



RNSG 2000 Medical-Surgical II

COURSE SYLLABUS

Summer Semester 2021

DUE TO COVID 19, this syllabus is subject to change. If changes are made, you will be notified as soon as possible.

COURSE INFORMATION

Credit Hours/Minutes: : 4/4500 Didactic 3 Credit Hours (2250 minutes) Clinical 1 Credit Hours (2250 minutes)

Campus/Class Location: Vidalia Campus/Gillis Building Rooms 842 and 836

Class Meets: Wednesdays & Thursdays from 0900-1200 (Exams are at 0815- be in the building for self-assessment by 0810)

Course Reference Number (CRN): 60053

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Ginny Ennis, Master of Science in Nursing (MSN), Registered Nurse (RN)
(Another ASN instructor may fill in and teach at any time)

Campus/Office Location: Vidalia Campus/Gillis Building Room 840

Office Hours: Monday, Tuesday 0900-1600 and Wednesday, Thursday 1300-1500

Email Address: [Ginny Ennis \(gennis@southeasterntech.edu\)](mailto:gennis@southeasterntech.edu)

Phone: 912-538-3124

Fax Number: 912-538-3106

Tutoring Hours: please schedule an appointment

Instructor Name: Brooke Hinson, Master of Science in Nursing (MSN), Registered Nurse (RN)
(Another ASN instructor may fill in and teach at any time)

Campus/Office Location: Vidalia Campus/Gillis Building Room 707

Office Hours: Monday, Tuesday, Wednesday and Thursday 1400-1730

Email Address: [Brooke Hinson \(bhinson@southeasterntech.edu\)](mailto:bhinson@southeasterntech.edu)

Phone: 912-538-3144

Fax Number: 912-538-3106

Tutoring Hours: please schedule an appointment

All communication with faculty should be completed using STC email. Please note that emails sent during business hours will be answered within 24-48 hours. Emails sent during holidays and on weekends may not be answered until the next business day.

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. Hoffman, J., & Sullivan, N. (2019). *Medical-surgical nursing (2nd ed.)*. F. A. Davis.
2. Treas, L. S., & Wilkinson, J. M. (2017). *Basic nursing: Thinking, doing, and caring (2nd ed.)*. F. A. Davis.
3. Doenges, M., Moorhouse, M., & Murr, A. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span 10th ed.*) F. A. Davis Company.
4. Assessment Technologies Institute (ATI) V-Simulation and testing service.

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, calculator, and clinical supplies.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

Laptop computers are REQUIRED with the following suggested specification:

Processor i5 or i7

Memory 8GB or higher

Hard drive 250GB or larger

Get a DVD Drive either internal or external

Webcam with microphone

Reliable Internet Connection **(Mobile Hotspots are not allowed)**

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

COURSE DESCRIPTION

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

MAJOR COURSE OUTCOMES

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

1. Develop individualized, evidence-based plans of care that include cultural, spiritual, and developmentally appropriate interventions and health promotion recommendations for adult clients with complex, multisystem health alterations.

2. Collaborate with members of the inter-professional health care team while acting as a client advocate in the provision of safe, quality care for adult clients.
3. Apply evidence based knowledge in the provision of care to clients.
4. Implement strategies that provide a safe environment for clients, self, and other while supporting quality improvement initiatives. Program Admission, RNSG 1005,1018,1020,1030

COREQUISITE(S)

RNSG 2005

CONTENT/UNIT OUTCOMES

Alterations in Oxygenation

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

Alterations in Cardiac Output and Tissue Perfusion

Unit Outcomes	Learning Domain	Level of Learning
1. Perform a general health assessment with a focus on collecting data on adults who have complex, multisystem alterations in cardiac output and tissue perfusion.	Psychomotor	Guided Response
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition into the plan care for adults who have complex, multisystem alterations in cardiac output and tissue perfusion.	Cognitive	Creating
3. Correlate clinical manifestations in relation to the pathophysiological processes of cardiac output and tissue perfusion.	Cognitive	Analyzing

