



**PNSG 2210 Medical-Surgical Nursing I
COURSE SYLLABUS
Summer Semester 2019**

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Rachel Sikes, BSN, RN
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Instructor Name: Amy O'Neal, BSN, RN
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Office Hours: Monday-Thursday 8:00am-9:00am and 4:00pm-6:00pm
Email Address: [Amy O'Neal \(aoneal@southeasterntech.edu\)](mailto:aoneal@southeasterntech.edu)
Phone: 478-289-2245
Fax Number: 478-289-2336
Tutoring Hours: Please schedule an appointment

COURSE INFORMATION

Credit Hours/Minutes: 4/3750
Campus/Class Location: Vidalia/Gillis building room 833 and Swainsboro/Building 8 room 8141
Class Meets: May 15- June 12 Tuesday, Wednesday, and Thursday from 9am-4pm
Course Reference Number (CRN): 60014 Vidalia
Course Reference Number (CRN): 60018 (Swainsboro)

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, 2nd edition, FA Davis by Burton & Ludwig
2. Study guide for Fundamentals of Nursing Care, 2nd edition, FA Davis by Burton & Ludwig
3. Procedure Checklists for Fundamentals of Nursing Care 3rd edition, F. A. Davis Wilkinson, Treas, Barnett, & Smith
4. Understanding Medical Surgical Nursing, 5th edition, FA Davis by Williams and Hopper
5. Safe Maternity and Pediatric Nursing Care, FA Davis by Linnard-Palmer and Coats

6. Student workbook for Understanding Medical Surgical Nursing, 5th edition, FA Davis by Williams and Hopper
7. Study Guide for Safe Maternity and Pediatric Nursing Care, FA Davis by Linnard-Palmer and Coats
8. Assessment technologies institute (ATI) web service and books
9. Electronic Health Record (EHR) Tutor

REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, paper, highlighter, calculator, 3 ring binder, computer access, and headphones

Students should not share login credentials with others and should change passwords periodically to maintain security.

COURSE DESCRIPTION

This course in a series of four focuses on client care including using the nursing process, performing assessments, using critical thinking skills, engaging in client education and displaying cultural competence across the lifespan and with attention to special populations. Topics include: health management and maintenance; prevention of illness; care of the individual as a whole; immunology; as well as pathological diseases, disorders and deviations from the normal state of health, client care, treatment, pharmacology, nutrition and standard precautions with regard to the cardiovascular, respiratory, and hematological and immunological systems.

MAJOR COURSE COMPETENCIES

1. Nursing Care Associated with the Cardiovascular System
2. Nursing Care Associated with the Respiratory System
3. Nursing Care Associated with the Hematological and Immunological Systems

PREREQUISITE(S)

Program admission

COURSE OUTLINE

Nursing Care Associated with the Cardiovascular System

| Order | Description | Learning Domain | Level of Learning |
|--------------|---|------------------------|--------------------------|
| 1 | Determine the health management, maintenance and prevention of pathological disorders as related to the cardiovascular system. | Cognitive | Application |
| 2 | Prioritize the care for the individual as a whole with respect to the cardiovascular system. | Cognitive | Evaluation |
| 3 | Recognize pathological disorders of the cardiovascular system. | Cognitive | Analysis |
| 4 | Incorporate nursing observations and interventions related to each of the diagnostic studies and procedures associated with the cardiovascular system | Cognitive | Synthesis |
| 5 | Individualize the nursing process with emphasis on assessment and client education as related to the cardiovascular system. | Cognitive | Synthesis |

| Order | Description | Learning Domain | Level of Learning |
|--------------|---|------------------------|--------------------------|
| 6 | Collaborate as a member of the healthcare inter-professional team in relation to the cardiovascular system. | Cognitive | Synthesis |
| 7 | Anticipate the responsibility of the nurse and the methods of treatment related to the cardiovascular system. | Cognitive | Synthesis |
| 8 | Recognize medications most commonly used in diagnosis, prevention, and treatment of disorders of the cardiovascular system. | Cognitive | Analysis |
| 9 | Anticipate dietary management in the prevention and treatment of cardiovascular disorders | Cognitive | Synthesis |
| 10 | Select standard precautions as related to care of the cardiovascular system. | Cognitive | Evaluation |
| 11 | Differentiate the cardiovascular system with respect to the life span. | Cognitive | Analysis |
| 12 | Adapt cultural competence as applicable to the cardiovascular system. | Cognitive | Synthesis |
| 13 | Assess the cardiovascular system as applicable to special populations. | Cognitive | Application |
| 14 | Interpret elements of fluid balance and electrolytes. | Cognitive | Application |
| 15 | Integrate basic computer technology in health care. | Cognitive | Synthesis |

