



**RNSG 2030B Trends & Issues in Nursing and Healthcare**  
**COURSE SYLLABUS**  
**Online**  
**Summer 202016**

**COURSE INFORMATION**

Credit Hours/Minutes: 2/1500

Campus/Class Location: Georgia Virtual Technical Connection (GVTC)/Blackboard and Swainsboro Campus, Building 8, Room 8136 and Room 8145 (when able to return to campus)

Class Meets: Tuesdays from 9:00 am-12:30 pm via internet, 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.

Course Reference Number (CRN): 60216

Preferred Method of Contact: STC Email

**INSTRUCTOR CONTACT INFORMATION**

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

Campus/Office Location: Swainsboro Campus Building 8 Room 8121

Virtual (Blackboard Course Room) Office Hours: Mondays from 9:00 am-11:00am & 1:00 pm-4:00 pm

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

Phone: 478-289-2284

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment via email

Instructor Name: Ginny Ennis, Master of Science in Nursing (MSN), Registered Nurse (RN)

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

Virtual (Blackboard Course Room) Office Hours: Monday, Tuesday 0900-1600 and Wednesday, Thursday 1300-1500

Email Address: [Ginny Ennis \(gennis@southeasterntech.edu\)](mailto:gennis@southeasterntech.edu)

Phone: 912-538-3124

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. Stegen, A., & Sowerby, H. (2019). *Nursing in today's world: Trends, issues, and management (11th ed.)*. Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Assessment Technologies Institute (ATI) V-Simulation and testing services

### **REQUIRED SUPPLIES & SOFTWARE**

Pen, pencil, paper, large 3 ring binder, highlighter, computer access, ear phones (for ATI skills modules), cell phone that will access your student email and ear phones for the phone, calculator, 4 folders for clinicals, name clip without a reel 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 non-clinical course facilitates the transition of the student to the role of a professional nurse in the microsystem of a work unit. Emphasis is placed on contemporary issues, work ethics, and management concepts, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed.

### **MAJOR COURSE OUTCOMES**

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

1. Examine the organizational structure of a macrosystem, its governance structure, potential impact on the role of the nurse, and provision of healthcare within the microsystem of a work unit.
2. Analyze selected leadership styles and theories and their effect on the management of employees.
3. Integrate principles of group process and teamwork into the operation of the inter-professional healthcare team.
4. Apply leadership skills and empowerment strategies when managing the care of clients, families, and groups.
5. Apply ethical decision making when managing the care of clients, families, and groups.

6. Delegate tasks within the legal parameters of that entity's scope and practice, ensuring safe, quality client-centered care.
7. Evaluate the effectiveness of quality improvement strategies using client outcome data to improve health care services.
8. Analyze personal career goals and additional education or certification needed to achieve these goals.

### **PREREQUISITE(S)**

Program Admission, RNSG 1018B, 1019B, 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 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 continue to RNSG 2020B and RNSG 2030B for Summer 2020.)

### **COREQUISITE(S)**

RNSG 2020B Medical-Surgical Nursing III

RNSG 2000/2005B Virtual Clinical from Spring 2020 Semester

### **CONTENT/UNIT OUTCOMES**

#### **Organizational Structure and Governance**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Examine the mission statement and related philosophy and goals of an institution.	Cognitive	Analyzing
2. Compare and contrast various levels of management.	Cognitive	Analyzing
3. Investigate the role of the stakeholders of an organization.	Cognitive	Analyzing

#### **Leadership and Management**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Compare and contrast the concepts of management and leadership.	Cognitive	Analyzing
2. Analyze selected leadership theories and their perspective of the employer and employee.	Cognitive	Analyzing
3. Analyze selected leadership styles and the subsequent role of the manager.	Cognitive	Analyzing
4. Discuss the role and function of management within health care organizations.	Cognitive	Understanding

#### **Delegation and Supervision**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Differentiate between decision making, problem solving, and clinical judgment.	Cognitive	Analyzing
2. Examine the process and implications of planned and unplanned change on staff and institutional integrity.	Cognitive	Analyzing

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
3. Evaluate the use of time management skills when providing, managing, and researching client care based on best practices.	Cognitive	Evaluating
4. Apply the rights of delegation in relation to appropriately delegating tasks to licensed and unlicensed personnel.	Cognitive	Applying
5. Compare the scope of practice of licensed and unlicensed personnel that make up the health care team.	Cognitive	Analyzing
6. Investigate the concepts of accountability and responsibility of the professional nurse in relation to delegated assignments and delegated tasks.	Cognitive	Analyzing
7. Analyze various conflict management/resolution strategies and their use in resolving intra/interpersonal conflict.	Cognitive	Analyzing
8. Examine the use of assertive and other communication skills during the process of conflict resolution and negotiation.	Cognitive	Analyzing