Unit Outcomes	Learning Domain	Level of Learning
4. Discuss the management of clients with complex, multisystem alterations in cardiac output and tissue perfusion.	Cognitive	Understanding
5. Ascertain priority nursing actions for adults who have complex, multisystem alterations in cardiac output and tissue perfusion.	Cognitive	Evaluating
6. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex, multisystem alterations in cardiac output and tissue perfusion.	Cognitive	Creating
7. Interpret diagnostic tests when providing care to adults who have complex, multisystem alterations in cardiac output and tissue perfusion.	Cognitive	Applying
8. Demonstrate correct use and establish proper functioning of therapeutic devices that support cardiac output and tissue perfusion.	Psychomotor	Guided Response
9. Provide health and safety related education to adults who have complex, multisystem alteration in cardiac output and tissue perfusion.	Cognitive	Creating

Alterations in Cognition and Sensation

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

Alterations in Regulation and Metabolism

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

Alterations in Ingestion, Digestion, Absorption, and Elimination

Unit Outcomes	Learning Domain	Level of Learning
1. Perform a general assessment with a focus on collecting data on adults who have complex, multisystem alterations in ingestion, digestion, absorption, and elimination.	Psychomotor	Guided Response
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for adults who have complex, multisystem alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Creating
3. Correlate clinical manifestations in relation to the pathophysiological processes for clients with complex, multisystem alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Analyzing
4. Discuss the management of clients with complex, multisystem alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
5. Ascertain priority nursing actions for adults who have complex, multisystem alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Evaluating
6. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to	Cognitive	Creating

Unit Outcomes	Learning Domain	Level of Learning
adults who have complex, multisystem alterations in ingestion, digestion, absorption, and elimination.		
7. Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have complex, multisystem alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Applying
8. Demonstrate correct use and establish proper functioning of therapeutic devices that support ingestion, digestion, absorption, and elimination.	Psychomotor	Guided Response
9. Provide health and safety related education to adults who have complex, multisystem alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Creating

Alterations in Excretion

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

Alterations in Reproductive Function (Adult Males)

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

Unit Outcomes	Learning Domain	Level of Learning
4. Discuss the management of clients with alterations in adult males who have an alteration in reproductive function:	Cognitive	Understanding
5. Ascertain priority nursing actions for adult males who have alterations in reproductive function.	Cognitive	Evaluating
6. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adult males who have an alteration in reproductive function.	Cognitive	Creating
7. Interpret diagnostic tests and perform related nursing intervention when providing care to adult males who have an alteration in reproductive function.	Cognitive	Applying
8. Demonstrate correct use and establish proper functioning of therapeutic devices that support adult males who have an alteration in reproductive function.	Psychomotor	Guided Response
9. Provide health and safety related education to adult males who have an alteration in reproductive function.	Cognitive	Creating

CLINICAL OUTCOMES: LEVEL II

QSEN Concept: Client Centered Care

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

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

QSEN Concept: Teamwork and Collaboration

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

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

QSEN Concept: Evidence Based Practice

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

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

QSEN Concept: Quality Improvement

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

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

QSEN Concept: Safety

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

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

QSEN Concept: Informatics

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

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

Professionalism

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

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

Leadership

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

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

GENERAL EDUCATION CORE COMPETENCIES

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

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

STUDENT REQUIREMENTS

Students are expected to complete all exams and daily assignments. A unit exam average of 70% or above must be obtained in order to take the final exam. Students are required to have at least a 70% or higher when calculating the average of the unit exams and final exam before other components, listed under grading policy, will be added for calculation of the final course average/grade. If the student fails to meet the unit exam/final exam expectations, the student will be withdrawn in accordance with the withdrawal procedure.

A final clinical average grade of at least 70% must be obtained in order to pass the course.

A final cumulative average of at least 70% must be obtained in order to progress to future nursing courses.

No assignment opportunities will be given for extra credit.

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. For this exam, students will be allowed 3 minutes per question. There will be a week time frame in between the attempts to allow time for remediation. If the student is **unsuccessful on the first attempt**, the **student must attend the scheduled remediation with an ASN Faculty member before subsequent attempts can be taken**. If a student misses an attempt due to an absence, the student forfeits that attempt and will take the next scheduled attempt. Absences on the third attempt may be evaluated on an individual basis.

