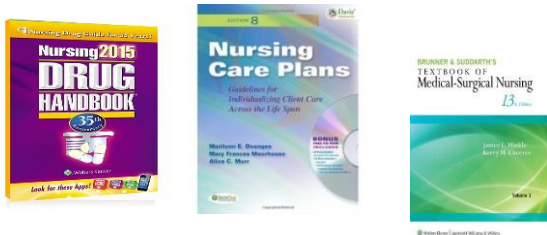
	<p align="center"><b>RNSG 2000 Medical-Surgical Nursing II COURSE SYLLABUS Summer Semester 2017</b></p>
<p><b>Semester: Summer 2017</b></p>	<p><b>Instructor: Heather Williams MSN, RN</b> (Another ASN instructor may fill in and teach at any time)</p>
<p><b>Course Title: Medical-Surgical Nursing II</b></p>	<p><b>Office Hours:</b> M,T,W,R: 7:30am-9am; 3:00-5pm</p>
<p><b>Course Number: RNSG 2000</b></p>	<p><b>Office Location:</b> Gillis Building Room 706</p>
<p><b>Total Credit/Contact Hours: 4/10</b> <b>Lab 3/Clinical Credit/Contact Hours: 1 (2250 minutes)</b> <b>Lecture/Theory Credit/Contact Hours: 3 (2250 minutes)</b></p>	<p><b>Email Address:</b> hwilliams@southeasterntech.edu</p>
<p><b>Class Location: Gillis Building Room 842</b></p>	<p><b>Phone: 912-538-3275</b></p>
<p><b>Class Meets: Wednesdays and Thursdays from 9-12:00 beginning May 17, 2017 and ending July 12. Clinical rotations will begin July 13, 2017. Please see clinical schedule for specifications.</b></p>	<p><b>Fax Number: 912-538-3106</b></p>
<p><b>CRN: 60193</b></p>	<p><b>Tutoring Hours: please schedule an appointment</b></p>

**REQUIRED TEXT:**

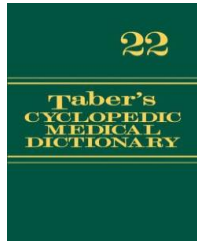
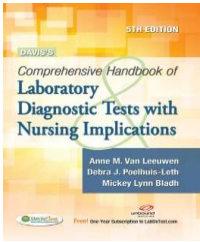
1. Abramovitz, J. (2014). *Nursing 2015 drug handbook (35<sup>th</sup> ed.)*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span (8<sup>th</sup> ed.)*.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



**SUBJECT TO CHANGE 05/03/2017**

**SUGGESTED TEXT:**

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



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

**COURSE DESCRIPTION:** This course focuses on the care of adult clients with advanced health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with advanced 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 COMPETENCIES/OBJECTIVES:**

1. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health of the immunological system.
2. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the integumentary system.
3. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the sensory system.
4. Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the hematological system.