### **Teamwork**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Compare and contrast various methods of organizing human resources for the provision of client care.	Cognitive	Analyzing
2. Analyze team building strategies that can be used to enhance collaboration and cooperation between team members.	Cognitive	Analyzing
3. Examine various types of conflict and conflict management strategies.	Cognitive	Analyzing

### **Quality Improvement**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Analyze the concept of quality improvement in relation to the provision of safe, high quality client care.	Cognitive	Analyzing
2. Investigate the role of quality improvement in relation to external constituents (Joint Commission, Prospective Payment Systems, and Professional Standards Review Organizations).	Cognitive	Analyzing
3. Ascertain the role of the nurse in the quality improvement process.	Cognitive	Analyzing
4. Compare Institute of Medicine (IOM) Competencies, American Association of Colleges for Nursing (AACN) Essentials, and Quality and Safety Education for Nurses (QSEN) Competencies in improving the quality of health care.	Cognitive	Analyzing

### **Legal Issues**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Evaluate the role of the nurse in relation to ensuring informed decision making by the client regarding advance directives, procedural consent, and other legal issues.	Cognitive	Evaluating

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
2. Justify the importance of maintaining HIPAA and the Privacy Acts' regulations related to confidentiality in all oral, written, and electronic communications.	Cognitive	Evaluating
3. Integrate ANA's Standards of Practice and state mandated scope of practice directives into client care provided either directly or indirectly.	Cognitive	Applying
4. Analyze the relationship between policies, procedures, and standards set by an institution.	Cognitive	Analyzing
5. Analyze the nurse's role in ensuring the provision of safe client care that meets institutional and professional standards.	Cognitive	Analyzing
6. Review organizational resources available and proper solicitation of these resources when issues related to safe, ethical, and legal nursing practice arise.	Cognitive	Understanding
7. Examine the elements of liability necessary to prove negligence.	Cognitive	Analyzing
8. Determine the responsibility of the nurse in relation to mandatory reporting.	Cognitive	Evaluating
9. Evaluate the sources of laws and consequence for violation.	Cognitive	Evaluating
10. Report unsafe practice of health care personnel and interventions as appropriate.	Cognitive	Applying
11. Integrate knowledge of advance directives into client care.	Cognitive	Applying

### **Ethical Issues**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Integrate Code of Ethics into client care provided either directly or indirectly.	Cognitive	Applying
2. Analyze the relationship between advocacy and client rights.	Cognitive	Analyzing
3. Analyze ethical principles.	Cognitive	Analyzing
4. Evaluate steps in the ethical decision making process.	Cognitive	Evaluating

### **Personal Development**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Analyze personal career goals and additional education or certification needed to achieve these goals.	Cognitive	Analyzing
2. Examine the path nurses take when transitioning from a novice nurse to an expert nurse.	Cognitive	Analyzing
3. Appreciate the role that preceptors and mentors have in assisting new graduates in becoming competent in their practice and socialized into their new role.	Affective	Valuing
4. Discuss how lifelong learning is necessary to maintain practice that is current and protects the welfare of clients.	Cognitive	Understanding
5. Analyze the various causes of occupational stress in nursing and personal strategies that can be used to minimize its effects.	Cognitive	Analyzing
6. Evaluate burnout and measures that can be taken to reduce the	Cognitive	Evaluating

Unit Outcomes	Learning Domain	Level of Learning
likelihood of its development.		
7. Analyze current trends in the employment of nurses.	Cognitive	Analyzing
8. Discuss continuing education requirements of the registered nurse.	Cognitive	Understanding
9. Create a resume' and cover letter.	Cognitive	Creating
10. Participate in a mock interview.	Psychomotor	Demonstration

### Informatics

Unit Outcomes	Learning Domain	Level of Learning
1. Analyze the integral role that health care informatics plays in delivering safe, quality client care.	Cognitive	Analyzing
2. Investigate strategies for transforming information into practice.	Cognitive	Analyzing
3. Examine databases that provide evidence based information for health care providers and their clients.	Cognitive	Analyzing
4. Ascertain methods for validating that information found on the Internet is accurate, reliable, and free from error.	Cognitive	Analyzing

### 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. 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 students fails to meet the unit exam/final exam expectations, the student will receive a W for academic deficiency.

### 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 correctly answers 52 questions out of 60. 52 correct answers x 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 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.

