



**RNSG 2020B  
COURSE SYLLABUS  
Summer Semester 2018**

**COURSE INFORMATION**

Credit Hours/Minutes: 8/12000

Class Location: Swainsboro Campus Building 8 Room 8111

Class Meets: Tuesdays from 1:00 pm- 7:45pm

Course Reference Number (CRN): 60196

**Instructor contact information**

Instructor Name: Beth Hendrix, Master of Public Health (MPH), Master of Science in Nursing (MSN), RN

Office Location: Swainsboro Campus Building 8 Room 8121

Office Hours: Wednesdays from 9:00 am-11:00 am and 1:00pm-4:00 pm

Email Address: [Beth Hendrix \(bhendrix@southeasterntech.edu\)](mailto:bhendrix@southeasterntech.edu)

Phone: 478-289-2284

Fax Number: 478-289-2336

Tutoring Hours (if applicable): Please schedule an appointment

Instructor Name: Shannon Veal, Master of Science in Nursing (MSN), RN

Office Location: Swainsboro Campus Building 8 Room 8119

Office Hours: Wednesdays from 9:00 am-11:00 am and 1:00pm-4:00 pm

Email Address: [Shannon Veal \(sveal@southeasterntech.edu\)](mailto:sveal@southeasterntech.edu)

Phone: 478-289-2333

Fax Number: 478-289-2336

Tutoring Hours (if applicable): 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* ( 13<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* ( 9<sup>th</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), large spiral notebook, calculator, 2 folders, and clinical supplies. Students should not share login credentials with others and should change passwords periodically to maintain security.

## **COURSE DESCRIPTION**

This course focuses on complex concepts of nursing care as they relate to clients with complex, multisystem alterations in health requiring 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. Complex clinical skills, as well client-centered care; teamwork and collaboration; evidence-based practice; quality improvement; safety; informatics; professionalism; and leadership are integrated throughout the course. A clinical experience, the practicum, provides the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings as a transition into professional nursing practice.

## **MAJOR COURSE OUTCOMES**

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

1. Perform a comprehensive health assessment of clients with deviations from normal that contribute to complex, multisystem alterations in health.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's diverse cultural, spiritual, and developmental variations while addressing the interaction of complex, multisystem alterations in health.
3. Act as a client advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for clients with complex, multisystem alterations in health.
4. Demonstrate clinical judgment when managing the care of clients with complex, multisystem alterations in health.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for adult clients with complex, multisystem alterations in health.
6. Use verbal and nonverbal communication to promote caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team.
7. Use healthcare information systems and client care technology to manage client care, mitigate error, and communicate relevant client information with members of the healthcare team.
8. Integrate evidence based knowledge in the management of care to clients with complex, multisystem alterations in health.
9. Evaluate the efficacy of health-related education that has been provided to clients and their families.
10. Use organizational, time management, and priority setting skills when managing a caseload of clients and making clinical judgments about their care.
11. Evaluate the effectiveness of quality improvement strategies using client outcome data.
12. Adhere to ethical, legal, and professional standards while managing the care of adult clients with multisystem alterations in health.

**PREREQUISITE(S)**

Program Admission, RNSG 1018B, 1019B, 1020B, 1030B, 2000B, 2005B

**COREQUISITE(S)**

RNSG 2030B

**CONTENT/UNIT OUTCOMES:****HEMODYNAMIC MONITORING**

| <b>Order</b> | <b>Unit Outcomes</b>   | <b>Learning Domain</b> | <b>Level of Learning</b> |
|--------------|--|------------------------|--------------------------|
| 1.           | Recognize alterations in atrial, pulmonary arterial, and pulmonary wedge pressures.                              | Cognitive              | Remembering              |
| 2.           | Apply knowledge of pathophysiology when measuring cardiac output, oxygen saturation levels, and wedge pressures. | Cognitive              | Applying                 |
| 3.           | Analyze data obtained via systemic intra-arterial monitoring.  | Cognitive              | Analyzing                |
| 4.           | Identify priority nursing actions for clients with an alteration in cardiac output in the critical care setting. | Cognitive              | Remembering              |