**PREREQUISITE (S):** Program Admission, RNSG 1005, RNSG 1018, RNSG 1020, RNSG 1030

**COREQUISITE (S):** RNSG 2005

**OBJECTIVES:**

**Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with alterations in health of the immunological system.**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Describe the body's general immune responses	Cognitive	Understanding
2	Differentiate between cellular and humoral immune responses	Cognitive	Analyzing
3	Demonstrate assessment parameters for determining the status of patient's immune function	Psychomotor	Guided Response
4	Compare the different types of primary immunodeficiency disorders and their causes, clinical manifestations, potential complications, and treatment modalities	Cognitive	Analyzing
5	Demonstrate the nursing management of the patient with an immunodeficiency	Psychomotor	Guided Response
6	Uses essential teaching to address the needs of a patient with an immunodeficiency	Cognitive	Applying
7	Discuss the management of the patient with HIV infection and AIDS	Cognitive	Understanding
8	Describe the modes of transmission of HIV infection and prevention strategies	Cognitive	Understanding
9	Describe the host/HIV interaction during primary infection	Cognitive	Understanding
10	Analyze the pathophysiology associated with the clinical manifestations of HIV/AIDS	Cognitive	Analyzing
11	Explain the physiologic events involved with allergic reactions	Cognitive	Analyzing
12	Discuss the nursing interventions appropriate for patients with HIV/AIDS	Cognitive	Understanding
13	Use the nursing process as a framework for care of the patient with HIV/AIDS	Cognitive	Applying
14	Explain the physiologic events involved with allergic reactions	Cognitive	Understanding
15	Use the nursing process as a framework for care of the patient with allergic rhinitis	Cognitive	Applying
16	Perform appropriate nursing interventions based on nursing diagnoses and collaborative problems that commonly occur with rheumatic disorders	Psychomotor	Guided Response
17	Use a teaching plan for the patient with newly diagnosed rheumatic disease	Cognitive	Applying
18	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the integumentary system.**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Differentiate the composition and function of each skin layer: epidermis, dermis, and subcutaneous tissue	Cognitive	Analyzing
2	Describe the normal aging process of the skin and skin changes common in elderly patients	Cognitive	Understanding
3	Demonstrate a physical assessment of the integumentary system that includes the skin, hair, and nails	Psychomotor	Guided Response
4	Identifies common skin eruptions and manifestations associated with systemic disease	Cognitive	Analyzing
5	Differentiate management practices related to patients with abnormal skin conditions	Cognitive	Analyzing
6	Use the nursing process as a framework for care of patients with dermatologic problems	Cognitive	Applying
7	Contrast the use and implications of different pharmacologic agents in managing patients with problems of the integumentary system	Cognitive	Analyzing
8	Compare the various types of dermatologic and plastic reconstructive procedures	Cognitive	Creating
9	Compare and contrast the potential fluid and electrolyte alterations of the emergent/resuscitative and acute phases of burn management	Cognitive	Creating
10	Describe the goals of burn care and the nurse's role in wound assessment, wound cleansing, topical antibacterial therapy, wound dressing, debridement, excision, and skin grafting	Cognitive	Understanding
11	Describe the nurse's role in pain management, restoration of function, psychological support of the patient and family, nutritional support, pulmonary care, and patient and family education	Cognitive	Understanding
12	Critique patient care and the recovery process for burn patients	Cognitive	Creating
13	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the integumentary system.**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Demonstrate the assessment of sensorineural function	Psychomotor	Guided Response
2	Differentiate management practices related to patients with eye and vision disorders	Cognitive	Analyzing
3	Differentiate management practices related to patients with hearing and balance disorders	Cognitive	Analyzing
4	Contrast the use and implications of different pharmacologic agents in managing patients with sensorineural problems	Cognitive	Analyzing
5	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**Identify knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based nursing practices when caring for adult and older adult patients with complex alterations in health of the hematological system.**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Differentiate between the hypoproliferative and the hemolytic anemias and compare and contrast the physiologic mechanisms, clinical manifestations, medical management, and nursing interventions for each	Cognitive	Analyzing
2	Use the nursing process as a framework for care of patients with anemia, acute leukemia, lymphoma, multiple myeloma, bleeding disorders, and thrombotic disorders	Cognitive	Applying
3	Compare the leukemias in terms of their incidence, physiologic alterations, clinical manifestations, management, and prognosis	Cognitive	Analyzing
4	Contrast the use and implications of different pharmacologic agents in managing patients with hematological disorders	Cognitive	Analyzing
5	Discuss evidence-based practice related to quality and safety	Cognitive	Understanding

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

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

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**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.

**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 test grade will be entered as is to the nearest 10<sup>th</sup>. No scores will be rounded (up or down). This rule applies to every grade issued during this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

During an examination, students are required to place all textbooks and personal property on the floor in the front of the classroom 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.

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. Time for remediation will be allowed between attempts. For this exam, students will be allowed 3 minutes per question for a total of 30 minutes.

**EXAMS:** Students will be provided time to look at their exam score in class and a general discussion may occur; however, due to time constraints 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.

**ATI ACTIVITIES:** All ATI activities must be completed as outlined on ATI rubric. Failure to do so will result in zero points for the missed activity. No points will be awarded if the activity is not completed on time or the benchmark (most are 85% or Satisfactory) is not met. ATI assignments will be checked at **7:00 am** on the morning the assignment is due. If assignment is not satisfactorily completed by this time it will be considered incomplete and points will not be awarded.

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

**SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT:** As part of your curriculum, 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.

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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 should write an entry in your journal. You may include your feelings about the week's experiences. If you felt a sense of accomplishment at learning new information, a skill or participating in patient care, then that feeling may be recorded. If you felt a sense of frustration, that may be recorded as well. 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 one of the following courses. RNSG 1005, 1020, 2000 or 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**.

