



RNSG 2020B Medical Surgical Nursing III
COURSE SYLLABUS
Summer Semester 2020

COURSE INFORMATION

Credit Hours/Minutes: 8/12000 (Didactic 4 hours (3000 minutes), Clinical 4 hours (9000 minutes))
Class Location: Georgia Virtual Technical College Connection (GVTC)/Blackboard and Vidalia Campus/Gillis Swainsboro Campus Building 8 Room 8136 (when able to return to campus)
Virtual Blackboard Collaborate Class Meets: Tuesdays from 1:00 pm- 7:45pm; students must be available via Blackboard Collaborate sessions for lecture. Students are expected to log into Blackboard Collaborate at the time of class and participate for the duration of the class. Failure to do so will result in an absence. (The 150 practicum hours will be completed once in-patient clinical can resume.)
Course Reference Number (CRN): 60215

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Mary Martha Jennings, Master of Science in Nursing (MSN), Registered Nurse (RN), Advanced Practice Registered Nurse (APRN), Family Nurse Practitioner-Clinician (FNP-C), Lead Instructor
Campus/Office Location: Swainsboro Campus/Building 8 Room 8119
Virtual (Blackboard Course Room) Office Hours: Mondays from 9:00 am-11:00 am & 1:00 pm-4:00 pm
Email: Mary Martha Jennings (mjennings@southeasterntech.edu)
Phone: 478-289-2333
Fax Number: 478-289-2336
Tutoring Hours: Please schedule an appointment via email

Instructor Name: Jennifer Corner Master of Science in Nursing (MSN), Registered Nurse (RN)
(Another ASN instructor may fill in and teach at any time)
Campus/Office Location: Vidalia Campus/Gillis Building Room 725
Office Hours: Monday-Thursday 0700-0830 and 1300-1700
Email Address: Jennifer Corner (jcorner@southeasterntech.edu)
Phone: 912-538-3253
Fax Number: 912-538-3106
Tutoring Hours: please schedule an appointment via email

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

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND STUDENT HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student Handbook](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php) (<http://www.southeasterntech.edu/student-affairs/catalog-handbook.php>).

REQUIRED TEXT

1. Hinkle, J., & Cheever, K. (2018). *Brunner & Suddarth's: Textbook of medical-surgical nursing* (14th ed.). Wolters Kluwer Health/Lippincott Williams & Wilkins
2. Doenges, M., Moorhouse, M., & Murr, A. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span* (10th ed.). F. A. Davis Company.
3. Assessment Technologies Institute (ATI) Virtual Simulation and testing services

REQUIRED SUPPLIES & SOFTWARE:

Pen, pencil, paper, large 3 ring binder, highlighter, laptop, computer access, ear phones for ATI skills modules, large spiral notebook, calculator, 2 folders, and clinical supplies

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

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

Laptop computers are REQUIRED with the following suggested specification:

Processor i5 or i7

Memory 8GB or higher

Hard drive 250GB or larger

Get a DVD Drive either internal or external

Webcam with microphone

Reliable Internet Connection (Mobile Hotspots are not allowed)

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 COMPETENCIES

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

1. Act as a client advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for clients.
2. Demonstrate clinical judgment when managing the care of clients.
3. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for adult clients.

4. Manage healthcare information systems and client care technology to reduce errors and communicate relevant client information with members of the healthcare team.
5. Integrate evidence based knowledge in the management of care to clients with complex, multisystem alterations in health.
6. Evaluate the efficacy of health-related education that has been provided to clients and their families.
7. Use organizational, time management, and priority setting skills when managing a caseload of clients and making clinical judgments about their care.
8. Evaluate the effectiveness of quality improvement strategies using client outcome data.