Calculation exam dates are listed on the lesson plan.

It is the student's responsibility to ensure all clinical requirements (immunizations, CPR (cardiopulmonary) certification, etc.) remain up to date throughout the program. The student should provide the updated information to course faculty and the ASN administrative assistant and upload the information into the clinical management system (My Clinical Exchange). Failure to do so by deadline will result in an occurrence and may prevent the student from being accepted by the clinical facility. Failure to be accepted by the clinical facility may result in dismissal from the program as the student will not be able to complete the course without the clinical component.

SPECIAL NOTE: During this class, occurrences may be issued for failure to meet classroom/lab requirements (tardiness, uncompleted/late work, etc.).

EXAMS

If a student shows up late for class on an exam date **or is not prepared to start the test on time (for example: has laptop issues not related to school network, etc)**, the student may not be allowed to take the exam once the faculty has shut the door. The student will have to make up the test and this will be counted as their opportunity for a make-up exam. Students may be provided time to look at their exam score/rationales in class immediately after testing in Respondus when testing on campus. Students are encouraged to schedule an appointment with their instructor or another ASN faculty member to view and get further explanation on the missed concepts. In addition, if a student believes a test question needs to be challenged, the student must email their instructor the rationale for consideration. This request must be received via email within 24 hours of the examination. No verbal or text message requests will be granted. The test question and rationale will go before a panel of nursing faculty for decision.

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

TESTING

For summer semester, testing and exams are scheduled to be in the classroom using Respondus. If for any

reason students are not allowed on-campus, we will return to virtual lecture and online testing using Respondus Monitor and including the camera/video function.

RESCHEDULING OF A TEST

The faculty may decide to reschedule a test due to inclement weather or other unforeseen circumstances. In the event that happens, the reschedule time and date will be at 0815 the day after the original test date. Students are required to be available for reschedule time and date. (example- a test originally scheduled for Wednesday, June 9 at 0815 has to be rescheduled due to inclement weather; the reschedule date will be 0815 Thursday, June 10)

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) ACTIVITIES

All ATI activities must be completed as outlined on ATI Activities calendar. **Although previous versions of the assignments may still be available in ATI (example 2.0 or 2016), students are required to complete the most current version of each assignment (example 3.0 or 2019).** Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment will be generated at **0700** as indicated on the **RNSG 2000 ATI ACTIVITIES** calendar. The faculty will pull the ATI Module Report at **0700** on specified dates and failure to successfully complete the assignment by the deadline will result in a 10-point deduction from the exam it is associated with. It is recommended that students take a picture of the final results of each assignment once completed. During clinicals (if applicable), ATI assignments are your ticket to clinicals. If you do not turn the assignment in by the assigned date, you will not be allowed to attend clinical until the assignment is completed. The clinical day missed will be an unexcused absence.

Your ATI Content Mastery Series RN Nutrition 2019 Practice Assessment A and Proctor will count 5% of your grade. Remediation is required for both the practice and proctored assessments. Please see the ATI Rubric and ATI Assignment sheet for specifics.

Practice Assessment: RN Nutrition Online Practice 2019 A will be taken on-campus as scheduled per the faculty (see the lesson plan for date). Remediation for the practice assessment will include the following: a minimum 1-hour Focused Review on initial attempt, take the Post Study Quiz, and complete a handwritten active learning template for **each topic** missed. The remediation assignments must be complete in order to take the proctored exam. See the ATI Rubric and ATI Assignment sheet for due dates.

Proctored Assessment: RN Nutrition 2019 will be taken on-campus as scheduled per the faculty (see the lesson plan for date). Remediation for the proctored assessment will include the following: a timed focused reviewed based on the proficiency level of the student and complete a handwritten active learning template for **each topic** missed. The remediation assignments must be complete by a due date listed on the lesson plan and the ATI Assignment sheet.

TICKET TO CLASS

Assignments may be given as homework which will serve as the student's ticket into class. The student will not be allowed in class if they fail to complete the ticket to class assignment. This will count as an absence and the student will not be allowed to return to class until the assignment is completed in its entirety. Students may be required to wait until the class takes a break before they are allowed to enter as not to interrupt class.