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

### **ADDITIONAL ATTENDANCE PROVISIONS**

#### ***Health Sciences***

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.

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

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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 9:00-12:00 will be considered absent if he/she is not in class by 9:36.

The didactic portion of the class will meet for 45 hours. A student is allowed to miss a maximum of 4.5 hours. Students missing more than 4.5 hours may be dropped for exceeding the attendance policy.

**CLINICAL ATTENDANCE:** This class requires 37.5 clinical hours (2250 minutes) during the semester. A student is allowed to miss a maximum of 1 one clinical day. **An excuse from a physician must be presented to the instructor.** Students missing more than 1 day will be dropped for exceeding the attendance policy. All clinical time missed must be made up prior to beginning the next nursing course. Students that do not make up all clinical time missed will be issued a final clinical grade of "F". **A clinical absence will require a makeup day.** The date and site for makeup time will be specified by the instructor and are non-negotiable. See additional rules located on Clinical Assignment Flowsheet for further attendance policies.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

**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 advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

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

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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. All grades, including grades 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 will be required for the student to be eligible to take a make-up**



**exam. A 10 point deduction will be issued if the student misses a unit exam due to an unexcused absence.** A 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.

**STRATEGIC REMEDIATION PLAN:** 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 Strategic Remediation Plan for Success documents deficiencies and provides a means for improvement. A remediation plan should be initiated for the following reasons:

- ❖ If the student has a cumulative unit exam average of  $\leq 70\%$  after the completion of 25% of the unit exams or skills deficiency, the faculty will initiate individual counseling session and complete Academic Deficiency Notice/Strategic Remediation Plan for Success.
- ❖ If the student has a cumulative unit exam average of  $\leq 70\%$  after the completion of 50 % of the unit exams or skills deficiency, the faculty will initiate individual counseling session, as well as review and update Academic Deficiency Notice/Strategic Remediation Plan for Success and submit an Early Alert.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

#### **Procedure for Academic Misconduct**

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

##### **--First Offense--**

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

##### **--Second Offense--**

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

##### **--Third Offense--**

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

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<b>ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer</b>	<b>Title VI - Title IX (Employees) - EEOC Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Angel, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

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

<b>Grading Scale</b>	<b>Grading Procedure</b>
A: 90-100	Unit Exam 50%
B: 80-89	Final Exam 25%
C: 70-79	ATI Activities 5% (as outlined on RNSG 2000 ATI Activities Rubric)
D: 60-69	Clinical 20% (as outlined on RNSG 2000 Clinical Grading Rubric)
F: 0-59	100% Drug Calculation PASS/FAIL

**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 = \_\_\_\_\_

Course Description- RNSG 2000 Medical Surgical II

Summer Semester 2017 Lesson Schedule

\*\*\*This lesson plan is subject to change if necessary at the instructor's discretion.  
 \*\*\*\*Clinical Schedule will be combined with the schedule for RNSG 2005

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
5/17	INTRO	Introduction to the course. Review syllabus and lesson plan	Read assigned chapters	*4 **1-3
	Ch.32	Assessment of Hematologic Function and Treatment Modalities		
5/18	Ch.33	Management of Patients with Nonmalignant Hematologic Disorders	Read assigned chapters <b>ATI: Learning System RN Practice: Immune and Infections; Targeted Practice Assessment: Immune. Due before test 1</b>	* 4 **1-3
	Ch.34	Management of Patients with Hematologic Neoplasms		
5/24	Ch. 34	Management of Patients with Hematologic Neoplasms <b>Drug Calc Attempt #1</b>	Read assigned chapters <b>Study for Test 1</b>	*4 **1-3
5/25	Test 1	<b>Test 1 (Ch 32-34)</b>	Read assigned chapters	*4, 2 **1-3
	Ch. 60	Assessment of Integumentary Function		
5/31	Ch. 61	Management of Patients with Dermatologic Problems	Read assigned chapters <b>ATI: Learning System RN Practice: Dermatology. Due before Test 2 Study for Test 2</b>	* 2 **1-3
	Ch. 62	Management of Patients with Burn Injury <b>Drug Calc Attempt #2</b>		
6/1	Test 2	<b>Test 2 (Ch 60-62)</b>	Read assigned chapters Complete ATI assignments	* 2, 3 **1-3
	Ch 63	Assessment and Management of Patients with Eye and Vision Disorders		
6/7	Ch 63	Assessment and Management of Patients with Eye and Vision Disorders	Read assigned chapters Complete ATI assignments <b>Study for Test 3</b>	* 3 **1-3
	Ch. 64	Assessment and Management of Patients with Hearing and Balance Disorders <b>Drug Calc Attempt #3</b>		
6/8	Test 3	<b>Test 3 (Ch. 63-64)</b>	Read assigned chapters	* 2,3 **1-3
	Ch 35	Assessment of Immune Function		
6/14	Ch 35	Assessment of Immune Function	Read assigned chapters Complete ATI assignments	* 1 **1-3
	Ch. 36	Management of Patients with Immunodeficiency Disorders		
6/15	Ch 36	Management of Patients with Immunodeficiency Disorders	Read assigned chapters Complete ATI assignments	*1 **1-3