## ALTERATIONS IN OXYGENATION

| Order | Unit Outcomes  | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1.    | Perform a comprehensive assessment with a focus on collecting data on adult clients who have complex alterations in oxygenation in the critical care setting.  | Psychomotor     | Guided Response   |
| 2.    | Integrate knowledge of anatomy, physiology, pathophysiology and nutrition into the plan of care for adult clients who have complex alterations in oxygenation in the critical care setting.                                | Cognitive       | Creating          |
| 3.    | Correlate clinical manifestations to pathophysiological processes for adult clients who have complex alterations in oxygenation in the critical care setting.  | Cognitive       | Analyzing         |
| 4.    | Interpret diagnostic tests and perform related nursing interventions when providing care to adult clients who have complex alterations in oxygenation in the critical care setting.  | Cognitive       | Creating          |
| 5.    | Discuss the medical management for adult clients who have complex alterations in oxygenation in the critical care setting.   | Cognitive       | Understanding     |
| 6.    | Describe the indications, management and complications associated with mechanical ventilation in the critically ill adult client.  | Cognitive       | Understanding     |
| 7.    | Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex alterations in oxygenation in the critical care setting. | Cognitive       | Creating          |
| 8.    | Ascertain the role of the nurse when providing quality care to adult clients who have complex alterations in oxygenation in the critical care setting.   | Cognitive       | Evaluating        |
| 9.    | Provide health and safety related education to adult clients who have complex alterations in oxygenation in the critical care setting.   | Cognitive       | Creating          |

## ALTERATIONS IN CARDIAC OUTPUT AND TISSUE PERFUSION

| Order | Unit Outcomes  | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1.    | Perform a comprehensive assessment with a focus on collecting data on adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.  | Psychomotor     | Guided Response   |
| 2.    | Integrate knowledge of anatomy, physiology, pathophysiology and nutrition into the plan of care for adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.                                | Cognitive       | Creating          |
| 3.    | Correlate clinical manifestations to pathophysiological processes for adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.  | Cognitive       | Analyzing         |
| 4.    | Interpret diagnostic tests and perform related nursing interventions when providing care to adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.  | Cognitive       | Analyzing         |
| 5.    | Discuss the medical management for adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.   | Cognitive       | Understanding     |
| 6.    | Discuss the complications of shock.  | Cognitive       | Understanding     |
| 7.    | Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex alterations in cardiac output and tissue perfusion in the critical care setting. | Cognitive       | Creating          |
| 8.    | Ascertain the role of the nurse when providing quality care to adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting.   | Cognitive       | Evaluating        |
| 9.    | Provide health and safety related education to adult clients who have complex alterations in cardiac output and tissue perfusion in the critical care setting  | Cognitive       | Creating          |

## ALTERATIONS IN COGNITION AND SENSATION

| Order | Unit Outcomes  | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1.    | Perform a comprehensive assessment with a focus on collecting data on adult clients who have complex alterations in cognition and sensation in the critical care setting.  | Psychomotor     | Guided Response   |
| 2.    | Integrate knowledge of anatomy, physiology, pathophysiology and nutrition into the plan of care for adult clients who have complex alterations in cognition and sensation in the critical care setting.                                | Cognitive       | Creating          |
| 3.    | Correlate clinical manifestations to pathophysiological processes for adult clients who have complex alterations in cognition and sensation in the critical care setting.  | Cognitive       | Analyzing         |
| 4.    | Interpret diagnostic tests and perform related nursing interventions when providing care to adult clients who have complex alterations in cognition and sensation in the critical care setting.  | Cognitive       | Analyzing         |
| 5.    | Discuss the medical management for adult clients who have complex alterations in cognition and sensation in the critical care setting.   | Cognitive       | Understanding     |
| 6.    | Describe indications for monitoring ICP for adult clients with complex alterations in cognition and sensation in the critical care setting   | Cognitive       | Understanding     |
| 7.    | Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex alterations in cognition and sensation in the critical care setting. | Cognitive       | Creating          |
| 8.    | Ascertain the role of the nurse when providing quality care to adult clients who have complex alterations in cognition and sensation in the critical care setting.   | Cognitive       | Evaluating        |
| 9.    | Provide health and safety related education to clients who have complex alterations in cognition and sensation in the critical care setting.   | Cognitive       | Creating          |

## ALTERATIONS IN INTEGUMENT

| Order | Unit Outcomes  | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1.    | Discuss the epidemiology of burn injuries.   | Cognitive       | Understanding     |
| 2.    | Explain the pathophysiological processes associated with burn injuries.  | Cognitive       | Understanding     |
| 3.    | Describe the classification of burn injuries.  | Cognitive       | Understanding     |
| 4.    | Correlate the pathophysiological changes seen in clients with burn injuries.   | Cognitive       | Analyzing         |
| 5.    | Identify fluid replacement requirements for clients with burn injuries.  | Cognitive       | Remembering       |
| 6.    | Discuss appropriate diagnostic examinations for clients with burn injuries.  | Cognitive       | Understanding     |
| 7.    | Integrate knowledge to design a comprehensive plan of care of clients burn injuries in the critical care setting that includes the following considerations:<br><br>a. Pharmacological<br>b. Dietary<br>c. Lifestyle | Cognitive       | Applying          |
| 8.    | Ascertain the role of the nurse when providing quality care to clients who have burn injuries in the critical care setting.  | Cognitive       | Evaluating        |
| 9.    | Provide health and safety related education to clients who experience burn injuries in the critical care setting.  | Cognitive       | Creating          |