SELF-ASSESSMENT JOURNAL/LIFELONG JOURNAL ASSIGNMENT

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

strengths and weaknesses and assist in your learning experience. The purpose of the journal is to give you a written record of your experiences and professional and personal growth as a nursing student to a registered nurse.

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

Each week, you will be required to submit an entry. You will be provided certain topics about the week and may include feelings about the week's experiences. Your instructors will read your journal! It would be prudent to omit non-constructive personal comments about your instructors or classmates. If there is an issue with a course, clinical, instructor, classmate, etc., the student should discuss these issues with the program director and follow protocol for grievances.

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

BLACKBOARD COLLABORATE SESSIONS

If we are unable to meet in person for class sessions, we will meet using Blackboard Collaborate. The sessions may be recorded and attendance will be taken. Students are not allowed to utilize the recordings in lieu of attending live sessions.

SIMULATION LAB

This course may include a simulation lab. Simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is to develop clinical judgment skills that are necessary to function as a professionally trained nurse. A pre-simulation assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the clinical simulation lab will leave the student ineligible to attend clinical. If the student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to read the student handbook regarding simulation lab regulations.

ATTENDANCE PROVISIONS

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

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

the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 the student will be considered absent if he/she is not in class by 9:30.

The didactic portion of the class will meet for 45 hours. For this class that meets 2 day a week for 7 weeks, the maximum number a student can miss is **4.5 hours** during the course. **Students missing more than 4.5 hours will be dropped for exceeding the attendance procedure.**

The clinical portion of this course requires **37.5 clinical hours (4500 minutes)** during the semester. **A clinical absence will require an excuse or appropriate documentation and all missed clinical time must be made up as required to fulfill the curriculum requirements.** Absences must be discussed with faculty, Program Director and/or Special Needs Coordinator dependent on the circumstances of the absence. Students who do not make up all clinical time missed will be issued a final clinical grade of zero and will be unable to progress in the program. The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

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

Procedures of the program may be reviewed on an individual basis related to extenuating circumstances related to COVID.

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: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

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: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

Vidalia Campus: Helen Thomas hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 165

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”(Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

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

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. Students who are dropped from courses due to attendance after the 65% point will receive a WP (Withdrawal Passing-average of 60 or higher) or a WF (Withdrawal Failing-average of 59 or lower). Students will receive a grade of **zero** for all assignments missed beginning with the Last Date of Attendance (LDA) and the date the student exceeds the attendance procedure.

If a student cannot progress in the Program due to academic deficiency, the student will receive a W (Withdrawn) from all RNSG courses for the semester and will be unable to progress in the nursing program. The faculty will enter the LDA along with the W into BannerWeb.

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.)

A student will only be allowed to make-up one unit exam, which will be given at the discretion of the instructor. A physician’s excuse/appropriate documentation may be required for the student to be eligible to take a make-up exam. A 10 point deduction may be issued if the student misses a unit exam and fails to provide appropriate documentation. The documentation must be submitted to the course instructor(s) within 48 hours of the missed exam. A grade of “0” will be given to all subsequent unit exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

STUDENT SUCCESS PLAN (SSP)

Our purpose is to educate safe entry-level health care professionals. At times, this may mean there are areas that must be improved upon. The SSP documents deficiencies and provides a means for improvement. A SSP should be initiated for the following reasons:

- if the student has (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 SSP. Students are required to submit the SSP within 48 hours and are responsible for meeting with the instructor by the next class meeting.

(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.

ACADEMIC DISHONESTY POLICY

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

PROCEDURE FOR ACADEMIC DISHONESTY

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

1. First Offense

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

2. Second Offense

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

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will

notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia (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:

<p>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</p>	<p>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu</p>	<p>Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu</p>

ACCESSIBILITY STATEMENT

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

GRIEVANCE PROCEDURES

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

ACCESS TO TECHNOLOGY

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

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

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

GRADING POLICY

Assessment/Assignment	Percentage
Unit Exam-This percentage is calculated based on 6 unit exams.	50
Final Exam	25
ATI Activities- this percentage is calculated based on the ATI rubric provided for this course. (Nutrition)	5
Clinical- The clinical portion of the course grade is determined based on the clinical preceptor evaluations and clinical paperwork rubric. The grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors.	20

Calculation Examination –Students must score 100% within 3 attempts in order to progress in the course and program. Students who do not meet the requirements for the Calculation Examination on the third attempt will receive a W for all RNSG courses in which they are enrolled and will not be able to progress in the program. The calculation examination for RNSG 2005 will be administered in RNSG 2000.