Course Description- RNSG 2000 Medical Surgical II

Summer Semester 2017 Lesson Schedule

\*\*\*This lesson plan is subject to change if necessary at the instructor's discretion.  
 \*\*\*\*Clinical Schedule will be combined with the schedule for RNSG 2005

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
	Ch 37	Management of Patients with HIV Infection and AIDS		
6/21	Ch 37	Management of Patients with HIV Infection and AIDS	Read assigned chapters <b>ATI: Learning System RN Practice: Cardiovascular and Hematology. Due before Test 4</b>	*1 **1-3
	Ch 38	Assessment and Management of Patients with Allergic Disorders		
6/22	Ch 38	Assessment and Management of Patients with Allergic Disorders	Read assigned chapters	*1 **1-3
	Ch 39	Assessment and Management of Patients with Rheumatic Disorders		
6/28	Ch 39	Assessment and Management of Patients with Rheumatic Disorders	Read assigned chapters	*1 **1-3
			Read assigned chapters <b>Study for Test 4</b>	*1 **1-3
6/29	Test 4	Test 4 (Ch 35-39)	Review /Study for Final	*4 **1-3
7/3-7/6		July 4 <sup>th</sup> Break!!!		
7/12	FINAL	COMPRHENSIVE FINAL EXAM		*1-4 **1-3
7/13-8/1	Clinical	Clinical Practice-Based Learning Activities and Interactions	1. Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration	*1-4 **1-3

**\* Competency Areas:**

1. Management of the Patient with Problems of the Immunological System
2. Management of the Patient with Problems of the Integumentary System
3. Management of the Patient with Problems of the Sensory System
4. Management of Patients with Problems of the Hematological System

**\*\*General Core Educational Competencies**

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

**SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT:**

As part of your curriculum, 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 should write an entry in your journal. You may include your feelings about the week's experiences. If you felt a sense of accomplishment at learning new information, a skill or participating in patient care, then that feeling may be recorded. If you felt a sense of frustration, that may be recorded as well.

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 one of the following courses. RNSG 1005, 1020, 2000 or 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**.

**SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT DUE DATES:**

<b>DUE DATE</b>	<b>COMPLETED</b>
<b>5/22</b>	
<b>5/29</b>	
<b>6/5</b>	
<b>6/12</b>	
<b>6/19</b>	
<b>6/26</b>	
<b>7/3</b>	
<b>7/17</b>	
<b>7/24</b>	
<b>7/31</b>	

**RNSG 2000 ATI Activities**

<b>Date Due</b>	<b>Activity Title</b>	<b>Points Possible</b>	<b>Points Earned</b>
5/25/16	Learning System RN Practice Test: Cardiovascular and Hematology	5	
6/1/16	System RN Practice Test: Dermatology	5	
6/29/16	Targeted Practice Assessment: Immune Learning	4	
6/29/16	Learning System RN Practice Test: Immune and Infections	5	
	View/Complete Nurse Touch: <b>Don't wait until the last minute to do these!!!!</b> They are located under tutorials:		
7/12/16	1. Wellness and Self Care	10	
7/12/16	2. Professional Communication	10	
7/12/16	3. Nursing Informatics and Technology	10	
7/12/16	4. Becoming a Professional Nurse	10	
7/12/16	<b>Practice Assessment</b> Nurse Touch: Becoming a Professional Nurse	5	
7/12/16	<b>Practice Assessment</b> Nurse Touch: Wellness and Self Care	5	
7/12/16	<b>Practice Assessment</b> Nurse Touch: Professional Communication	5	
7/12/16	<b>Practice Assessment</b> Nurse Touch: Nursing Informatics and Technology	5	
	<b>Total Possible Points</b>	<b>79</b>	
<p><b>There are a total of 79 points assigned for all completed ATI activities which accounts for 5% toward your final grade. In order for you to receive the points, you must complete all assignments by the date due. All ATI assignments are due by 7:00 am the on specified due date. Failure to complete assignments by this time will result in a grade of zero for that assignment.</b></p>			