## ALTERATIONS IN MOBILITY

| <b>Order</b> | <b>Unit Outcomes</b>   | <b>Learning Domain</b> | <b>Level of Learning</b> |
|--------------|--|------------------------|--------------------------|
| 1.           | Perform a comprehensive assessment with a focus on collecting data on adults who have complex alterations in mobility due to musculoskeletal trauma.                                       | Psychomotor            | Guided Response          |
| 2.           | Integrate knowledge of anatomy, physiology, pathophysiology, nutrition into the plan of care for adults who have complex alterations in mobility.  | Cognitive              | Creating                 |
| 3.           | Correlate clinical manifestations in relation to the pathophysiological processes for clients with complex alterations in mobility.  | Cognitive              | Analyzing                |
| 4.           | Discuss the management of clients with complex alterations in mobility.  | Cognitive              | Understanding            |
| 5.           | Ascertain priority actions for adults who have complex alterations in mobility.  | Cognitive              | Evaluating               |
| 6.           | Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex alterations in mobility. | Cognitive              | Creating                 |
| 7.           | Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have complex alterations in mobility.  | Cognitive              | Applying                 |
| 8.           | Demonstrate correct use and establish proper functioning of therapeutic devices that support mobility.   | Psychomotor            | Guided Response          |
| 9.           | Ascertain the role of the nurse when providing quality care to adults who have complex alterations in mobility   | Cognitive              | Evaluating               |
| 10.          | Provide health and safety related education to adults who have complex alterations in mobility.  | Cognitive              | Creating                 |

## EMERGENCY PREPAREDNESS

| Order | Unit Outcomes  | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1.    | Discuss issues related to an internal threat, natural disaster, or a mass casualty situation.  | Cognitive       | Understanding     |
| 2.    | Identify current concepts in disaster response.  | Cognitive       | Remembering       |
| 3.    | Discuss the hospital response to a disaster including triage and its related steps, personal protective equipment, decontamination, surge planning, and mental health of healthcare workers. | Cognitive       | Understanding     |
| 4.    | Identify the roles of health care professionals in response to an emergency.   | Cognitive       | Remembering       |
| 5.    | Prioritize care in an emergency in the field and hospital.   | Cognitive       | Creating          |
| 6.    | Identify common mechanisms of injury.  | Cognitive       | Remembering       |
| 7.    | Define major complications of trauma.  | Cognitive       | Remembering       |
| 8.    | Discuss the prevalence and pathophysiological process of environmental emergencies.  | Cognitive       | Understanding     |
| 9.    | Correlate clinical manifestations to the pathophysiological processes for clients with selected emergencies.   | Cognitive       | Analyzing         |
| 10.   | Describe diagnostic results used to confirm the diagnosis of selected emergencies.   | Cognitive       | Understanding     |
| 11.   | Compare and contrast emergency management of clients with selected emergencies.  | Cognitive       | Analyzing         |
| 12.   | Develop a comprehensive plan of nursing care for clients with selected emergencies.  | Cognitive       | Creating          |
| 13.   | Relate the importance of knowing the location and purpose of the SDS Manual.   | Cognitive       | Evaluating        |
| 14.   | Determine priorities when evacuating clients from a client care setting.   | Cognitive       | Remembering       |

## NCLEX PREP

| Order | Unit Outcomes  | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1.    | Attend mandatory live NCLEX review.  | Psychomotor     | Set               |
| 2.    | Practice test-taking strategies using test items from selected resources as outlined on lesson plan. | Psychomotor     | Set               |
| 3.    | Score 90% predictability on the Capstone Exam.   | Cognitive       | Applying          |
| 4.    | Develop and Implement a remediation plan based on identified areas of weakness.                      | Cognitive       | Creating          |

## CLINICAL OUTCOMES: LEVEL II

A. 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.

**QSEN CONCEPT: CLIENT CENTERED CARE**

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

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

**QSEN CONCEPT: TEAMWORK AND COLLABORATION**

|    |   |           |          |
|----|---|-----------|----------|
| 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 |

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

**QSEN CONCEPT: EVIDENCE BASED PRACTICE**

|    |   |           |           |
|----|---|-----------|-----------|
| 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  |

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

**QSEN CONCEPT: QUALITY IMPROVEMENT**

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

E. 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.

**QSEN CONCEPT: SAFETY**

|    |   |           |          |
|----|---|-----------|----------|
| 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 |

F. 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.

**QSEN CONCEPT: INFORMATICS**

|    |   |           |          |
|----|---|-----------|----------|
| 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 |

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

### QSEN CONCEPT: PROFESSIONALISM

|    |   |           |          |
|----|---|-----------|----------|
| 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 |

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

### QSEN CONCEPT: LEADERSHIP

|    |   |           |          |
|----|---|-----------|----------|
| 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.*

## PASSING CRITERIA

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  $\times 1.66 = 88.38$ . Grade will be recorded as 88.3.* This rule applies to every grade issued during this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

## EXAMINATION REQUIREMENTS

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.