***Clinical requirements for assignments/paperwork will be distributed prior to clinical.**

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

Unit exam grade x 0.50 = _____
Final exam grade x 0.25 = + _____
ATI Activities x 0.05 = + _____
Clinical x 0.20 = + _____
Numerical course grade = _____

See syllabus details for deductions.

GRADING SCALE

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

Date	Chapter/Lesson	Content	Assignments	Competency Area
			covered in RNSG 1020)	
May 26 Wednesday	Unit Exam #1 0815 Chapter 30 Chapter 31 **Fundamental Book: Chapter 38 Circulation and Perfusion	Exam #1 (Chapters 23, 24, 26, & 27) Coordinating Care for Patients with Cardiac Disorders Coordinating Care for Patients with Vascular Disorders **Fundamental Book: Chapter 38 Circulation and Perfusion	<ul style="list-style-type: none"> • Read chapters, make outline, take notes, and study for exam • Utilize Davis Advantage Resources • Complete ATI assignments (see ATI Sheet for details and due dates) • Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	2,3,4,5,7,8,9,12 1-3
May 27 Thursday	Chapter 32 Chapter 34	Coordinating Care for Critically Ill Patients with Cardiovascular Dysfunction Coordinating Care for Patients with Hematological Disorders	<ul style="list-style-type: none"> • Read chapters, make outline, take notes, and study for exam • Utilize Davis Advantage Resources • Complete ATI assignments (see ATI Sheet for details and due dates) • Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	1-12 1-3

Date	Chapter/Lesson	Content	Assignments	Competency Area
June 2 Wednesday 25% SSP	Unit Exam #2 0815 Chapter 36 Chapter 37 **Fundamental Book: Chapter 21 Physical Assessment- Neuro assessment	Exam #2 (Chapters 30, 31, 32, and 34) Coordinating Care for Patients with Brain Disorders Coordinating Care for Patients with Spinal Disorders **Fundamental Book: Chapter 21 Physical Assessment- Neuro assessment 25% SSP	<ul style="list-style-type: none"> • Read chapters, make outline, take notes, and study for exam • Utilize Davis Advantage Resources • Complete ATI assignments (see ATI Sheet for details and due dates) • Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	
June 3 Thursday	Chapter 38 Chapter 39	Coordinating Care for Patients with Peripheral Nervous System Disorders Coordinating Care for Critically Ill Patients with Neurological Dysfunction	<ul style="list-style-type: none"> • Read chapters, make outline, take notes, and study for exam • Utilize Davis Advantage Resources • Complete ATI assignments (see ATI Sheet for details and due dates) • Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	1-12 1-3

Date	Chapter/Lesson	Content	Assignments	Competency Area
June 9 Wednesday 50% SSP	Unit Exam #3 0815 Chapter 41 Chapter 42	Exam # 3 (Chapters 36, 37, 38, 39) Coordinating Care for Patients with Pituitary Disorders Coordinating Care for Patients with Adrenal Disorders 50% SSP	<ul style="list-style-type: none"> • Read chapters, make outline, take notes, and study for exam • Utilize Davis Advantage Resources • Complete ATI assignments (see ATI Sheet for details and due dates) • Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	1-12 1-3
June 10 Thursday	Chapter 43 Chapter 60 CALCULATION ATTEMPT #1 AT 1300	Coordinating Care for Patients with Thyroid and Parathyroid Disorders Coordinating Care for Patients with Biliary and Pancreatic Disorders CALCULATION ATTEMPT #1 AT 1300	<ul style="list-style-type: none"> • Read chapters, make outline, take notes, and study for exam • Utilize Davis Advantage Resources • Complete ATI assignments (see ATI Sheet for details and due dates) • Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	1-12 1-3
June 16 Wednesday	Unit Exam #4 0815	Exam # 4 (Chapters 41, 42, 43, and 60)	<ul style="list-style-type: none"> • Read chapters, make outline, take notes, and 	1-11 1-3