Nursing Care Associated with the Respiratory System

| Order | Description | Learning Domain | Level of Learning |
|--------------|--|------------------------|--------------------------|
| 1 | Determine the health management, maintenance and prevention of pathological disorders as related to the cardiovascular system. | Cognitive | Application |
| 2 | Prioritize the care for the individual as a whole with respect to the respiratory system. | Cognitive | Evaluation |
| 3 | Recognize pathological disorders of the respiratory system. | Cognitive | Analysis |
| 4 | Incorporate nursing observations and interventions related to each of the diagnostic studies and procedures associated with the respiratory system | Cognitive | Synthesis |
| 5 | Individualize the nursing process with emphasis on assessment and client education as related to the respiratory system. | Cognitive | Synthesis |
| 6 | Collaborate as a member of the healthcare inter-professional team in relation to the respiratory system. | Cognitive | Synthesis |
| 7 | Anticipate the responsibility of the nurse and the methods of treatment related to the respiratory system. | Cognitive | Synthesis |

| Order | Description | Learning Domain | Level of Learning |
|--------------|--|------------------------|--------------------------|
| 8 | Recognize medications most commonly used in diagnosis, prevention, and treatment of disorders of the respiratory system. | Cognitive | Analysis |
| 9 | Anticipate dietary management in the prevention and treatment of respiratory disorders | Cognitive | Synthesis |
| 10 | Select standard precautions as related to care of the respiratory system. | Cognitive | Evaluation |
| 11 | Differentiate the respiratory system with respect to the life span. | Cognitive | Analysis |
| 12 | Adapt cultural competence as applicable to the respiratory system. | Cognitive | Synthesis |
| 13 | Assess the respiratory system as applicable to special populations. | Cognitive | Application |
| 14 | Interpret elements of fluid balance and electrolytes. | Cognitive | Application |
| 15 | Integrate basic computer technology in health care. | Cognitive | Synthesis |

Nursing Care Associated with the Hematological and Immunological Systems

| Order | Description | Learning Domain | Level of Learning |
|--------------|---|------------------------|--------------------------|
| 1 | Determine the health management, maintenance and prevention of pathological disorders as related to the hematological and immunological systems. | Cognitive | Application |
| 2 | Prioritize the care for the individual as a whole with respect to the hematological and immunological systems. | Cognitive | Evaluation |
| 3 | Recognize pathological disorders of the hematological and immunological systems. | Cognitive | Analysis |
| 4 | Incorporate nursing observations and interventions related to each of the diagnostic studies and procedures associated with the hematological and immunological systems | Cognitive | Synthesis |
| 5 | Individualize the nursing process with emphasis on assessment and client education as related to the hematological and immunological systems. | Cognitive | Synthesis |
| 6 | Collaborate as a member of the healthcare inter-professional team in relation to the hematological and immunological systems. | Cognitive | Synthesis |
| 7 | Anticipate the responsibility of the nurse and the methods of treatment related to the hematological and immunological systems. | Cognitive | Synthesis |
| 8 | Recognize medications most commonly used in diagnosis, prevention, and treatment of disorders of the hematological and immunological systems. | Cognitive | Analysis |
| 9 | Anticipate dietary management in the prevention and treatment of hematological and immunological disorders | Cognitive | Synthesis |
| 10 | Select standard precautions as related to care of the hematological and immunological systems. | Cognitive | Evaluation |

| Order | Description | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 11 | Differentiate the hematological and immunological systems with respect to the life span. | Cognitive | Analysis |
| 12 | Adapt cultural competence as applicable to the hematological and immunological systems. | Cognitive | Synthesis |
| 13 | Assess the hematological and immunological systems as applicable to special populations. | Cognitive | Application |
| 14 | Interpret elements of fluid balance and electrolytes. | Cognitive | Application |
| 15 | Integrate basic computer technology in health care. | Cognitive | Synthesis |

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 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). *For example: exam has 60 questions and each question will be worth 1.66 pts. The student misses 7 questions $1.66 \times 7 = 11.62$. $100 - 11.62 = 88.38$. Grade will be recorded as 88.3.* This rule applies to every grade issued during this semester. All final averages will be recorded as is (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 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. 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. However, ALL ATI assignments listed below on the lesson plan are **REQUIRED** to be completed prior to the exam. All ATI assignments must be completed with the appropriate score, printed out, and turned in to the instructor at least 30 minutes prior to exam. Assignments turned in after the deadline may result in a 5 point deduction from exam grade. Students will not be allowed in class on exam day or able to take the exam without the appropriate print-out(s). Classroom door may be locked at the start of class.

If these requirements are not met, the student may not be allowed to take the exam. This will be counted as the 1 make-up exam unless the student has already missed a previous exam and then it will be counted as a

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.

