



RNSG 2000 Medical-Surgical II

COURSE SYLLABUS

Summer Semester 2022

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: 0900-1200 on Wednesdays and Thursdays; **TEST DAYS: CLASS/TEST will begin at 0800 (door closes at 0755)**. Please note that testing is planned to be held on campus; however, online testing via Respondus may occur. You will be given appropriate notice if any changes are made.

Course Reference Number (CRN): 60092

INSTRUCTOR CONTACT INFORMATION

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

Instructor Name: Jennifer Gunter, Master of Science in Nursing (MSN), Registered Nurse (RN)

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

Office Hours: Daily: 1300-1500; Wednesday and Thursday 0800-1200

Email: [jgunter\(jgunter@southeasterntech.edu\)](mailto:jgunter@southeasterntech.edu)

Phone: 912-538-3124

Fax Number: 912-538-3106

Tutoring Hours: please schedule an appointment via email

Preferred Method of Contact: EMAIL

Instructor Name: Rachel Sikes, Bachelor of Science in Nursing (BSN), Registered Nurse (RN)

Campus/Office Location: Vidalia Campus/Gillis Building Room 715

Office Hours: Daily: 1300-1500; Wednesday and Thursday 0800-1200

Email: [rsikes@southeasterntech.edu\)](mailto:rsikes@southeasterntech.edu)

Phone: 912-538-3209

Fax Number: 912-538-3106

Tutoring Hours: please schedule an appointment via email

Preferred Method of Contact: EMAIL

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. Hinkle, J. & Cheever, K. (2018). *Textbook of Medical-surgical nursing (14th ed.)*. Wolters Kluwer.
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, laptop, computer access, ear phones for ATI skills assignments, folder with pockets, calculator

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

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 is required
- ATI Internet Requirements: A minimum internet speed of 5 Mbps is required (10 Mbps or more is recommended). Test your internet speed using www.speedtest.net

Google Chrome and Firefox are the recommended browsers to use for Blackboard Collaborate.

Google Chrome is the recommended browser to use for WebEx.

Google Chrome is the recommended browser to use for ATI.

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

ATI Technical Requirements: Students have access to the most updated technical requirement recommendations at ATI website. Please note that smart phones and iPads do not support many of the modules within ATI.

Students are encouraged to take pictures of completed ATI modules/assignments that capture student name,

date, time, score, and module name that is contained in one picture. Pictures will be emailed to instructor upon request if there is a question concerning a module/assignment completion.

It is the responsibility of the student to communicate technical issues with an ATI representative as the issue happens.

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

Unit Outcomes	Learning Domain	Level of Learning
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
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	Psychomotor	Guided Response

Unit Outcomes	Learning Domain	Level of Learning
sensation.		
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

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

Alterations in Excretion

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	Cognitive	Analyzing

Unit Outcomes	Learning Domain	Level of Learning
pathophysiological processes for clients with alterations in excretion.		
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
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

Performance Outcomes	Learning Domain	Level of Learning
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. An average grade of 70% between unit exams and the final must be obtained in order to advance to the clinical setting. 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 including ATI assignments, 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.

For example, if the unit exam average is 72.5 and accounts for 60% of the course grade and the final exam grade is 65.6 and accounts 20% for the course grade, the average before progressing to clinical will be calculated as follows:

Unit Exam Average: $72.5 \times 0.60 = 43.5$

Final Exam Grade: $65.5 \times 0.20 = 13.1$

Average grade for progression to clinical: $43.5 + 13.1 = 56.6$

$56.6 / 80 = 70.7$ average grade and student will be allowed to progress to the clinical portion of the course.

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

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

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). For example: exam has 60 questions and each question will be worth 1.66 pts. The student misses 7 questions $7 \times 1.66 = 11.62$. Grade will be recorded as $100 - 11.62 = 88.38$. 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 (for example a 69.9 is a 69.9).

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. Drug calculation exams will be given within the first 3 full weeks of each semester, except for the first semester. 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. 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 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

Textbook PowerPoints may be available via the Blackboard course.

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

COVID-19 MASK REQUIREMENT

Students participating in clinical learning experiences are required to follow the **specific screening and PPE protocols of the clinical facility**. Full PPE with N95 mask is required for suspected or confirmed COVID patients.

COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus. If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

COVID-19 Key Symptoms
Fever or felt feverish
Chills
Shortness of breath or difficulty breathing (not attributed to any other health condition)
Cough: new or worsening, not attributed to another health condition
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat (not attributed to any other health condition)
Congestion or runny nose (not attributed to any other health condition)
Nausea or vomiting
Diarrhea
In the past 14 days, if you:
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

COVID-19 SELF-REPORTING REQUIREMENT

Students, regardless of vaccination status, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report <https://www.southeasterntech.edu/covid-19/>. Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](mailto:swaters@southeasterntech.edu), Exposure Control Coordinator, swaters@southeasterntech.edu, 912-538-3195.

EXAMS

If a student shows up late on an exam date or is not prepared to start the exam 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 exam, and this will be counted as his/her opportunity for a make-up exam. After each unit exam, students **must** review missed concepts and rationales allowing for remediation on the missed concepts. While testing in Blackboard, the remediation is provided in a one-time review after the unit exam submission. If for some reason, testing through Blackboard is unavailable, students will review a paper copy of their unit exam in class. After the mandatory remediation review, if a student believes he/she needs further explanation of missed concepts, an appointment should be scheduled with his/her instructor or another faculty member. 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 exam 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 0800 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 0800 has to be rescheduled due to inclement weather; the reschedule date will be 0800 Thursday, June 10)

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) CHAPTER EXAM 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).** Scores earned on the first attempt of each ATI module will be used to calculate the average of ATI assignments which count 5% of the course grade. For

assignments that score *strong, satisfactory, or needs improvement*, students will receive 100 for strong, 90 for satisfactory, and 70 for needs improvement. **ATI Assignments (for corresponding exams) must be fully complete by 1700 the day PRIOR to the exam.** Fully complete means all sections, questions, and quizzes/tests are 100% complete for each assignment- failure will result in zero for the assignment. It is recommended that students take a picture of the final results of each assignment once completed. During clinicals, ATI assignments may be 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.

ATI Content Mastery Series: 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 (for scores <75), 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 count an additional 5% of your grade and will be taken on-campus (see the lesson plan for date/time). **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 or no points will be awarded.

TICKET TO CLASS

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

SELF-ASSESSMENT JOURNAL/LIFELONG 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: [Daphne Scott dscott@southeasterntech.edu](mailto:Daphne.Scott@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen.Thomas@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: [Daphne Scott dscott@southeasterntech.edu](mailto:Daphne.Scott@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

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

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 or academic deficiency after the 65% point will receive either a “WP” (Withdrawn Passing) or “WF” (Withdrawn Failing) for the semester.

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

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

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

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc.)

A student may 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 may NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

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

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 in RNSG 2000.	50
Final Exam	20
ATI Chapter Exam Activities-This is the modules/assignments assigned as Ticket to Test/Ticket to Clinical. All sections of the module/assignment must be complete by the due date. Failure to successfully complete all sections of all assignments by the deadline will result in a zero.	5
ATI Content Mastery Series- 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.**

***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 0.20 = + _____
ATI Content Mastery Series x 0.05 = + _____
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

RNSG 2000 Medical-Surgical II

Summer Semester 2022 Lesson Plan

Subject to change

Key: SSP- Student Success Plan ATI- Assessment Technology Institute

Date	Chapter/Lesson	Content	Assignments	Competency Area
May 18 Wednesday	Introduction Chapter 23	Introduction to the Course & Review syllabus and lesson plan. Management of Patients with Chest and Lower Respiratory Tract Disorders Complete all requirements listed in the BB course. (see announcements in BB)	<input type="checkbox"/> Complete all requirements listed in the BB course. (see announcements) <input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class	1-11 1-3
May 19 Thursday	Chapter 24 Review **Fundamental Book: Chapter 37 Oxygenation	Management of Patient with Chronic Pulmonary Diseases **Fundamental Book: Chapter 37 Oxygenation	<input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other	1-11 1-3

Date	Chapter/Lesson	Content	Assignments	Competency Area
			assignments/ticket to class	
May 25 Wednesday	Unit Exam #1 0800 Chapter 28 Chapter 29 Review **Fundamental Book: Chapter 38 Circulation and Perfusion	Exam #1 Management of Patients with Structural, Infectious, and Inflammatory Disorders Management of Patient with Complications from Heart Disease **Fundamental Book: Chapter 38 Circulation and Perfusion	<input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class	2,3,4,5,7,8,9,12 1-3
May 26 Thursday	Chapter 29 (if not finished) Chapter 30	Assessment and Management of Patients with Vascular Disorders and Problems with Peripheral Circulation	<input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class	1-12 1-3
June 1 Wednesday 25% SSP	Unit Exam #2 0800 Chapter 67	Exam #2 Management of Patients with Cerebrovascular Disorders	<input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities)	1-12 1-3