**Student Name** \_\_\_\_\_

**Clinical Evaluation Tool - Summer 2017  
RNSG 2000/2005  
Level II**

<b>Evaluate nursing care provided to patients, families, groups, populations, and communities from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.</b>						
<b>Patient-centered care (PSLO 1)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings						
b) Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.						
c) Model culturally sensitive care for patients, families, and groups from diverse backgrounds						
d) Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes.						
e) Advocate for patients, families, and groups regarding nursing care issues and health care decisions.						
f) Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups						
Student Comments:						
Faculty Comments:						
<b>Collaborate with members of the inter-professional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.</b>						
<b>Teamwork and Collaboration (PSLO 4&amp;5)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Coordinate patient care with members of the inter-professional healthcare team.						
b) Integrate input from other members of the healthcare team to improve individual and team performance.						
Student Comments:						
Faculty Comments:						

<b>Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.</b>						
<b>Evidence based practice (PSLO 1&amp;3)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Analyze best current evidence for its application to practice when providing and managing patient- centered care.						
b) Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.						
Student Comments:						
Faculty Comments:						
<b>Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.</b>						
<b>Quality improvement (PSLO 3)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Use recognized nursing standards to improve and advance the quality of health care services.						
b) Use measurement tools to gather data related to the gap between current and desired patient outcomes						
c) Participate in the collection of data related to a Nurse Sensitive Indicator.						
Student Comments:						
Faculty Comments:						
<b>Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.</b>						
<b>Safety (PSLO 1)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Anticipate safety risks to patients, self and others in healthcare, home, and community settings.						
b) Implement actions that minimize safety risks and environmental hazards in healthcare settings.						
c) Implement National Patient Safety Goals in healthcare settings.						
Student Comments:						
Faculty Comments:						
<b>Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.</b>						
<b>Informatics (PSLO 6)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Use patient care technologies effectively when assessing and monitoring patients.						
b) Implement strategies that protect the integrity of patient information when managing patient- centered care.						
Student Comments:						
Faculty Comments:						



<b>Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.</b>						
<b>Professionalism (PSLO 2)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Maintain professional standards of nursing practice in the delivery of patient-centered care.						
b) Maintain professional accountability and responsibility in the delivery of patient-centered care.						
c) Maintain nursing practice that supports ethical decision making and tort law in the delivery of patient-centered care.						
d) Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of patient-centered care.						
Student Comments:						
Faculty Comments:						
<b>Use leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.</b>						
<b>Leadership (PSLO 1&amp;3)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Use organizational, time management, and priority setting skills in the provision and management of safe, quality patient-centered care.						
b) Practice delegating patient care tasks to appropriate members of the health care team.						
Student Comments:						
Faculty Comments:						
<b>Analyze the impact that the macrosystem has on the provision of safe, quality patient-centered care in the microsystem of the work unit.</b>						
<b>Systems-Based Practice (PSLO 1,2 &amp;3)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Articulate the impact that the macrosystem has on the microsystem of the work unit.	<b>One time assignment due: 8/2/2016</b>					
b) Report work unit inefficiencies encountered in the practice setting to the appropriate personnel.						
c) Use human and material resources in an efficient manner in the provision of safe, quality patient care on the work unit.						
Student Comments:						
Faculty Comments:						
<b>Use verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information, development of therapeutic relationships.</b>						
<b>Communication (PSLO 4)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients, families, and groups.						
b) Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients, families, and groups.						
c) Communicate effectively with members of the healthcare team and demonstrate appropriate conflict resolution skills as needed.						
Student Comments:						
Faculty Comments:						