ATI PROCTORED ASSESSMENT:

Proctored assessments will be scheduled throughout different courses and given once 75% of the specific content is covered. The corresponding practice assessments A&B are to be completed prior to each proctored assessment. Remediation for proctored assessments is outlined below. All remediation must be hand written and is due at the end of the semester in which the proctored exam is given. However, remediation for proctored exams that are given during the final semester are due before the comprehensive predictor. Once the student has completed the remediation assignment and turned in to the instructor, the instructor will update the ATI remediation form found on the Q drive and return the remediation to the student. If the student fails to complete the remediation assignment prior to the comprehensive predictor, the student will be unable to take the comprehensive predictor and the attempt will be forfeited.

| Level 3 | Level 2 | Level 1 | Below Level 1 |
|------------------------------|--|---|---|
| 1 hour Focused Review | 2 hours Focused Review One critical point to remember for each topic to review | 3 hours Focused Review Two critical points to remember for each topic to review | 4 hours Focused Review Three critical points to remember for each topic to review |

Med/Surg. (FA Davis) Online Resources

Completion of the Med/Surg. (FA Davis) Online Resources is highly recommended to help prepare you for exams and should increase your level of success in this class.

Workbook Chapters

Completion of the workbook for applicable chapters are optional but highly encouraged and should increase your level of success in this class.

Power Points

Power points for each chapter are available on the student **M: drive**. This student drive can be accessed by going to the STC website and logging into Remote Lab Access.

Student Success 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.

Student Support

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

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.

For this class, which meets 75 hours, the maximum number of hours a student may miss is 7.5 hours.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:MacyGay@southeasterntech.edu) , 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas@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](mailto:MacyGay@southeasterntech.edu) , 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas@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.

MAKEUP GUIDELINES (EXAMS, 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 exam 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 Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on exams, 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 exam or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

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

3. Third Offense

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

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

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

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 | Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 Email: Lanie Jonas mailto:ljonas@southeasterntech.edu |

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

| Assessment/Assignment | Percentage |
|---|------------|
| Unit Exams (Calculated based on 3 unit exams given) | 75% |
| Final Exam (Calculated based on 1 final exam given) | 25% |

GRADING SCALE

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

**PNSG 2210 Medical/Surgical Nursing I
Summer Semester 2019 Lesson Plan**

| Date/Day | Chapter/Lesson | Content | Assignments & Exams Due Dates | Competency Area |
|--|-------------------------------------|--|--|---|
| <p>Wednesday 5/15/19</p> <p>Vidalia</p> | <p>Chapter 21</p> <p>Chapter 22</p> | <p>Review syllabus, lesson plan, and policies.</p> <p><u>ATI receipt due Thursday 5/16/19</u></p> <p>Chapter 21 Cardiovascular System Function, Assessment, and Therapeutic Measures</p> <p>Chapter 22 Nursing Care of Patients with Hypertension</p> | <p>Read chapters</p> <p>ATI: Cardiovascular & Hematology Learning System</p> <p>Cardiovascular Pharmacology made easy 3.0</p> | <p>Major: 1</p> <p>Gen Ed.: a-c</p> |
| <p>Thursday 5/16/19</p> <p>Vidalia</p> | <p>Chapter 23</p> <p>Chapter 24</p> | <p>Chapter 23 Nursing Care of Patients with Valvular, Inflammatory, and Infectious Cardiac or Venous Disorders</p> <p>Chapter 24 Nursing Care of Patients with Occlusive Cardiovascular Disorders</p> | <p>Read chapters</p> | <p>Major: 1</p> <p>Gen Ed.: a-c</p> |
| <p>Tuesday 5/21/19</p> <p>Swainsboro</p> | <p>Chapter 25</p> <p>Chapter 26</p> | <p>Chapter 25 Nursing Care of Patients with Cardiac Dysrhythmias</p> <p>Chapter 26 Nursing Care of Patients with Heart Failure</p> <p>ATI Real life: heart failure</p> | <p>Read chapters</p> | <p>Major: 1</p> <p>Gen Ed.: a-c</p> |

| Date/Day | Chapter/Lesson | Content | Assignments & Exams Due Dates | Competency Area |
|--------------------------------------|---|--|---|-----------------------------------|
| Wednesday 5/22/19 Vidalia | Pediatric Chapter 33 | Chapter 33 Pediatrics- The Child with a Cardiac Condition | | Major: 1 Gen Ed.: a-c |
| Thursday 5/23/19 Vidalia | Exam 1 Chapter 6 | Exam 1 (Chapters 21-26, Pediatric Chapter 33) Then Chapter 6 Nursing Care of Patients with Fluid, Electrolyte, and Acid- Base Imbalances | Read chapters | Major: 1, 3 Gen Ed.: a-c |
| Tuesday 5/28/19 Swainsboro | Chapter 7 Chapter 18 Chapter 19 | Chapter 7 Nursing Care of Patients Receiving Intravenous Therapy Chapter 18 Immune System Function, Assessment, and Therapeutic Measures Chapter 19 Nursing Care of Patients with Immune Disorders | Read chapters ATI: Immune & Infectious Learning System Pharmacology made easy 3.0: Infection Immune Skills modules 2.0: Vital Signs IV Therapy & Central Venous Access Devices | Major: 3 Gen Ed.: a-c |