PREREQUISITE(S)

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

(*During Spring 2020, COVID 19 affected students enrolled in RNSG 2000B and RNSG 2005B. Students who successfully maintained an average of at least 70% after the completion of the unit exams and final exams for in RNSG 2000B and RNSG 2005B received an IN PROGRESS "IP" as their grade. These students will be allowed to finish the clinical components/ATI proctored testing (if applicable) of those courses at a later date; however, they will be allowed to progress to RNSG 2020B and RNSG 2030B for Summer 2020.)

COREQUISITE(S)

RNSG 2030B Trends and Issues in Nursing and Healthcare

RNSG 2000B/2005B Virtual Clinical from Spring 2020 Semester

CONTENT/UNIT OUTCOMES:**HEMODYNAMIC MONITORING**

Order	Unit Outcomes	Learning Domain	Level of Learning
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: a) Pharmacological b) Dietary 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

Order	Unit Outcomes	Learning Domain	Level of Learning
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.**For Summer 2020, the live review will be in a virtual setting due to COVID-19. Attendance will still be mandatory	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

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 (ONLINE AND FACE-TO-FACE)

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

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

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

Final Exam Grade: $65.6 \times 0.20 = 13.1$

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

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

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

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

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

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). *For example: exam has 60 questions and each question will be worth 1.66 pts.* The student correctly answers 52 questions out of 60. $52 \text{ correct answers} \times 1.66 = 86.32$. The grade will be recorded as 86.3. This rule applies to every grade issued during the semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

Once allowed to resume on campus testing, 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 be 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.

Virtual Simulation clinical will not require a calculation examination prior to the activities; however, students must make a **100% on a calculation exam before attending in-patient/skills laboratory simulation 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. The first attempt calculation exam for RNSG 2020B will be given as soon as students can return to campus. -If the student is **unsuccessful on the first attempt**, the student must attend the scheduled remediation with an ASN Faculty member before subsequent attempts can be taken. There will be a week time frame in between the attempts to allow time for remediation. 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.

Textbook PowerPoints will be available via the Blackboard course.

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

TESTING

Testing for the course may be done online or in-person. See below for specific testing guidelines.

RESPONDUS ONLINE TESTING GUIDELINES:

Due to the campus closure in response to the COVID 19 pandemic the Department of Nursing is making an exception in offering online/offsite testing for Practical Nursing and Associate of Science in Nursing Programs. The programs will use Respondus Monitor through Blackboard to administer and proctor the examinations.

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

1. The student will download Respondus to their devices from the STC website.
2. The student will log in at least 15 minutes before the exam is scheduled to begin.
3. The student will secure an area with reliable internet service prior to beginning the exam.
4. Mobile Hotspots are **not** to be used since as they are not considered a reliable internet source.
5. The student will perform all required Respondus checks prior to being allowed to test. (examples- Webcam Check and Facial Recognition Check)
6. The student will have in place a monitoring camera as Respondus Monitor will be used to ensure test integrity. The student will take a complete, 360 degree scan of the testing environment, showing floor, desk and walls.
7. During the exam, students will be both audio and visually recorded.
8. The student exams will be timed, just like in the face-to-face setting.
9. The student will not use any books, notes or third party supplies during the test. The desk/table will be cleared of additional items. There will be no paper or writing materials allowed out.
10. The student has reviewed the Dishonesty Policy and Procedure for Academic Dishonesty as noted on the course syllabus.
11. The student will not be allowed to use smart watches, cell phones, tablets, calculators, ear phones or other electronic devices during the exam.
12. The student will not wear a hat or any items that obscures the face or eyes while testing.
13. The student will keep the face in clear view of the camera while testing.
14. The student will have all background noise silenced while testing.
15. The student will have no other operating functions open on the computer during testing. (ie: Word, Excel, PowerPoint)
16. The student will be prohibited from taking Screen shots or recording of the exam in anyway.
17. The exam will not have any calculation problems so no extra paper, pencil or calculator will be needed.
18. Question rationales will not be available at this time for test security. Instructors will be available at a later time for missed content review. Students are encouraged to set up individualized meetings with their faculty to discuss specific content areas which were missed.
19. After the exam, the final grade will not be issued or posted to the Blackboard gradebook until the validity of the test is reviewed and approved by the instructor(s). This includes reviewing the Respondus Monitor report and the video recording of the testing session. At any time the validity is questionable, the student may be required to take a different version of the examination.