## CLINICAL REQUIREMENTS

Students must make a **100% on a calculation exam before attending clinical**. Students may take the drug calculation exam a maximum of **THREE** attempts. Each attempt will be a different but similar version. For this exam, students will be allowed 3 minutes per question. Drug calculation exams will be given the first day of this semester. 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:** 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 **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. 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 LEARNING ASSESSMENT:** As part of your curriculum and in accordance with the Georgia Nursing Board Rule 410.-8-.04, you are required to keep a journal of your experiences during all didactic and clinical courses; you will continue to make entries until you graduate. By doing so, it is hoped that the entries made in this journal will provide insight into your strengths and weaknesses and assist in your learning experience. The purpose of the journal is to give you a written record of your experiences and

professional and personal growth as a nursing student to a registered nurse.

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

Each week, you will be required to submit an entry. You will be provided certain topics about the week and may include feelings about the week's experiences.

Your instructors will read your journal! It would be prudent to omit non-constructive personal comments about your instructors or classmates. If there is an issue with a course, clinical, instructor, classmate, etc., the student should discuss these issues with the program director and follow protocol for grievances.

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, every Monday (Tuesday in the event Monday is a holiday) by 8:00 am. The journal will be linked to the following courses: RNSG 1018B 1020B, 2000B and 2020B. 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 and face financial aid repercussions in upcoming semesters.

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

#### **ADDITIONAL ATTENDANCE PROVISIONS**

##### ***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. All work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

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

The class will meet for 60 hours. **For this class, which meets 1 day a week for 9 weeks, the maximum number of days a student may miss is 6 hours during the semester. Students missing more than 6 hours will be dropped for exceeding the attendance procedure.**

The 150 clinical practicum hours are non-negotiable and will be completed according to your preceptor's schedule. A physician's excuse/appropriate documentation will be required for any missed clinical time and will be made up at the instructor's discretion. **Attendance of the ATI Live Review is MANDATORY!**

### **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.

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.

**ATI EXIT EXAM STATEMENT:** Prior to graduation from the STC ASN program, the student is required to pass the ATI Comprehensive Predictor Exit Exam with a minimum of at least 90% predicted probability of passing NCLEX. This is a requirement for graduation and not an option. The student will receive an incomplete for RNSG 2020B until successful completion of the ATI probability predictor. After the third attempt, if the student is still unsuccessful, the student will receive a F for RNSG 2020B and may apply for readmission into the ASN program. If the student does not meet the required percentage on the first attempt, the student must remediate in the deficient content areas as outlined in the RN Comprehensive Predictability Remediation Plan. The student must take their second attempt during the first week of the following Spring Semester. On the second attempt, if the student does not achieve the required percentage, then the student will complete a remediation plan with an online ATI Virtual Coach and take their third attempt by midterm of Spring Semester. If a third attempt is needed, the student must pay an additional ATI testing fee.

### **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.

## 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<br>Vidalia Campus<br>3001 East 1 <sup>st</sup> Street, Vidalia<br>Office 108 Phone: 912-538-3126<br>Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a><br><a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a> | Lanie Jonas, Director of Human Resources<br>Vidalia Campus<br>3001 East 1 <sup>st</sup> Street, Vidalia<br>Office 138B Phone: 912-538-3147<br>Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a><br><a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a> |

## GRIEVANCE PROCEDURES

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

## ACCESS TO TECHNOLOGY

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

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

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

## GRADING POLICY

| Assessment/Assignment   | Percentage |
|---|------------|
| Unit Exam   | 50%        |
| Final Exam  | 25%        |
| ATI Activities (as outlined on RNSG 2005 ATI Activities Rubric) | 5%         |
| Clinical ( as outlined on RNSG 2005 Clinical Grading Rubric     | 20%        |
| Drug Calculation Pass/Fail                                      | 100%       |