| Date/Day | Chapter/Lesson | Content | Assignments & Exams Due Dates | Competency Area |
|---|---|---|--|---|
| <p>Wednesday 5/29/19</p> <p>Vidalia</p> | <p>Chapter 20</p> <p>Chapter 27</p> <p>Chapter 28</p> | <p>Chapter 20 Nursing Care of Patient with HIV Disease and AIDS</p> <p>Chapter 27 Hematologic & Lymphatic System Function, Assessment, and Therapeutic Measures</p> <p>Chapter 28 Nursing Care of Patients with Hematologic and Lymphatic Disorders</p> | <p>Read chapters</p> <p>Skills modules 2.0:</p> <p>Blood Administration</p> <p>Infection Control</p> <p>Pharmacology made easy 3.0:</p> <p>Hematologic</p> | <p>Major: 3</p> <p>Gen Ed.: a-c</p> |
| <p>Thursday 5/30/19</p> <p>Vidalia</p> | <p>Pediatric Chapter 40</p> | <p>Chapter 40 Pediatric- The Child with an Oncological or Hematological Condition</p> | | <p>Major: 3</p> <p>Gen Ed.: a-c</p> |
| <p>Tuesday 6/4/19</p> <p>Swainsboro</p> | <p>Exam 2</p> <p>Chapter 29</p> | <p>***65% Mark***</p> <p>Exam 2 (Chapters 6 & 7, Chapters 18-20, Chapters 27 & 28, Pediatric Chapter 40)</p> <p>Then</p> <p>Chapter 29 Respiratory System Function, Assessment, and Therapeutic Measures</p> | <p>Read chapters</p> | <p>Major: 2</p> <p>Gen Ed.: a-c</p> |

| Date/Day | Chapter/Lesson | Content | Assignments & Exams Due Dates | Competency Area |
|--|---|---|--|---|
| <p>Wednesday 6/5/19</p> <p>Vidalia</p> | <p>Chapter 30</p> <p>Chapter 31</p> | <p>Chapter 30 Nursing Care of Patients with Upper Respiratory Tract Disorders</p> <p>Chapter 31 Nursing Care of Patients with Lower Respiratory Tract Disorders</p> | <p>Read chapters</p> <p>Respiratory Learning System</p> <p>Pharmacology made easy 3.0: Respiratory</p> <p>Skills modules 2.0:</p> <p>Closed-Chest Drainage</p> <p>Oxygen Therapy</p> <p>Airway management</p> | <p>Major: 2</p> <p>Gen Ed.: a-c</p> |
| <p>Thursday 6/6/19</p> <p>Vidalia</p> | <p>Pediatric Chapter 32</p> | <p>ATI Real Life: Pneumonia</p> <p>Chapter 32 Pediatric- The Child with a Respiratory Condition</p> | | <p>Major: 2</p> <p>Gen Ed.: a-c</p> |
| <p>Tuesday 6/11/19</p> <p>Swainsboro</p> | <p>Exam 3 then Study for Final</p> | <p>Exam 3 (Chapters 29-31, Pediatric Chapter 32)</p> <p>Study and Review for Final during class</p> | <p>Study for Final Exam</p> <p>ATI: Physical Assessment Adult Skills Module</p> <p>Physical Assessment Child Skills Module</p> | <p>Major: 2</p> <p>Gen Ed.: a-c</p> |
| <p>Wednesday 6/12/19</p> <p>Vidalia</p> | <p>Final Exam</p> | <p>Medical/Surgical Nursing I Final Exam over all chapters covered</p> <p>ATI: Fundamentals Proctored Exam</p> <p>Then...start PNSG 2220</p> | <p>ATI: Fundamentals Practice Assessments</p> <p>A&B due before proctor exam</p> | <p>Major: 2</p> <p>Gen Ed.: a-c</p> |

COMPETENCY AREAS: (WILL VARY FOR EACH COURSE/TAKEN FROM STATE STANDARDS)

1. Nursing Care Associated with the Cardiovascular System
2. Nursing Care Associated with the Respiratory System
3. Nursing Care Associated with the Hematological and Immunological Systems

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 the syllabus will be given to the student during face to face class time the first day of class.

The syllabus displayed in advance of the semester in a location other than the course you are enrolled in is for planning purposes only.