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## RNSG 2000 Medical-Surgical II

### COURSE SYLLABUS Summer Semester 2018

#### Course information

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

Class Location: Gillis Building Room 842

Class Meets: Wednesdays & Thursdays from 0900-1200 beginning May 16, 2018. Please see clinical schedule for specifications.

Course Reference Number (CRN):60193

#### Instructor contact information

Instructor Name: Heather Williams Master of Science in Nursing (MSN), Registered Nurse (RN)/Summer Moore Bachelors of Science in Nursing (BSN), RN (Another ASN instructor may fill in and teach at any time) Registered Nurse (RN)

Office Location: Gillis Building 706 (Williams), Gillis Building 819 (Moore)

Office Hours: Monday-Thursday: 8:00am-9am; 3:00-5pm (Williams) By Appointment Only (Moore)

Email Address: [Heather Williams: hwiliams@southeasterntech.edu](mailto:hwiliams@southeasterntech.edu); [Summer Moore: smoore@southeasterntech.edu](mailto:smoore@southeasterntech.edu)

Phone: 912-538-3275 (Williams); 912-538-3201 (Moore)

Fax Number: 912-538-3106

Tutoring Hours: please schedule an appointment

#### 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. (2014). Brunner & Suddarth's: Textbook of medical-surgical nursing (13th 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 (9th 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), large spiral notebook, calculator, 2 folders, and clinical supplies

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#### 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 COMPETENCIES

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

1. Perform a general health assessment of adult clients with deviations from normal that contribute to complex, multisystem alterations in health.
2. 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.
3. 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 and older adult clients with complex, multisystem health alterations.
4. Demonstrate clinical judgment when providing direct client care to adult and older adult clients experiencing complex, multisystem alterations in health.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult and older adult clients with complex, multisystem alterations in health.
6. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with clients and families, as well as professional relationships with members of the healthcare team.
7. Use health information systems and client care technologies in an effective and secure manner when assessing and monitoring clients.
8. Apply evidence based knowledge in the provision care to clients with complex, multisystem health alterations.
9. Provide health and safety related education to clients and families using a variety of teaching methods.

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10. Use organizational, time management, priority-setting, and decision-making skills in the provision of care to clients with complex, multisystem health alterations.

11. Implement strategies that provide a safe environment for clients, self, and other while supporting quality improvement initiatives.

12. Adhere to ethical, legal, and professional standards in the provision of care to adult and older adult clients with complex, multisystem alterations in health.

**PREREQUISITE(S)**

Program Admission, RNSG 1005,1018,1020,1030

**Corequisite**

RNSG 2005

**Content/unit outcomes**

**Alterations in Oxygenation**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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 alterations in oxygenation.	Cognitive	Creating
3. Correlate clinical manifestations in relation to the pathophysiological processes of complex, multisystem alterations in oxygenation	Cognitive	Analyzing
4. Discuss the management of clients with complex, multisystem alterations in oxygenation.	Cognitive	Understanding
5. Ascertain priority nursing actions for adults who have complex, multisystem alterations in oxygenation.	Cognitive	Evaluating
6. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex, multisystem alterations in oxygenation.	Cognitive	Creating
7. Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have complex, multisystem alterations in oxygenation.	Cognitive	Analyzing
8. Demonstrate correct use and establish proper functioning of therapeutic devices that support complex, multisystem oxygenation needs.	Psychomotor	Guided Response
9. Provide health and safety related education to adults who have complex, multisystem alteration in oxygenation.	Cognitive	Creating

**Alterations in Cardiac Output and Tissue Perfusion**

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<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Perform a general assessment with a focus on collecting data on adults who have complex, multisystem alterations in cognition and sensation.	Psychomotor	Guided Response
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition into the plan care for adults who have complex, multisystem alterations in cognition and sensation.	Cognitive	Creating
3. Correlate clinical manifestations in relation to the pathophysiological processes for complex, multisystem alternations in cognition and sensation.	Cognitive	Analyzing
4. Discuss the management of clients with complex, multisystem alternations 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	Cognitive	Creating

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<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
adults who have complex, multisystem alterations in cognition and sensation.		
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**

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

**Alterations in Ingestion, Digestion, Absorption, and Elimination**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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,	Cognitive	Creating

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<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
nutrition, and developmental variations into the plan care for adults who have complex, multisystem alterations in ingestion, digestion, absorption, and elimination.		
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**

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

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Unit Outcomes	Learning Domain	Level of Learning
therapeutic devices that support excretion.		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

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<b>Performance Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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.

<b>Performance Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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.

<b>Performance Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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.

<b>Performance Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
a. Utilize recognized nursing standards to improve and advance the quality of healthcare services.	Cognitive	Applying
b. Utilize measurement tools to gather data related to the gap between current and desired client outcomes.	Cognitive	Applying
c. Articulate the impact that the macrosystem has on the microsystem of the work unit.	Cognitive	Applying



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<b>Performance Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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.

<b>Performance Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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.

<b>Performance Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

QSEN Concept: Professionalism

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

<b>Performance Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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

QSEN Concept: Leadership

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

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<b>Performance Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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.