## GRADING SCALE

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

### 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 = \_\_\_\_\_

**RNSG 2020B**  
**Summer Semester 2018 Lesson Plan**

| <b>Date/Week</b> | <b>Chapter/Lesson</b>                  | <b>Content</b>   | <b>Assignments &amp; Tests Due Dates</b>  | <b>Competency Area</b> |
|------------------|--|--|---|------------------------|
| 5/15/18          | Chapter 21<br>Chapter 23<br>Chapter 29 | Respiratory Care Modalities<br>Management of Patients with Chest and Lower Respiratory Tract Disorders<br><br>Management of Patients with Complications from Heart Disease | <b>Calculation Exam 1</b><br><b>Weekly Journal</b><br><b>Practicum Journal</b>  |                        |
| 5/22/18          | Chapter 62                             | Management of patients with Burn Injury  | <b>Exam 1 Chapters 21,23,29</b><br><b>Calculation Exam 2</b><br><b>Nurse Logic 2.0</b><br><b>Knowledge and Clinical Judgment:</b><br>Advanced Student Test<br><b>Nurse Logic 2.0</b><br><b>Nursing Concepts:</b><br>Advanced Student Test<br><b>Nurse Logic 2.0</b><br><b>Priority Setting Frameworks:</b><br>Advanced Student Test<br><b>Weekly Journal</b><br><b>Practicum Journal</b><br><b>25% Mark for SSP</b> |                        |
| 5/29/18          | Chapter 68                             | Management of Patients with Neurologic Trauma  | <b>Calculation Exam 3</b><br><b>Nurse Logic 2.0</b><br><b>Testing and Remediation:</b><br>Advanced Student Test<br><b>Targeted MS Practice Assessments:</b><br>Neurosensory and Musculoskeletal   |                        |

| <b>Date/Week</b> | <b>Chapter/Lesson</b>                  | <b>Content</b>   | <b>Assignments &amp; Tests Due Dates</b>  | <b>Competency Area</b> |
|------------------|--|--|---|------------------------|
| 6/5/18           | Chapter 42                             | Management of Patients with Musculoskeletal Disorders  | <b>Exam 2 Chapters 62,68</b><br><b>RN Learning Systems:</b><br>Musculoskeletal<br><b>Nurse's Touch: The Communicator( Technique Identifiers)</b><br>T.I. -5 Home Visit s/p Arthroplasty<br>T.I.-9 Rehab for PT s/p Knee Replacement<br><b>Weekly Journal</b><br><b>Practicum Journal</b><br><b>50% Mark for SSP</b> |                        |
| 6/12/18          | Chapter 43                             | Management of Patients with Musculoskeletal Trauma   | <b>RN Learning Systems:</b><br><b>Final</b> : Adult Medical Surgical<br><b>Weekly Journal</b><br><b>Practicum Journal</b>   |                        |
| 6/19/18          | Chapter 14<br>Chapter 72<br>Chapter 73 | Shock and Multiple Organ Dysfunction Syndrome<br>Emergency Nursing<br>Terrorism, Mass Casualty, and Disaster Nursing | <b>Exam 3 Chapters 42,43</b><br><br><b>Weekly Journal</b><br><b>Practicum Journal</b><br><br><b>6/25 is 65% point for this class</b>  |                        |
| 6/26/18          |  | Final Review   | <b>Exam 4 Chapters 14,72,73</b><br><b>ATI Practice Assessments:</b><br><b>RN Adult Medical Surgical Nursing A and B</b><br><b>RN Pharmacology A and B</b><br><b>Weekly Journal</b><br><b>Practicum Journal</b>  |                        |
| 7/9-7/12         |  | <b>ATI REVIEW COURSE</b>   | <b>Weekly Journal</b><br><b>Practicum Journal</b>   |                        |

| <b>Date/Week</b> | <b>Chapter/Lesson</b> | <b>Content</b> | <b>Assignments &amp; Tests<br/>Due Dates</b>   | <b>Competency<br/>Area</b> |
|------------------|-----------------------|----------------|--|----------------------------|
| 7/17/18          |                       |                | ATI Proctored RN<br>Pharmacology<br>ATI Proctored RN<br>Adult Medical<br>Surgical Nursing<br>Weekly Journal<br>Practicum Journal |                            |
| 7/24/18          |                       |                | Final Exam   |                            |
| 7/25/18          |                       | EXIT EXAM      | RN Comprehensive<br>Predictor  |                            |

**COMPETENCY AREAS:**

1. Perform a comprehensive health assessment of clients with deviations from normal that contribute to complex, multisystem alterations in health.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's diverse cultural, spiritual, and developmental variations while addressing the interaction of complex, multisystem alterations in health.
3. Act as a client advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for clients with complex, multisystem alterations in health.
4. Demonstrate clinical judgment when managing the care of clients with complex, multisystem alterations in health.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for adult clients with complex, multisystem alterations in health.
6. Use verbal and nonverbal communication to promote caring, therapeutic relationships with clients and their families, as well as professional relationships with members of the healthcare team.
7. Use healthcare information systems and client care technology to manage client care, mitigate error, and communicate relevant client information with members of the healthcare team.
8. Integrate evidence based knowledge in the management of care to clients with complex, multisystem alterations in health.
9. Evaluate the efficacy of health-related education that has been provided to clients and their families.
10. Use organizational, time management, and priority setting skills when managing a caseload of clients and making clinical judgments about their care.
11. Evaluate the effectiveness of quality improvement strategies using client outcome data.