20. If a student believes a test question needs to be challenged, the student must email their instructor the evidence-based rationale for consideration. This request must be received via email within 24 hours of the examination.

IN-PERSON TESTING

If a student shows up late for class on an exam date **or is not prepared to start the test on time (for example: has laptop issues not related to school network, ATI assignments not turned to faculty's specifications, etc)**, the student may not be allowed to take the exam once the faculty has shut the door. The student will have to make up the test and this will be counted as their opportunity for a make-up exam. Students may be provided time to look at their exam score 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 evidence-based 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 evidence-based rationale will go before a panel of nursing faculty for decision.

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) ACTIVITIES

All ATI) activities must be completed as outlined on ATI Activities calendar. **Although previous versions of the assignments may still be available in ATI (example 2.0 or 2016), students are required to complete the most current version of each assignment (example 3.0 or 2019).** Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment will be generated at noon as indicated on the **RNSG 2020B ATI ACTIVITIES** calendar. The faculty will pull the ATI Module Report at noon and failure to successfully complete the assignment by the deadline will result in the student not being eligible to take the unit exam. It is recommended that students take a picture of the final results of each assignment once completed. This may count for the student's one unit make-up if not already used, and there will be a 10 point deduction with this make-up exam. Please note that only one make-up exam is allowed. During clinicals, ATI assignments are your ticket to clinicals. If you do not turn the assignment in by the assigned date, you will not be allowed to attend clinical until the assignment is completed. The clinical day missed will be an unexcused absence.

ATI Proctored (Medical Surgical and Pharmacology) will count 2.5% of your grade. This exam will be administered as soon as we are able to return to campus to administer proctor exams. Please see the ATI Rubric for specifics. You will need to provide a handwritten focused review for ATI Medical Surgical and Pharmacology Practice **Assessment** 2019 A and complete the 3 hours of remediation for each in order to be eligible to test. If these requirements are not completed, you will receive a zero for that portion on the grading rubric. The due dates for these will be provided as soon as campus is re-open for testing.

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.

SIMULATION LAB

This course may include a simulation lab. Simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is to develop clinical judgment skills that are necessary to function as a professionally trained nurse. A pre-simulation

assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the clinical simulation lab will leave the student ineligible to attend clinical. If the student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to review the student handbook regarding simulation lab regulations.

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 in your journal. 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 noon. The journal will be linked to the following courses: RNSG 1019B, RNSG 1030B, 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**.

****RNSG 2020B JOURNALS DUE DATES ARE TBD WITH PRACTICUM SCHEDULE ONCE STUDENTS MAY RETURN TO IN-PATIENT CLINICAL.**

ATTENDANCE PROVISIONS

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

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1)

absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 the student will be considered absent if he/she is not in class by 9:30.

The didactic portion of the class will meet for 60 hours (3000 minutes). A student is allowed to miss a maximum of 6 hours. Students missing more than 6 hours will be dropped for exceeding the attendance procedure. The 150 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 150 clinical hours (9000 minutes) during the semester. Clinicals (practicum hours) will be postponed until further notice. The 150 clinical practicum hours are non-negotiable and will be completed according to your preceptor's schedule once in-patient clinical resumes. A clinical absence will require an excuse or appropriate documentation and all missed clinical time must be made up as required to fulfill the curriculum requirements. Absences must be discussed with faculty, Program Director and/or Special Needs Coordinator dependent on the circumstances of the absence. Students who do not make up all clinical time missed will be issued a final clinical grade of zero and will be unable to progress in the program. The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

Attendance of all ATI Live Review days is MANDATORY!