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, and 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 is **due at 7:00 am on Monday prior to** the class period as indicated on the calendar. The faculty will pull the ATI Module Report 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.

ATI Proctored (RN Leadership) will count 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 RN Leadership Practice Assessment 2019 A and complete the 3 hours of remediation 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 ATI Critical Thinking Exit Proctored Assessment does not count in your ATI grade. The due dates for these will be provided as soon as campus is re-open for testing.



All ATI Capstone activities must be completed as outlined on ATI Capstone Content Review Policy and Calendar Packet. Points are awarded according to the Points for ATI Capstone Grading Rubric.

### **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 week access Virtual-ATI, at no charge, if the requirements of the guarantee are met.

### **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 by 7:00 am. The journal will be linked to the following courses: RNSG 1019B, 2000B and 2020B. **Journal entries for this course will be completed when practicum hours are allowed.** 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**.

### **SIMULATION LAB**

This course may include a simulation lab. Simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is to develop clinical judgment skills that are necessary to function as a professionally trained nurse. A pre-simulation assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the clinical simulation lab will leave the student ineligible to attend clinical. If the student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to read the student handbook regarding simulation lab regulations.

### **ATTENDANCE PROVISIONS**

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

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 the student will be considered absent if he/she is not in class by 9:30.

This class will meet for 30 hours. **For this class, which meets 1 day a week for 9 weeks, the maximum number of days a student may miss is 3 hours during the semester. Students missing more than 3 hours will be dropped for exceeding the attendance procedure.**

Students are informed at the beginning of the semester the proposed dates for clinical. Dates are nonnegotiable. If you are required to be absent from clinical for **special circumstances** like military training or jury duty, you must email the instructor as soon as possible.

### **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:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

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

## **SPECIFIC ABSENCES**

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

## **PREGNANCY**

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

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

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

## **WORK ETHICS**

The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. Students will be required to take a work ethics exam as marked in the lesson plan. Completion of work ethics assignments, which will account for 5% of the course grade, and a grade of 70 or better is required in order to complete this course.

Work Ethics Assignment as outlined in Work Ethic Packet: (Due as outlined on lesson plan). **These are due at 9:00 am on the date assigned on the lesson plan.**

## **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:

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

**ACCESSIBILITY STATEMENT**

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

**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 Exams-This percentage is based on 3 unit exams	55
Final Exam	30
RNSG 2030 ATI Content Mastery Series Rubric –RN Leadership*	5
ATI Capstone	5
Work Ethics	5

**Each student's final course grade will be determined as follows:**

<b>Unit exam grade</b>	<b>x 0.55 =</b>		_____
<b>Final exam grade</b>	<b>x 0.30 =</b>	<b>+</b>	_____
<b>ATI Leadership Rubric</b>	<b>x 0.05 =</b>	<b>+</b>	_____
<b>ATI Capstone</b>	<b>x 0.05 =</b>	<b>+</b>	_____
<b>Work Ethics</b>	<b>x 0.05 =</b>	<b>+</b>	_____
<b>Numerical course grade</b>	<b>=</b>		_____

\*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 2030 and will make up activities at a later date.

**GRADING SCALE**

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

## RNSG 2030B Trends & Issues in Nursing and Healthcare Summer 2020 Lesson Plan

Key: ATI= Assessment Technologies Institute

**DATE 5/26/20**

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Intro to Course  ATI	Introduction to Course Review Syllabi and Course Expectations Work Ethics Packet  ATI Capstone Orientation	Complete first day paperwork and submit to online course	3 a,b,c

**DATE 6/2/20**

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Chapter 5  Chapter 4  Chapter 13  Work Ethics	The World of Healthcare Employment Making Professional Goals a Reality Facing the Challenges of Today's Workplace  <b>Work Ethics 1 &amp; 2 due via Blackboard Dropbox</b>	Read assigned chapters  ATI	1 a,c

**DATE 6/9/20**

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<b>Unit Exam 1</b> Chapter 7  Work Ethics	Chapters 4 ,5, 13 Legal Responsibilities for Practice  <b>Work Ethics 3 &amp; 4 due via Blackboard Dropbox</b>	ATI  <b>25% Mark for SSP</b>	5,6 a,c

**DATE 6/16/20**

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Chapter 8  Chapter 9	Ethical Concerns in Nursing Practice Safety Concerns in Healthcare	ATI  ATI RN Practice Assessment: Leadership	5,7 a,c



Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Work Ethics	<b>Work Ethics 5 &amp; 6 due via Blackboard Dropbox</b>	A & B due on 6/22 at 0700	