*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:  $72.5 \times .60 = 43.5$*

*Final Exam Grade:  $65.5 \times .20 = 13.1$*

*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 10<sup>th</sup>. No scores will be rounded (up or down). *For example: exam has 60 questions and each question will be worth 1.66 pts. The student misses 7 questions  $1.66 \times 7 = 11.62$ . Grade will be recorded as 88.3. This rule applies to every grade issued during this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).*

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

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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. During the first semester, the students will complete all ATI drug calculation modules in RNSG 1018 before the first attempt will be given. There will be a week time frame in between the attempts to allow time for remediation, and the student is strongly encouraged to schedule tutoring with an ASN instructor before the next attempt. If a student misses an attempt due to an absence, the student forfeits that attempt and will take the next scheduled attempt. An absence on a third attempt may be evaluated on an individual basis.

### EXAMS

If a student shows up late for class on a test date, the student will not be allowed to take the exam once the faculty has shut the door. The student will have to make up the test and this will be counted as their opportunity for a make-up exam. Students may be provided time to look at their exam score 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 0700 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. 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

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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**.

### ATTENDANCE GUIDELINES

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

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" in a course.

### ADDITIONAL 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.

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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 will be considered absent if he/she is not in class by 9:30.

The didactic portion of the class will meet for 30 hours. A student is allowed to miss a maximum of 3.0 hours. Students missing more than 3.0 hours will be dropped for exceeding the attendance procedure. The 37.5 clinical hours are non-negotiable; missed clinical hours must be made up at the discretion of the instructor.

The clinical portion of this course requires 37.5 clinical hours (2250 minutes) during the semester. A student is allowed to miss a maximum of 1 one clinical day. A clinical absence will require a makeup day and must be made up prior to beginning the next nursing course and at the discretion of the instructor. 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. Students that do not make up all clinical time missed will be issued a final clinical grade of "F". 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.

### 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 [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 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 [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 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" (Withdrawn) 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.

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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 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 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. A grade of "0" will be given to all subsequent unit exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

### STUDENT SUCCESS PLAN (SSP)

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

If the student has a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or skills deficiency, the faculty will initiate individual counseling session and complete a SSP.

If the student has a cumulative unit exam average of < 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 the SSP and submit an Early Alert via TEAMS.

If the student exhibits behavior outside the expected:

- codes of conduct outlined in professional codes of ethics, professional standards,
- all procedures/requirements/policies outlined in program handbooks/documents,
- STC e Catalog and Student Handbook, and/or
- clinical facility policies and procedures.

The faculty will initiate an individual counseling session and complete an Academic Occurrence Notice and the Student Success Plan.

### 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 Student Handbook.

*Subject to change*

Procedure for Academic Misconduct

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

**1. First Offense**

Student will be assigned a grade of "0" for the 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 and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 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).

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

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <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 Email: <a href="mailto:bwilcox@southeasterntech.edu">Blythe Wilcox</a> <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

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.

*Subject to change*

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

<b>Assessment/Assignment</b>	<b>Percentage</b>
Unit Exam-This percentage is calculated based on 6 unit exams.	50
Final Exam	25
ATI Activities-This percentage is calculated based on the ATI rubric provided for this course.	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
Drug Calculation- Students must score 100% within 3 attempts in order to pass the course.	P/F

GRADING SCALE

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



Subject to change

**RNSG 2000 Medical-Surgical II**  
**Summer Semester 2018 Lesson Plan**  
**Subject to change**

**Key:** Ch=Chapter, Mgt =Management

<b>Date</b>	<b>Chapter/Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
May 16	Introduction Ch 23	Introduction to the Course. Review syllabus and lesson plan. Mgt of client's with chest and lower respiratory track disorders.	Create an outline of assigned chapters for upcoming lecture ATI: Targeted MS Practice Assessment: Respiratory ATI: RN Learning System: Respiratory	2,3,4,5,7,8,9,12 a,c
May 17	Ch 24	Mgt of clients with Chronic Pulmonary Disease	Create an outline of assigned chapters for upcoming lecture ATI: RN Real Life Med-Surg: COPD	1-12 a,c
May 23	Exam Ch 28	Exam #1 (Ch 23 & 24) Mgt of clients with Structural, Infectious, and Inflammatory Cardiac disorders. (Class may go over normal time)	Create an outline of assigned chapters for upcoming lecture ATI: RN Learning System MS: Cardiovascular & Hematology	
May 24	Ch 29 Ch 30	Mgt of clients with complications from heart Disease. Assessment and mgt of clients with Vascular disorders and peripheral circulation	Create an outline of assigned chapters for upcoming lecture ATI: Targeted MS Practice Assessment: Cardiovascular	1-12 a,c
May 30	Exam Ch 67	Exam # 2 (Ch28, 29, & 30) Mgt of clients with Cerebrovascular disorders (Class may go over normal time)	Create an outline of assigned chapters for upcoming lecture ATI: Nurse's touch: The communicator (Technique Identifiers): T.I-3 LCT Nurse/CVA Client	1-12 a,c
May 31	Ch 69 Ch 70	Mgt of clients with Neurologic Infections, Autoimmune	Create an outline of assigned chapters for	1-12 a,c