Date	Chapter/Lesson	Content	Assignments	Competency Area
	Review **Fundamental Book: Chapter 21 Physical Assessment- Neuro assessment	**Fundamental Book: Chapter 21 Physical Assessment- Neuro assessment 25% SSP	<input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class	
June 2 Thursday	Chapter 69 Chapter 70	Management of Patients with Neurological Infections, Autoimmune Disorders, and Neuropathies Management of Patients with Oncological or Degenerative Neurologic Disorders <u>Brush up on calculations!! Attempt #1 is next week.</u>	<input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class	1-12 1-3
June 8 Wednesday 50% SSP	Unit Exam #3 0800 Chapter 50	Exam # 3 Assessment and Management of Patients with Biliary Disorders 50% SSP <u>Brush up on calculations!! Attempt #1 is tomorrow.</u>	<input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket	1-12 1-3

Date	Chapter/Lesson	Content	Assignments	Competency Area
			to class	
June 9 Thursday	Chapter 52 CALCULATION ATTEMPT #1 AT 1300	Assessment and Management of Patients with Endocrine Disorders CALCULATION ATTEMPT #1 AT 1300	<input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class	1-12 1-3
June 15 Wednesday	Unit Exam #4 0800 Chapter 45	Exam # 4 Management of Patient with Oral and Esophageal Disorders	<input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class	1-11 1-3
June 16	Chapter 46	Management of Patients with Gastric	<input type="checkbox"/> READ your	1-11

Date	Chapter/Lesson	Content	Assignments	Competency Area
Thursday	<p>Chapter 47</p> <p>Review **Fundamental Book: Chapter 21- GI assessment and Chapter 29</p> <p>CALCULATION ATTEMPT #2 AT 1300</p>	<p>and Duodenal Disorders Management of Patients with Intestinal and Rectal Disorders</p> <p>Review**Fundamental Book: Chapter 21- GI assessment and Chapter 29</p> <p>CALCULATION ATTEMPT #2 AT 1300</p>	<p>chapter</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class 	1-3
June 22 Wednesday	<p>Unit Exam #5 0800</p> <p>Chapter 53</p> <p>Review **Fundamental Book: Chapter 30- Urinary Elimination</p>	<p>Exam # 5</p> <p>Assessment of Kidney and Urinary Function</p> <p>Review**Fundamental Book: Chapter 30- Urinary Elimination</p>	<ul style="list-style-type: none"> <input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class 	1-11 1-3
June 23 Thursday	<p>Chapter 54</p> <p>Chapter 55</p> <p>CALCULATION ATTEMPT #3 AT 1300</p>	<p>Management of Patients with Kidney Disorders</p> <p>Management of Patient with Urinary Disorders</p> <p>CALCULATION ATTEMPT #3 AT 1300</p>	<ul style="list-style-type: none"> <input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study 	1-11 1-3

Date	Chapter/Lesson	Content	Assignments	Competency Area
			materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class	
June 29 Wednesday	Chapter 59	Assessment and Management of Patients with Male Reproductive Disorders	<input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class	1-12 1-3
June 30 Thursday	Unit Exam #6 0800	Exam # 6 (Mental Health Make-ups at 1330)	<input type="checkbox"/> READ your chapter <input type="checkbox"/> Make notes from chapter readings <input type="checkbox"/> Complete ATI (see ATI Exam Activities) <input type="checkbox"/> Utilize “The Point” resources for additional study materials <input type="checkbox"/> Complete weekly journal <input type="checkbox"/> Complete any other assignments/ticket to class	1-12 1-3

Date	Chapter/Lesson	Content	Assignments	Competency Area
July 4- July 7	Holidays	Holidays	<input type="checkbox"/> Study at home for final exams <input type="checkbox"/> Complete RN Nutrition 2019 Practice A at home	
July 10 SUNDAY	RN Nutrition 2019 Practice A due by 11:59pm	RN Nutrition 2019 Practice A due by 11:59pm Remediation due prior to taking the proctored exam on July 14		
July 11 Monday	RNSG 2005 Final Exam at 0800 then RNSG 2000 Make-ups	RNSG 2005 Final Exam at 0800 Then RNSG 2000 Make-ups at 1100	Prepare for final exam RNSG 2000	1-12 1-3
July 12 Tuesday	RNSG 2000 Final Exam	Final Exam Then Review Clinical Requirements and EHR documentation	Prepare for clinical	1-12 1-3
July 13- July 28	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
**July 14 Thursday	Nutrition Proctored Exam during Post-Conference	RNSG 2000 ATI Content Proctored RN Nutrition 2019 Practice A- 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 21 Thursday	Mental Health Proctored Exam during Post-Conference	See Info from Mrs. Braddy for details regarding Mental Health Proctored Exam		
**July 28 Thursday	REMEDATION DUE- Nutrition Proctored Exam Remediation due at the beginning of Post-Conference	REMEDATION DUE- Proctored ATI Nutrition 2019 HANDWRITTEN Focused Review and Remediation (see Rubric) due at the BEGINNING of post-conference	Proctored ATI Nutrition 2019 HANDWRITTEN Focused Review and Remediation (see Rubric) due at the BEGINNING of post-conference	
August 1 Monday	Come to STC campus at 1000	Meet for Final Grades/Final Clinical Evaluation Turn in handwritten remediation for		