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:MacyGay.mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas.htthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make appropriate arrangements with the appropriate campus coordinator.

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:MacyGay.mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas.htthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **may not** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak

with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

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

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

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

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

ATI EXIT EXAM STATEMENT:

The comprehensive exit exam will not be administered until we are able to return to campus for proctored testing. 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 W 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.

Student ATI/NCLEX Guarantee:

This Guarantee will provide students additional assistance in preparing to pass the NCLEX if not successful on the first attempt. There are 2 options for the Guarantee to be effective.

Option 1: If the student is present for **all** days of the Live Review Course and **DOES NOT** enroll in Virtual ATI, then the Live Review Guarantee option is in effect. If the student is unsuccessful on NCLEX first attempt, the student has to contact ATI within 3 weeks of the NCLEX test date, and the student may enroll in Virtual ATI for 12 weeks at no additional charge.

Option 2: If a student **accesses** the first Module in Virtual ATI, then the Virtual ATI Guarantee option begins. This Guarantee is only effective if the student obtains the green light and then takes the NCLEX within 3 weeks of that green light date. The Guarantee states that the student can receive an additional 12 weeks of Virtual ATI at no charge if they are unsuccessful on the first attempt of the NCLEX and contacts ATI within 3 weeks of

the NCLEX test date.

This guarantee is for 12 weeks access Virtual-ATI, at no charge, if the requirements of the guarantee are met.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)

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

STUDENT SUCCESS PLAN (SSP)

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

- if the student has (1) a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session and complete the Student Success Plan.
- if the student has (1) a cumulative unit exam average of < 70% after the completion of 50 % of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session, as well as review and update the Student Success Plan and submit an Early Alert.
- if the student exhibits behavior outside the expected:
 - codes of conduct outlined in professional codes of ethics, professional standards,
 - all procedures/requirements/policies outlined in program handbooks/documents,
 - STC e Catalog and Student Handbook, and/or
 - clinical facility policies and procedures.

The faculty will initiate an individual counseling session via email/Blackboard Collaborate and complete an Academic Occurrence Notice and the SSP. Students are required to submit the SSP within 48 hours and are responsible for meeting with the instructor by the next class meeting.

(T)echnical College System of Georgia (E)arly (A)lert (M)anagement (S)ystem (TEAMS) & The Student Success Plan are designed to ensure that students are well informed about strategies for success, including college resources and assistance. One of the responsibilities of the Program faculty is to monitor the academic progression of students throughout the curriculum. The faculty believes that the student is ultimately responsible for seeking assistance; however, faculty will meet or refer students who are having academic difficulties.

- TEAMS is designed to provide assistance for students who may need help with academics, attendance, personal hardships, etc.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and 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 (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

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

GRIEVANCE PROCEDURES

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

ACCESS TO TECHNOLOGY

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

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

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

GRADING POLICY

Assessment/Assignment	Percentage
Unit Exam (There are 5 unit exams)	50%
Final Exam	25%
RNSG 2020 ATI content Mastery Series rubric –RN Adult Medical Surgical Nursing *	2.5%
RNSG 2020 ATI content Mastery Series rubric –RN Pharmacology*	2.5%
Clinical-Practicum dates TBD*	20%

Calculation Examination – Will be given once on-campus class resumes. Students must score 100% within 3 attempts in order to progress in the course and program. Students who do not meet the requirements for the Calculation Examination on the third attempt will receive a W for all RNSG courses in which they are enrolled and will not be able to progress in the program.

* Due to COVID-19, students may not be able to complete the clinical/ATI testing activities which may require on campus/off site activities. In the event this occurs, students will receive an IP for RNSG 2020B and will make up activities at a later date.