Date	Chapter/Lesson	Content	Assignments	Competency Area
	Chapter 56 Chapter 57	Coordinating Care for Patients with Oral and Esophageal Disorders Coordinating Care for Patients with Stomach Disorders	<ul style="list-style-type: none"> • study for exam • Utilize Davis Advantage Resources • Complete ATI assignments (see ATI Sheet for details and due dates) • Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	
June 17 Thursday	Chapter 58 Chapter 68 **Fundamental Book: Chapter 21- GI assessment and Chapter 29 CALCULATION ATTEMPT #2 AT 1300	Coordinating Care for Patients with Intestinal Disorders Managing Care for the Adult Patient with Obesity **Fundamental Book: Chapter 21- GI assessment and Chapter 29 CALCULATION ATTEMPT #2 AT 1300	<ul style="list-style-type: none"> • Read chapters, make outline, take notes, and study for exam • Utilize Davis Advantage Resources • Complete ATI assignments (see ATI Sheet for details and due dates) • Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	1-11 1-3
June 23 Wednesday	Unit Exam #5 0815 Chapter 61 Chapter 62	Exam # 5 (Chapters 56, 57, 58, and 68) Assessment of Renal and Urinary Function Coordinating Care for Patients with	<ul style="list-style-type: none"> • Read chapters, make outline, take notes, and study for exam • Utilize Davis Advantage 	1-11 1-3

Date	Chapter/Lesson	Content	Assignments	Competency Area
	**Fundamental Book: Chapter 30- Urinary Elimination	Renal Disorders **Fundamental Book: Chapter 30- Urinary Elimination	Resources <ul style="list-style-type: none"> • Complete ATI assignments (see ATI Sheet for details and due dates) • Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	
June 24 Thursday	Chapter 63 Chapter 66 CALCULATION ATTEMPT #3 AT 1300	Coordinating Care for Patients with Urinary Disorders Coordinating Care for Male Patients with Reproductive and Breast Disorders CALCULATION ATTEMPT #3 AT 1300	<ul style="list-style-type: none"> • Read chapters, make outline, take notes, and study for exam • Utilize Davis Advantage Resources • Complete ATI assignments (see ATI Sheet for details and due dates) • Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	1-11 1-3
June 29 TUESDAY	RNSG 2005 Final Exam at 0815 then RNSG 2000	RNSG 2005 Final Exam at 0815 Then ATI RN Nutrition 2019 Practice A on-campus	Prepare for Exam 6 <ul style="list-style-type: none"> • Read chapters, make outline, take notes, and study for exam • Utilize Davis Advantage Resources • Complete ATI 	

Date	Chapter/Lesson	Content	Assignments	Competency Area
			assignments (see ATI Sheet for details and due dates) <ul style="list-style-type: none"> Review Fundamental Book content as needed (this material was covered in RNSG 1020) 	
June 30 Wednesday	Unit Exam #6 0815	Exam # 6 (Chapters 61, 62, 63, and 66)	Prepare for final exam	1-12 1-3
July 1 Thursday	Final Exam	Final Exam Then Review Clinical Requirements and EHR documentation	Prepare for clinical	1-12 1-3
July 5-8	Holiday Break	Holiday Break		
July 12- July 27	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
**July 15 Thursday	Nutrition Proctored Exam during Post-Conference	RNSG 2000 ATI Content Proctored RN Nutrition 2019 Focused review and remediation due prior to testing.	ATI Nutrition 2019 Practice A HANDWRITTEN Focused Review and Remediation (see Rubric) due prior to proctored exam	
**July 22 Thursday	Mental Health Proctored Exam during Post-Conference	See Info from Mrs. Braddy for details regarding Mental Health Proctored Exam		
**July 28 Wednesday	Come to STC campus at 1000	Meet for Final Grades/Final Clinical Evaluation Turn in handwritten remediation.	Proctored ATI Nutrition 2019 HANDWRITTEN Focused Review and Remediation (see Rubric) due	
July 29 by 4pm		Grades due to registrar		