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

**GENERAL CORE EDUCATIONAL COMPETENCIES:**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

**d) RNSG 2020 ATI ACTIVITIES**

| <b>Date Due</b> | <b>Activity Title</b>   | <b>Points Possible</b> | <b>Points Earned</b> |
|-----------------|---|------------------------|----------------------|
| 5/22/18         | <b>Nurse Logic 2.0 Knowledge and Clinical Judgment:</b> Advanced Student Test   | 5                      |                      |
| 5/22/18         | <b>Nurse Logic 2.0 Nursing Concepts:</b> Advanced Student Test  | 5                      |                      |
| 5/22/18         | <b>Nurse Logic 2.0 Priority Setting Frameworks:</b> Advanced Student Test   | 5                      |                      |
| 5/29/18         | <b>Nurse Logic 2.0 Testing and Remediation:</b> Advanced Student Test   | 5                      |                      |
| 5/29/18         | <b>Targeted MS Practice Assessments:</b> Neurosensory and Musculoskeletal   | 4                      |                      |
| 6/5/18          | <b>RN Learning Systems:</b> Musculoskeletal   | 5                      |                      |
| 6/5/18          | <b>Nurse's Touch: The Communicator( Technique Identifiers)</b><br>T.I. -5 Home Visit s/p Arthroplasty<br>T.I.-9 Rehab for PT s/p Knee Replacement | 10<br>10               |                      |
| 6/12/18         | <b>RN Learning Systems: Final :</b> Adult Medical Surgical  | 5                      |                      |
| 6/26/18         | <b>ATI Practice Assessments:</b><br><b>RN Adult Medical Surgical Nursing A and B</b>  | 50<br>4                |                      |
| 6/26/18         | <b>ATI Practice Assessments:</b><br><b>RN Pharmacology A and B</b>  | 50<br>4                |                      |
| 7/17/18         | <b>ATI Proctored RN Pharmacology</b>  | See rubric             |                      |
| 7/17/18         | <b>ATI Proctored RN Adult Medical Surgical Nursing</b>  | See rubric             |                      |
|                 | <b>Total Possible Points</b>  | 162                    |                      |

There are a total of 162 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.

**Clinical Evaluation Tool - Summer 2018  
RNSG 2020B  
Level II**

**RNSG 2020/2020B Clinical Grade Calculation**

The clinical grade for RNSG 2020/2020B will be comprised of:

**Clinical Performance Assessment Tool- 80%** \_\_\_\_\_

(this will be determined by averaging the midterm and final averages from clinical performance tool)

**Journal Assignments-10%** \_\_\_\_\_

**Final Reflections-10%** \_\_\_\_\_

**\*\*Failure to complete Journal Assignments and/or Final reflection by the assigned due date will result in a zero for that grade.**

**RNSG 2020/2020B: Mid Practicum Evaluation Tool**

Complete after the student has completed 75 practicum hours

(Evaluation must be placed in a sealed envelope with preceptor signature across closure)

Using the following Practicum Performance Assessment Scale, please evaluate the student's midterm clinical performance:

| Score | Assessment | Description  |
|-------|------------|--|
| 4     | Excellent  | Demonstrates a thorough and in-depth understanding of concepts and applies the concepts to client /family-centered care. Consistently excels in demonstrating outcomes independently.  |
| 3     | Good       | Demonstrates adequate understanding of concepts and applies the concepts to client/family-centered care. Utilizes effective approaches to nursing practice independently.  |
| 2     | Fair       | Needs some assistance to apply concepts to nursing practice. Performs safely with guidance. Contributes to group discussion when analyzing and evaluating client/ family-centered care situations. Unable to independently demonstrate outcome behavior with assistance. |
| 1     | Poor       | Requires consistent guidance to apply concepts, analyze, and evaluate client/family-centered care situations. Consistently requires verbal cues. Unable to independently demonstrate outcomes.   |