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 Activity MS x 0.025 = + _____

ATI Activity Pharm x 0.025 = + _____

Clinical x 0.20 = + _____

Numerical course grade = _____

RNSG 2020B
SUMMER SEMESTER 2020 LESSON PLAN*
 (*Subject to Change)

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
May 26	Introduction Chapter 41 Chapter 42	Review Syllabi and Course Expectations Management of patients with Musculoskeletal Disorders Management of patients with Musculoskeletal Trauma	Read assigned Chapters Complete ATI Assignments: RN Learning Systems: MS: Musculoskeletal The Communicator (Technique Identifiers): Client Undergoing knee surgery	1-8 a-c
June 2 ** 25% mark for SSP	Unit Exam 1 Chapter 68 Chapter 14	Unit Exam 1 (chapters 41 and 42) Management of patients with Neurologic Trauma Shock and Multiple Organ Dysfunction Syndrome	Read assigned Chapters Complete ATI Assignments: Targeted MS Practice Assessments: Neurosensory & Musculoskeletal Nurse Logic 2.0: Knowledge & Clinical Judgment: Advanced Student Test	1-8 a-c
June 9 **50% mark for SSP	Unit Exam 2 Chapter 21 Chapter 23 Chapter 29	Unit Exam 2 (chapters 14 and 68) Respiratory Care Modalities (pages 521-551) Management of patients with Chest and Lower Respiratory Tract Infections (pages 609-633) Management of patients with Complications from Heart Disease (pages 835-839 & and Chapter 23 reinforced pages 629-633)	Read assigned Chapters Complete ATI Assignments: Nurse Logic 2.0: Nursing Concepts: Advanced Student Test Nurse Logic 2.0: Priority Setting Frameworks Advanced Student Test	1-8 a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
June 16	Unit Exam 3 Chapter 62	Unit Exam 3 (chapters 21,23 and 29) Management of patient with Burn Injury	Read assigned Chapters Complete ATI Assignments: Nurse Logic 2.0: Testing & Remediation: Advanced Student Test	1-8 a-c
June 23	Unit Exam 4 Chapter 72 Chapter 73	Unit Exam 4 (chapters 62) Emergency Nursing Terrorism, Mass Casualty, and Disaster Nursing	Read assigned Chapters	1-8 a-c
June 30	Unit exam 5	Unit Exam 5 (Chapter 72 and 73) Final Exam Review		1-8 a-c
July 7 Make up Exams ** July 8 th is the 65% mark for Summer Semester	Make Up Exams	**Make up exam will be given on this day if needed.		1-8 a-c
July 13, 14, and 15	NCLEX Prep	ATI LIVE REVIEW COURSE(MAYBE CONDUCTED VIA VIRTUAL STTING DUE TO COVID-19). ATTENDANCE IN MANDATORY		1-8 a-c
July 21		MOCK Interview for RSNB 2030B		
July 28	Final Exam	Final Exam	Final Exam	1-8 a-c
TBD	TBD	ATI PROCTORED EXAMS will be given when we can resume on campus testing.	ATI: RN MS, RN Pharmacology RN Comprehensive Predictor	1-8 a-c
TBD	TBD	Practicum Schedule and Assignment		1-8 a-c

COMPETENCY AREAS:

1. Act as a client advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for clients.
2. Demonstrate clinical judgment when managing the care of clients.
3. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for adult clients.
4. Manage healthcare information systems and client care technology to reduce errors and communicate relevant client information with members of the healthcare team.
5. Integrate evidence based knowledge in the management of care to clients with complex, multisystem alterations in health.
6. Evaluate the efficacy of health-related education that has been provided to clients and their families.
7. Use organizational, time management, and priority setting skills when managing a caseload of clients and making clinical judgments about their care.
8. Evaluate the effectiveness of quality improvement strategies using client outcome data.

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.