***Any ATI activity that is graded must be completed with a benchmark score of 85% or greater. Multiple attempts may be made in order to reach the benchmark score. Although previous versions of the assignments may still be available in ATI (example 2.0 or 2016), students are required to complete the most current version of each assignment (example 3.0 or 2019). Keep proof of all ATI activities for your records.**

SUBJECT TO CHANGE

RNSG 2000 UNIT EXAM ATI ACTIVITIES CALENDAR

All activities due at 0700 on the day indicated unless otherwise noted

Date Due	Activity Title
4/25/21 TUESDAY 0700	My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <ul style="list-style-type: none"> • Medical Surgical: Respiratory My ATI → Study Materials → Test → <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Respiratory Online Practice 2019 My ATI → Study Materials → Apply → RN Real Life Medical Surgical 3.0 → Modules → <ul style="list-style-type: none"> • Chronic Obstructive Pulmonary Disease (COPD) My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <ul style="list-style-type: none"> • Technique Identifier: Client Living with Asthma
6/1/21 TUESDAY 0700	My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <ul style="list-style-type: none"> • Cardiovascular & Hematology My ATI → Study Materials → Test → <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Cardiovascular Online Practice 2019 My ATI → Study Materials → Apply → Video Case Studies RN 2.0 <ul style="list-style-type: none"> • Heart Failure
6/8/21 TUESDAY 0700	My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <ul style="list-style-type: none"> • Medical Surgical: Neurosensory • Medical Surgical: Oncology My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <ul style="list-style-type: none"> • Technique Identifier: Client Experiencing Thrombosis • Technique Identifier: Client Experiencing a Stroke
6/15/21 TUESDAY 0700	My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <ul style="list-style-type: none"> • Medical Surgical: Endocrine My ATI → Study Materials → Test → <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Endocrine Online Practice 2019

Date Due	Activity Title
<p>6/22/21 TUESDAY 0700</p>	<p>My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes →</p> <ul style="list-style-type: none"> • Medical Surgical: Gastrointestinal <p>My ATI → Study Materials → Test →</p> <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Gastrointestinal Online Practice 2019 <p>My ATI → Study Materials → Apply → The Communicator 2.0 → Modules →</p> <ul style="list-style-type: none"> • Technique Identifier: Client Undergoing Weight Loss Surgery
<p>6/29/21 TUESDAY 0700</p>	<p>My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes →</p> <ul style="list-style-type: none"> • Medical Surgical: Renal & Urinary <p>My ATI → Study Materials → Test →</p> <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Renal & Urinary Online Practice 2019 <p>My ATI → Study Materials → Apply → RN Real Life Medical Surgical 3.0 → Modules →</p> <ul style="list-style-type: none"> • Kidney Disease <p>My ATI → Study Materials → Apply → RN Real Life Medical Surgical 3.0 → Modules →</p> <ul style="list-style-type: none"> • Urinary Tract Infection

Practice Assessment: RN Nutrition Online Practice 2019 A

Remediation:

- Minimum 1-hour Focused Review on initial attempt
- Take Post Study Quiz and complete an active learning template for each topic missed. Must be handwritten.

Total Points: _____/50

Completion of the Practice Assessment A is worth a total score of 50

- Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
- Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.



RN Nutrition Proctored Assessment

Level 3 (4 points) + 1 hour Focused Review For each topic missed, complete a handwritten active learning template as part of the required remediation process. 2 points	Level 2 (3 points) + 2 hours Focused Review For each topic missed, complete a handwritten active learning template as part of the required remediation process. 2 points	Level 1 (2 points) + 3 hours Focused Review For each topic missed, complete a handwritten active learning template as part of the required remediation process. 2 points	Below Level 1 (0 points) + 4 hours Focused Review For each topic missed, complete a handwritten active learning template as part of the required remediation process. 2 points
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Total Points: _____/50

Completion of the Proctored Assessment is worth a total score of 50

- 6 Points = a total score of 50
- 5 Points = a total score of 41.6
- 4 Points = a total score of 33.3
- 3 Points = a total score of 25
- 2 Points = a total score of 16.7

Practice Assessment Score + Proctored Assessment Score= _____/100