**SUBJECT TO CHANGE 05/03/2017**

<b>Provide health-related information to patients and families using varying teaching methods, which facilitate the acquisition of new knowledge and skills.</b>						
<b>Patient education (PSLO 3&amp;6)</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>	
a) Assess the learning needs of patients, families, and groups across the lifespan.						
b) Assess learning style and preferences of patients and families to guide the selection and delivery of teaching methods						
c) Provide health-related education to patient and families that include the use of varying teaching methods.						
Student Comments:						
Faculty Comments:						
<b>Weekly Average</b>						
<b>4 (Outstanding)</b> <ul style="list-style-type: none"> <li>Exceeds expectations (as identified on clinical evaluation tool)</li> <li>Is safe</li> <li>Consistently shows initiative.</li> <li>Demonstrates a comprehensive level of understanding of concepts and applies them to patient care.</li> <li>Consistently identifies patient care situations that need attention.</li> <li>No supportive cues needed.</li> </ul>						
<b>3 (Satisfactory)</b> <ul style="list-style-type: none"> <li>Meets expectations (as identified on clinical evaluation tool)</li> <li>Is safe</li> <li>Periodically shows initiative.</li> <li>Demonstrates a fundamental level of understanding of concepts and applies them to patient care.</li> <li>Usually identifies patient care situations that need attention.</li> <li>Occasional supportive cues needed.</li> </ul>						
<b>2 (Needs Improvement)</b> <ul style="list-style-type: none"> <li>Does not meet expectations (as identified on clinical evaluation tool)</li> <li>Is usually safe</li> <li>Infrequently shows initiative.</li> <li>Requires frequent guidance when applying concepts to patient care situations.</li> <li>Inconsistently identifies patient care situations that need attention.</li> <li>Frequent supportive cues needed.</li> </ul>						
<b>1 (Unsatisfactory)</b> <ul style="list-style-type: none"> <li>Does not meet expectations (as identified on clinical evaluation tool)</li> <li>Is unsafe</li> <li>Lacks initiative.</li> <li>Requires consistent guidance when applying concepts to patient care situations.</li> <li>Fails to identify patient care situations that need attention.</li> <li>Continuous supportive cues needed.</li> </ul>						

**NO = Not Observed/No Opportunity**

**Level II**

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

Example:  $80/25=3.2$  This will equal a 92. This will be calculated as 20% of your grade for RNSG 2000.

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

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

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

Final Average:

\_\_\_\_\_

**RNSG 2000/2005 Clinical Assignment Flowsheet-Summer 2017 (ASN)**

<b>Date</b>	<b>Clinical Site</b>	<b>Care Plan</b>	<b>Drug Cards</b>	<b>Flow Sheet</b>	<b>Nurse Notes</b>	<b>HW Assess</b>	<b>Summary</b>	<b>Prec/Instr Eval+ Assign Grade</b>	<b>Point Deduction</b>	<b>Average for the day</b>	<b>Time Sheet</b>
June 9											
June 16											
June 23											
June 30											
July 13											
July 17											
July 18											
July 19											
July 20											
July 21											
July 24											
July 25											
July 26											
July 27											
July 28											
Aug 1											
<b>Micro/Macro Assignment</b>											

<b>Days Absent</b>	
<b>Days Tardy</b>	

**Final Average Evaluation/Assignment Grade Average=\_\_\_\_\_**

**Deducted Points for Tardy/leave Early =\_\_\_\_\_**

**Infraction if applicable=\_\_\_\_\_**

**FINAL CLIN AVG=\_\_\_\_\_**

**Hourly Calculation:**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Total</b>

**Student Signature\_\_\_\_\_Date\_\_\_\_\_**

**Instructor Signature\_\_\_\_\_Date\_\_\_\_\_**

**Point Deductions For Missing/Incomplete Paperwork Will Be As Follows:**

- ❖ *If a student fails to turn in paper work for the day, a grade of zero will be issued to that clinical day.*
- ❖ *If a student turns in paper work that is not complete according to documentation requirements, one point will be deducted for each item not completed or completed incorrectly. (i.e.: if a student does not complete 5 drug cards and 1 careplan then a 6 point deduction will be subtracted from the daily clinical grade.*
- ❖ *Each tardy/leave early (up to 3) will result in a one point deduction from the overall clinical average. This will be the equivalent of one absence.*
- ❖ *Any additional tardy/leave early/absence will result in a level II infraction and minimal 10 point deduction from the overall clinical average.*