Date	Chapter/Lesson	Content	Assignments	Competency Area
		mental health proctored exam Grades due to registrar		

ONLINE/VIRTUAL SYLLABUS ADDITIONS (if needed due to COVID numbers)

RESPONDUS ONLINE TESTING GUIDELINES:

Due to the COVID 19 pandemic, the Department of Nursing is making an exception in offering online/offsite testing; this only applies to students who have contacted the exposure control coordinator and is not permitted to be on campus due to quarantine. The programs will use Respondus Monitor through Blackboard to administer and proctor the examinations. If a student violates any of these guidelines, his/her test score/attempt will not be counted and the student may be required to take a makeup/additional test.

The following are faculty expectations of the student during the online/offsite testing process.

1. The student will download Respondus to their devices from the STC website.
2. The student will log in at least 15 minutes before the exam is scheduled to begin.
3. The student will secure an area with reliable internet service prior to beginning the exam. It is the student's responsibility to secure a location with reliable internet connection before beginning the examination. Specific Requirements listed below:

- Windows: 10, 8, 7. Windows 10S is not a compatible operating system.
- Mac: OS X 10.12 to macOS 10.15.
- Web camera (internal or external) & microphone
- A broadband internet connection

NOTE: Chromebooks do not support the use of Respondus calculators; therefore, they should not be used for testing purposes.

4. Mobile Hotspots are not to be used since as they are not considered a reliable internet source.
5. The student will perform all required Respondus checks prior to being allowed to test. (examples- Webcam Check and Facial Recognition Check) Faculty are not responsible for student technology issues. It is the student's responsibility to maintain their equipment in working order.
6. The student will have in place a monitoring camera as Respondus Monitor will be used to ensure test integrity. The student will take a complete, 360 degree scan of the testing environment, showing floor, desk and walls. In addition, the student will use a hand held mirror held up to the camera to show that their screen and keyboard is clear of any unnecessary items. The student will need to show the front and back of the mirror. Once the student sits down to start the testing process, he/she is not allowed to get up and leave the camera's view. No one should be present in the room while the student is testing.
7. During the exam, students will be both audio and visually recorded.
8. The student exams will be timed, just like in the face-to-face setting.
9. The student will not use any books, notes or third party supplies during the test. The desk/table will be cleared of additional items. There will be no paper or writing materials allowed. EXCEPTION: On certain tests, your instructor will notify you when a paper (regular or legal) sized white board with one marker and one eraser is allowed. This white board can only be one-sided. During the environmental scan, students will need to have the whiteboard, marker, and eraser present on their desk/table. They will be required to take the whiteboard and show on the environmental scan that both sides of the whiteboard are free of any writings. During testing, when questions require the use of the whiteboard, students will be required to show their work on the whiteboard for the specific question and show that it is erased after the question prior moving on to the next question. At the end of the exam before submitting the last question, the student will be required to show the front and back of the whiteboard.
10. The student has reviewed the Dishonesty Policy and Procedure for Academic Dishonesty as noted on the course syllabus.

11. The student will not be allowed to use smart watches, cell phones, tablets, calculators, ear phones or other electronic devices during the exam.
12. The student will not wear a hat or any items that obscures the face or eyes while testing.
13. The student will keep the face in clear view of the camera while testing.
14. The student will have all background noise silenced while testing.
15. The student will have no other operating functions open on the computer during testing. (ie: Word, Excel, PowerPoint)
16. The student will be prohibited from taking screen shots or recording of the exam in anyway.
17. The student is prohibited from reading questions or any test material out loud during the test.
18. Question rationales will not be available at this time for test security. Instructors will be available at a later time for missed content review. Students are encouraged to set up individualized meetings with their faculty to discuss specific content areas which were missed.
19. After the exam, the final grade will not be issued or posted to the Blackboard gradebook until the validity of the test is reviewed and approved by the instructor(s). Be aware that the downloads may take 24-72 hours. This includes reviewing the Respondus Monitor report and the video recording of the testing session. At any time the validity is questionable, the student may be required to take a different version of the examination.
20. If a student believes a test question needs to be challenged, the student must email their instructor the evidence-based rationale for consideration. This request must be received via email within 24 hours of the examination.