**QSEN CONCEPT: CLIENT CENTERED CARE**

|   |   |
|---|---|
| <p><b>A. 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.</b></p> | <p><b>Mid Practicum Evaluation Tool<br/>To be completed after 75 hours:</b></p> |
| <p><b>Performance Outcome</b></p>   | <p><b>Performance outcome score:</b></p>  |
| <p>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.</p>                              |   |
| <p>b. Utilize the nursing process to prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes.</p>   |   |
| <p>c. Model culturally sensitive care for clients and their families from diverse backgrounds.</p>  |   |
| <p>d. Utilize clinical reasoning when evaluating nursing care to improve client outcomes.</p>   |   |
| <p>e. Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.</p>   |   |
| <p>f. Provide health-related education to clients and their families that include the use of varying teaching methods.</p>  |   |

**QSEN CONCEPT: TEAMWORK AND COLLABORATION**

|  |   |
|--|---|
| <p><b>B. 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></p> | <p><b>Mid Practicum Evaluation Tool<br/>To be completed after 75 hours:</b></p> |
| <p><b>Performance Outcome</b></p>  | <p><b>Performance outcome score:</b></p>  |
| <p>a. Coordinate client care with members of the inter-professional healthcare team.</p>   |   |
| <p>b. Integrate input from other members of the healthcare team to improve individual and team performance.</p>  |   |
| <p>c. Report identified issues that may negatively affect client care to members of the healthcare team.</p>   |   |

**QSEN CONCEPT: EVIDENCE BASED PRACTICE**

|  |  |
|--|--|
| <b>C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.</b> | <b>Mid Practicum Evaluation Tool<br/>To be completed after 75 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>  |
| a. Analyze best current evidence for its application to practice when providing and managing client-centered care.                                 |  |
| b. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.                                     |  |

**QSEN CONCEPT: QUALITY IMPROVEMENT**

|  |  |
|--|--|
| <b>D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.</b>       | <b>Mid Practicum Evaluation Tool<br/>To be completed after 75 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>  |
| a. Utilize recognized nursing standards to improve and advance the quality of healthcare services.                             |  |
| b. Utilize measurement tools to gather data related to the gap between current and desired client outcomes.                    |  |
| c. Articulate the impact that the macrosystem has on the microsystem of the work unit.   |  |
| d. Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit. |  |

**QSEN CONCEPT: SAFETY**

|  |  |
|--|--|
| <b>E. 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> | <b>Mid Practicum Evaluation Tool<br/>To be completed after 75 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>  |
| a. Anticipate safety risks to clients, 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 Client (Patient) Safety Goals in healthcare settings.  |  |

**QSEN CONCEPT: INFORMATICS**

|  |  |
|--|--|
| <b>F. 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> | <b>Mid Practicum Evaluation Tool<br/>To be completed after 75 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>  |
| a. Utilize client care technologies effectively when assessing and monitoring clients.   |  |
| b. Implement strategies that protect the integrity of client information when managing client-centered care.   |  |

**QSEN CONCEPT: PROFESSIONALISM**

|  |  |
|--|--|
| <b>G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.</b> | <b>Mid Practicum Evaluation Tool<br/>To be completed after 75 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>  |
| a. Maintain professional standards of nursing practice in the delivery of client-centered care.  |  |
| b. Maintain professional accountability and responsibility in the delivery of client-centered care.  |  |
| c. Maintain nursing practice that supports ethical decision making and tort law in the delivery of client-centered care.   |  |
| d. Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of client-centered care.   |  |

**QSEN CONCEPT: LEADERSHIP**

|  |  |
|--|--|
| <b>H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.</b>    | <b>Mid Practicum Evaluation Tool<br/>To be completed after 75 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>  |
| a. Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care. |  |
| b. Practice delegating client care tasks to appropriate members of the healthcare team.  |  |

**RNSG 2020/2020B MID-PRACTICUM EVALUATION**

I acknowledge that I have reviewed my midterm evaluation:

\_\_\_\_\_  
**Student Signature/Date**

\_\_\_\_\_  
**Preceptor Signature/Date**

\_\_\_\_\_  
**Faculty Signature/Date**

Preceptor Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Faculty Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Southeastern Technical College**

**RNSG 2020/2020B: Final Practicum Evaluation Tool**

**Complete after the student has completed 150 practicum hours**

**(Evaluation must be placed in a sealed envelope with preceptor signature across closure)**

**Using the following Practicum Performance Assessment Scale, please evaluate the student's midterm clinical performance:**

| <b>Score</b> | <b>Assessment</b> | <b>Description</b>   |
|--------------|-------------------|--|
| 4            | Excellent         | Demonstrates a thorough and in-depth understanding of concepts and applies the concepts to client /family-centered care. Consistently excels in demonstrating outcomes independently.  |
| 3            | Good              | Demonstrates adequate understanding of concepts and applies the concepts to client/family-centered care. Utilizes effective approaches to nursing practice independently.  |
| 2            | Fair              | Needs some assistance to apply concepts to nursing practice. Performs safely with guidance. Contributes to group discussion when analyzing and evaluating client/ family-centered care situations. Unable to independently demonstrate outcome behavior with assistance. |

| Score | Assessment | Description  |
|-------|------------|--|
| 1     | Poor       | Requires consistent guidance to apply concepts, analyze, and evaluate client/family-centered care situations. Consistently requires verbal cues. Unable to independently demonstrate outcomes. |