**DATE 6/23/20**

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<b>UNIT EXAM 2</b>	Chapters 7, 8, 9		
Chapter 11	Initiating the Leadership and Management Role	ATI	2,4 a,c
Work Ethics	<b>Work Ethics 7 &amp; 8 due via Blackboard Dropbox</b>	ATI RN Leadership Practice Assessment A <b>Remediation &amp; Focused Review due by 6/29 at 0700 via Blackboard Dropbox</b>  50% Mark for SSP	

**DATE 6/30/20**

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Chapter 12	Working with Others in a Leadership Role	July 8 is the 65% mark for summer semester	3,6,7 a,c
Chapter 15	Applying Research and Technology to Nursing practice	ATI	
Work Ethics	<b>Work Ethics 9 &amp; 10 due via Blackboard Dropbox</b>		1-8 a,b,c

**DATE 7/7/20**

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<b>UNIT EXAM 3</b>	Chapters 11, 12, 15	Resume & Cover Letter due via Blackboard Dropbox  <b>Make-up Exam Day</b>	1,8 a,c

**DATE 7/13/20-7/15/20**

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
ATI	ATI REVIEW COURSE VIA VIRTUAL SETTING. ATTENDANCE IS MANDATORY.		1-8 a,b,c

**DATE 7/21/20**

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Mock Interviews via Virtual Setting		Email Resume & Cover Letter to Lance Helms at <a href="mailto:lhelms@southeasterntech.edu">lhelms@southeasterntech.edu</a> prior to date of mock interview	8 a,c

**DATE 7/28/20**

Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Final Exam	Comprehensive Final Exam		1-8 a,b,c
TBA	ATI PROCTORED EXAMS will be given when we can resume on campus testing.	ATI: Critical Thinking Exit and RN Leadership Proctored Exams.	1-8 a,b,c

**MAJOR COURSE COMPETENCIES:**

1. Examine the organizational structure of a macrosystem, its governance structure, potential impact on the role of the nurse, and provision of healthcare within the microsystem of a work unit.
2. Analyze selected leadership styles and theories and their effect on the management of employees.
3. Integrate principles of group process and teamwork into the operation of the inter-professional healthcare team.
4. Apply leadership skills and empowerment strategies when managing the care of clients, families, and groups.
5. Apply ethical decision making when managing the care of clients, families, and groups.
6. Delegate tasks within the legal parameters of that entity's scope and practice, ensuring safe, quality client-centered care.
7. Evaluate the effectiveness of quality improvement strategies using client outcome data to improve health care services.
8. Analyze personal career goals and additional education or certification needed to achieve these goals.

**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 2030B ATI ACTIVITIES**

Date Due Due at 7:00 am the Monday before the class on Tuesday***	Activity Title	Completed
6/1/20	Achieve: Test-Taking Skills	
6/15/20	The Leader: Case 1: Assignments/Delegation  The Leader: Case 2: Incident Report  The Leader: Case 3: Conflict Management	
6/22/20	Learning System RN 3.0: Practice Assessment: Leadership  Learning System RN 3.0 Final: Leadership Final  Learning System RN 3.0 Final: Comprehensive Final  ATI RN Leadership Online Practice Assessment 2019 A & B (See attached rubric) is <b>due by 0700.</b>	
6/29/20	The Leader: Case 4: Quality Improvement  The Leader: Case 5: Decentralized Management/Case Management/Clinical Pathway  ATI RN Practice Leadership Practice Assessment A <b>Remediation &amp; Focused Review due by 6/29/20 at 0700 via Blackboard Dropbox.</b>	
7/20/20	Nurse's Touch: Professional Communication: Organizational Communication	

All ATI activities must be completed as outlined on ATI Activities calendar. Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment is **due at 7:00 am on Monday prior to** the class period as indicated on the calendar. The faculty will pull the ATI Module Report 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.

ATI Proctored (RN Leadership) will count 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 RN Leadership Practice Assessment 2019 A and complete the 3 hours of remediation 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 ATI Critical Thinking Exit Proctored Assessment does not count in your ATI grade. The due dates for these will be provided as soon as campus is re-open for testing.

**ATI CAPSTONE**

All ATI Capstone activities must be completed as outlined on ATI Capstone Content Review Policy and Calendar Packet. Points are awarded according to the Points for ATI Capstone Grading Rubric. ATI Capstone assignments account for 5% toward your final grade.

**RNSG 2005B ATI CONTENT MASTERY SERIES RUBRIC-RN LEADERSHIP NURSING**

**Complete Practice Assessment: RN Leadership 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**



***Leadership Proctored Assessment***

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

**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