SUBJECT TO CHANGE

RNSG 2000 UNIT EXAM ATI ACTIVITIES CALENDAR

All exam activities due at 1700 the day PRIOR to the corresponding exam indicated unless otherwise noted

Date Due	Activity Title
<p>5/24/22 TUESDAY 1700</p>	<p>6 assignments 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 My ATI > APPLY> Skills Modules Closed Chest Drainage (Lesson and Post Test) MY ATI> APPLY> Skills Module Oxygen Therapy (Lesson and Post Test)</p>
<p>5/31/22 TUESDAY 1700</p>	<p>4 assignments 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 My ATI> APPLY> Skills Module Central Venous Access Devices (Lesson and Post Test)</p>
<p>6/7/22 TUESDAY 1700</p>	<p>4 assignments 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 </p>
<p>6/14/22 TUESDAY 1700</p>	<p>3 assignments 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 My ATI> APPLY> Skills Module Infection Control (Lesson and Post Test)</p>
<p>6/21/22</p>	<p>7 assignments My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <ul style="list-style-type: none"> • Medical Surgical: Gastrointestinal </p>

Date Due	Activity Title
TUESDAY 1700	My ATI → Study Materials → Test → <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Gastrointestinal Online Practice 2019 My ATI → Study Materials → Apply → The Communicator 2.0 → Modules → <ul style="list-style-type: none"> • Technique Identifier: Client Undergoing Weight Loss Surgery My ATI> APPLY> Skills Module Bowel Elimination (Lesson and Post Test) My ATI> APPLY> Skills Module Enteral Tube Feeding (Lesson and Post Test) My ATI> APPLY> Skills Module Nasogastric Intubation (Lesson and Post Test) My ATI> APPLY> Skills Module Ostomy Care (Lesson and Post Test)
6/29/22 WEDNESDAY 1700	5 assignments My ATI → Study Materials → Test → Learning Systems RN 3.0 → Quizzes → <ul style="list-style-type: none"> • Medical Surgical: Renal & Urinary My ATI → Study Materials → Test → <ul style="list-style-type: none"> • RN Targeted Medical-Surgical Renal & Urinary Online Practice 2019 My ATI → Study Materials → Apply → RN Real Life Medical Surgical 3.0 → Modules → <ul style="list-style-type: none"> • Kidney Disease My ATI → Study Materials → Apply → RN Real Life Medical Surgical 3.0 → Modules → <ul style="list-style-type: none"> • Urinary Tract Infection My ATI> APPLY> Skills Module Urinary Elimination (Lesson and Post Test)
7/10/22 SUNDAY DUE BY 11:59PM	RN NUTRITION PRACTICE A 2019 DUE BY 11:59PM (SEE ATTACHED RUBRIC) REMEDIATION DUE PRIOR TO TAKING PROCTORED EXAM ON 7/14/22 (SEE ATTACHED RUBRIC)
7/14/22 THURSDAY POST- CONFERENCE	PROCTORED EXAM- RN NUTRITON 2019 REMEDIATION FROM PRACTICE A DUE PRIOR TO TESTING
7/28/22 THURSDAY POST- CONFERENCE	REMEDIATION FROM PROCTORED RN NUTRTION 2019 EXAM DUE AT THE BEGINNING OF POST-CONFERENCE (SEE ATTACHED RUBRIC)

Practice Assessment: RN Nutrition Online Practice 2019 A – TAKE BY SUNDAY, JULY 10 AT 11:59PM

Remediation: DUE PRIOR TO TAKING THE PROCTORED EXAM ON JULY 14

- Minimum 1-hour Focused Review on initial attempt
- Take Post Study Quiz and complete the specific active learning template for each topic missed. Must be handwritten and all sections completed. (if you score 75 or greater, you will not have to take a post study quiz)

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 2019 Proctored Assessment ALL SECTIONS OF THE ACTIVE LEARNING TEMPLATES MUST BE COMPLETE

REMEDICATION DUE AT THE BEGINNING OF POST-CONFERENCE ON JULY 28

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

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