care situations.
- Inconsistently identifies patient care situations that need attention.
- Frequent supportive cues needed.

1 (Unsatisfactory)

- Does not meet expectations (as identified on clinical evaluation tool)
- Is unsafe
- Lacks initiative.
- Requires consistent guidance when applying concepts to patient care situations.
- Fails to identify patient care situations that need attention.
- Continuous supportive cues needed.

NO = Not Observed/No Opportunity

Level 1

It is expected of the student to improve throughout the clinical rotation. At the summative (final) point of evaluation, the rating for each will be added and divided by the number of applicable items.

Example : $80/25=3.2$ This will equal a 92. This will be calculated as 20% of your grade for RNSG 1020.

Then see the scale below to find numerical average on 100 point scale:

100=4							
99=3.9	94=3.4	89=2.9	84=2.4	79=1.9	74=1.4	69=0.9	64=0.4
98=3.8	93=3.3	88=2.8	83=2.3	78=1.8	73=1.3	68=0.8	63=0.3
97=3.7	92=3.2	87=2.7	82=2.2	77=1.7	72=1.2	67=0.7	62=0.2
96=3.6	91=3.1	86=2.6	81=2.1	76=1.6	71=1.1	66=0.6	61=0.1
95=3.5	90=3.0	85=2.5	80=2.0	75=1.5	70=1.0	65=0.5	60=0.0

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

Final Average:

SUBJECT TO CHANGE!!!