**QSEN CONCEPT: CLIENT CENTERED CARE**

|  |   |
|--|---|
| <b>A. 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.</b> | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>   |
| 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.                              |   |
| b. Utilize the nursing process to prioritize the delivery of client care, with two or more clients, to achieve optimal outcomes.   |   |
| c. Model culturally sensitive care for clients and their families from diverse backgrounds.  |   |
| d. Utilize clinical reasoning when evaluating nursing care to improve client outcomes.   |   |
| e. Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.   |   |
| f. Provide health-related education to clients and their families that include the use of varying teaching methods.  |   |

**QSEN CONCEPT: TEAMWORK AND COLLABORATION**

|   |   |
|---|---|
| <b>B. 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> | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| <b>Performance Outcome</b>  | <b>Performance outcome score:</b>   |
| a. Coordinate client 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.  |   |
| c. Report identified issues that may negatively   |   |

|   |   |
|---|---|
| <b>B. 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> | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| <b>Performance Outcome</b>  | <b>Performance outcome score:</b>   |
| affect client care to members of the healthcare team.   |   |

**QSEN CONCEPT: EVIDENCE BASED PRACTICE**

|  |   |
|--|---|
| <b>C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.</b> | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>   |
| a. Analyze best current evidence for its application to practice when providing and managing client-centered care.                                 |   |
| b. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.                                     |   |

**QSEN CONCEPT: QUALITY IMPROVEMENT**

|  |   |
|--|---|
| <b>D. Utilize evidence-based quality improvement processes to affect change in the delivery of client-centered care.</b>       | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>   |
| a. Utilize recognized nursing standards to improve and advance the quality of healthcare services.                             |   |
| b. Utilize measurement tools to gather data related to the gap between current and desired client outcomes.                    |   |
| c. Articulate the impact that the macrosystem has on the microsystem of the work unit.   |   |
| d. Utilize human and material resources in an efficient manner in the provision of safe, quality client-care on the work unit. |   |

**QSEN CONCEPT: SAFETY**

|  |   |
|--|---|
| <b>E. 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> | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>   |
| a. Anticipate safety risks to clients, self, and others in healthcare, home, and community settings.   |   |
| b. Implement actions that minimize safety risks and environmental hazards in healthcare settings.  |   |

|  |   |
|--|---|
| <b>E. 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> | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>   |
| c. Implement National Client (Patient) Safety Goals in healthcare settings.  |   |

**QSEN CONCEPT: INFORMATICS**

|  |   |
|--|---|
| <b>F. 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> | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>   |
| a. Utilize client care technologies effectively when assessing and monitoring clients.   |   |
| b. Implement strategies that protect the integrity of client information when managing client-centered care.   |   |

**QSEN CONCEPT: PROFESSIONALISM**

|  |   |
|--|---|
| <b>G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.</b> | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>   |
| a. Maintain professional standards of nursing practice in the delivery of client-centered care.  |   |
| b. Maintain professional accountability and responsibility in the delivery of client-centered care.  |   |
| c. Maintain nursing practice that supports ethical decision making and tort law in the delivery of client-centered care.   |   |
| d. Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of client-centered care.   |   |

**QSEN CONCEPT: LEADERSHIP**

|  |   |
|--|---|
| <b>H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.</b>    | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| <b>Performance Outcome</b>   | <b>Performance outcome score:</b>   |
| a. Utilize organizational, time management, and priority setting skills in the provision and management of safe, quality client-centered care. |   |

|   |   |
|---|---|
| <b>H. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.</b> | <b>Final Practicum Evaluation Tool<br/>To be completed after 150 hours:</b> |
| b. Practice delegating client care tasks to appropriate members of the healthcare team.   |   |

**RNSG 2020/2020B FINAL-PRACTICUM EVALUATION**

I acknowledge that I have reviewed my midterm evaluation:

\_\_\_\_\_ **Student Signature/Date**

\_\_\_\_\_ **Preceptor Signature/Date**

\_\_\_\_\_ **Faculty Signature/Date**

Preceptor Comments: \_\_\_\_\_

\_\_\_\_\_

Student Comments: \_\_\_\_\_

\_\_\_\_\_

Faculty Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_