Subject to change

Date	Chapter/Lesson	Content	Assignments	Competency Area
		Disorders, and Neuropathies. Mgt of clients with Oncologic or Degenerative Neurologic disorder.	upcoming lecture ATI: RN Learning System: MS: Oncology	
June 6	Exam Ch 50	Exam # 3 (Ch 67, 69, & 70) Assessment and Mgt of clients with Biliary Disorders (Class may go over normal time)	Create an outline of assigned chapters for upcoming lecture ATI: RN Learning System: MS: Endocrine	1-11 a,c
June 7	Ch 52	Assessment and Mgt of clients with Endocrine Disorders	Create an outline of assigned chapters for upcoming lecture ATI: Targeted MS Practice Assessment: Endocrine	1-11 a,c
June 13	Exam Ch 45	Exam # 4 (Ch 50 & 52 ) Mgt of clients with oral and Esophageal Disorders (Class may go over normal time)	Create an outline of assigned chapters for upcoming lecture ATI: RN Real Life Med Surg: GI Bleed	1-11 a,c
June 14	Ch 46 Ch 47	Mgt and clients with Gastric and Duodenal Disorders. Mgt and clients with Intestinal and Rectal Disorders	Create an outline of assigned chapters for upcoming lecture ATI: RN Learning System: MS: GI ATI: Targeted MS Practice Assessment: Gastrointestinal ATI: Nurse's touch: The communicator (Technique Identifiers): Bariatric Clinic/Teaching	1-11 a,c
June 20	Exam Ch 53	Exam # 5 (Ch 45, 46, & 47) Assessment of Kidney and Urinary Function (Class may go over normal time)	Create an outline of assigned chapters for upcoming lecture ATI: Targeted MS Practice Assessment: Renal & Urinary	1-11 a,c
June 21	Ch 54 Ch55	Mgt and clients with kidney disorders Mgt of clients with Urinary disorders	Create an outline of assigned chapters for upcoming lecture ATI: RN Learning System: MS: Renal &	1-11 a,c

Subject to change

Date	Chapter/Lesson	Content	Assignments	Competency Area
			Urinary	
June 25		65% Mark		
June 26 Tuesday	Ch 59	Assessment and Mgt of Problems Related to Male Reproductive Process	Create an outline of assigned chapters for upcoming lecture ATI: Practice Assessments: RN Nutrition Practice Assessment A and B	1-12 a,c
June 28	Exam	Exam # 6 (Ch 53, 54, 55 & 59)		1-12 a,c
July 2-5		Holiday	Create an outline and study for final exam	1-11 a,c
July 10		Final Exam	Prepare for clinical	1-12 a,b,c
July 11	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
July 12	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
July 16	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
July 17	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
July 18	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
July 19	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
July 23	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
July 24	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
July 25	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c
July 26	Clinical	See clinical schedule for details	See Clinical paperwork packet	1-12 a,b,c

Subject to change  
RNSG 2000 ATI Activities

<b>Date Due 0700 each day unless specified</b>	<b>Activity Title</b>	<b>Points Possible</b>	<b>Points Earned</b>
May 23	ATI: RN Learning System: Respiratory	13.75	
May 23	ATI: Targeted MS Practice Assessment: Respiratory	13.75	
May 23	ATI: RN Real Life Med- Surg: COPD	13.75	
May 30	ATI: RN Learning System MS: Cardiovascular & Hematology	13.75	
May 30	ATI: Targeted MS Practice Assessment: Cardiovascular	13.75	
June 6	ATI: Nurse's touch: The communicator (Technique Identifiers): T.I-3 LCT Nurse/CVA Client	13.75	
June 6	ATI: RN Learning System: MS: Oncology	13.75	
June 13	ATI: RN Learning System: MS: Endocrine	13.75	
June 13	ATI: Targeted MS Practice Assessment: Endocrine	13.75	
June 20	ATI: RN Real Life Med- Surg: GI Bleed	13.75	
June 20	ATI: RN Learning System: MS: GI	13.75	
June 20	ATI: Targeted MS Practice Assessment: Gastrointestinal	13.75	
June 20	ATI: Nurse's touch: The communicator (Technique Identifiers): Bariatric Clinic/Teaching	13.75	
June 28	ATI: Targeted MS Practice Assessment: Renal & Urinary	13.75	
June 28	ATI: RN Learning System: MS: Renal & Urinary	13.75	

*Subject to change*

<b>Date Due 0700 each day unless specified</b>	<b>Activity Title</b>	<b>Points Possible</b>	<b>Points Earned</b>
July 10	ATI: Practice Assessments: RN Nutrition Practice Assessment A and B	13.75	
Completed		220	

There are a total of 220 points assigned for all completed ATI activities which account for 5% towards your final grade. In order for you to receive the full 220 points, you must complete all assignments (this includes watching videos in a timely fashion and completing tutorials per section) and score at least an 85% benchmark if applicable. All ATI assignments are due by 7:00 am on the specified due date. Failure to complete assignments by this time will result in a grade of zero for that assignment. To provide evidence of completion, please print "Module Time Summary" record and present to you instructor.