RNSG 2020B ATI ACTIVITIES

Date Due	Activity Title	Completed Date
June 1 by noon	Learning Systems RN 3.0: MS: Musculoskeletal found under Practice Quiz	
June 1 by noon	The Communicator (Technique Identifiers): Client Undergoing knee surgery	
June 8 by noon	Targeted MS Practice Assessments: Neurosensory & Musculoskeletal	
June 8 by noon	Nurse Logic 2.0: Knowledge & Clinical Judgment: Advanced Student Test	
June 15 by noon	Nurse Logic 2.0: Nursing Concepts: Advanced Student Test	
June 15 by noon	Nurse Logic 2.0: Priority Setting Frameworks Advanced Student Test	
June 22 by noon	Nurse Logic 2.0: Testing & Remediation: Advanced Student Test	
TBD	Learning Systems RN 3.0: Adult Medical Surgical Final found under Final Quiz	
TBD	Practice Assessments: RN Pharmacology 2019 A and B *Remediation only on A due TBD	
TBD	Practice Assessments: RN Adult Medical Surgical Nursing 2019 A and B *Remediation only on A due TBD	
TBD	ATI Proctored RN Pharmacology 2019 ** See RNSG 2020B ATI content mastery series rubric	
TBD	ATI Proctored RN Adult Medical Surgical Nursing 2019 ** See RNSG 2020B ATI content mastery series rubric	
TBD	ATI Comprehensive Predictor Exit Exam	

RNSG 2020B ATI CONTENT MASTERY SERIES RUBRIC-MEDICAL SURGICAL NURSING: DUE DATE TBD

Complete Practice Assessment: RN Medical Surgical Nursing Online Practice 2019 A

Remediation:

- Three hours focused review
- Three critical points to remember for each question topic to review-must be handwritten

/4 points

Total Points ____/50



RN MEDICAL SURGICAL PROCTORED ASSESSMENT

Level 3 (4 points)	Level 2 (3 points)	Level 1 (2 points)	Below Level 1 (0 points)
1 hour Focused Review Three critical points to remember for each questions topic to review /2 points	2 hours Focused Review Three critical points to remember for each question topic to review /2 points	3 hours Focused Review Three critical points to remember for each topic to review /2 points	4 hours Focused Review Three critical points to remember for each question topic to review /2 points

Total Points: ____/50

1. Completion of the Practice Assessment A is worth a total score of 50
 - a. Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
 - b. Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.
2. Completion of the Proctored Assessment is worth a total score of 50
 - a. Proctored Assessment
 - i. 6 Points = a total score of 50
 - ii. 5 Points = a total score of 41.6
 - iii. 4 Points = a total score of 33.3
 - iv. 3 Points = a total score of 25
 - v. 2 Points = a total score of 16.7

RNSG 2020B ATI CONTENT MASTERY SERIES RUBRIC-RN PHARMACOLOGY: DUE DATE TBD

Complete Practice Assessment: RN Pharmacology Online Practice 2019 A

Remediation:

- Three hours focused review
- Three critical points to remember for each question topic to review-must be handwritten

/4 points

Total Points ____/50



PHARMACOLOGY PROCTORED ASSESSMENT

Level 3 (4 points)	Level 2 (3 points)	Level 1 (2 points)	Below Level 1 (0 points)
1 hour Focused Review Three critical points to remember for each questions topic to review /2 points	2 hours Focused Review Three critical points to remember for each question topic to review /2 points	3 hours Focused Review Three critical points to remember for each topic to review /2 points	4 hours Focused Review Three critical points to remember for each question topic to review /2 points

Total Points: ____/50

3. **Completion of the Practice Assessment A is worth a total score of 50**
 - a. **Completion of the Practice assessment and remediation in its entirety will result in a score of 50.**
 - b. **Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.**
4. **Completion of the Proctored Assessment is worth a total score of 50**
 - a. **Proctored Assessment**
 - i. **6 Points = a total score of 50**
 - ii. **5 Points = a total score of 41.6**
 - iii. **4 Points = a total score of 33.3**
 - iv. **3 Points = a total score of 25**
 - v. **2 Points = a total score of 16.7**

**** Practicum evaluations and assignments, along with journal topics will be provided once a practicum start date can be determined.**