

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School University Life Date 2/7/2017

Course No. or level 100 Title University Life

Semester hours 1 Clock hours: Lecture 1 Laboratory \_\_\_\_\_

Prerequisites First-semester student or permission of coordinator

Enrollment expectation 18-20


Indicate any course for which this course is a (an)

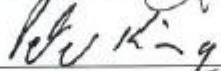
Modification University Life 100 (change to name and course description)  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Allison M. Steadman

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2017

Date of School/Department approval 2/7/17

**Catalog description:**

**UNIVERSITY LIFE COURSES**

**100 First-Year Seminar** (1) (Prerequisite: first-semester student or permission of coordinator)  
Students will be introduced to skills and strategies for studying, test-taking, note-taking, and time management to enhance their study habits and ability to succeed in their academic careers. Students will become familiar with the university's support resources to help solve academic, personal, and social problems. Discipline-specific sections will provide first-year students with an early introduction to the specific needs and expectations of their respective degree programs.

**Rationale:**

Title change and description of course will better align with course objectives and content while clarifying the specific student population for which the course is designed. The change in course title also better reflects the common terminology used for first-year initiatives at other universities both nationally and internationally.

**Teaching method planned:**

Lecture.

**Textbook and/or materials planned (including electronic/multimedia):**

Textbook varies by semester and instructor preferences.

**Course Content:**

Instructors will provide academic guidance and support for first-year students. This includes educating the students on FMU support resources across the campus, study skills, test taking strategies, note-taking, time management, and success strategies. Instructors will also provide early alert information for struggling students and pre-advising preparation.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Biology Date 1/17/17

Course No. or Level \_\_\_\_\_ Title Pre-Veterinary Program Internship

Semester hours 1 / 2 Clock hours: Lecture \_\_\_\_\_ Laboratory 3-6

Prerequisites Sophomore status / Cumulative GPA 3.0

Enrollment expectation <10 / semester

Indicate any course for which this course is a (an)

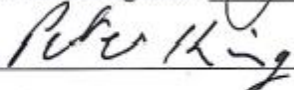
modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Tamatha Barbeau

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2017

Date of School/Department approval 2/3/17

**Catalog Description:**

**490 Pre-Vet Internship** (1), or (2) (Prerequisite: Permission of department). Clinical experience in veterinary medicine under the supervision of a practicing veterinarian. A maximum of 3 semester hours may be earned. Earned hours do not fulfill the requirements for biology electives for a major, minor or collateral.

**Purpose:**

1) This course will be for pre-vet students seeking volunteer work experience in the veterinary profession.

2) Students participating in this program will gain experience in regional veterinary facilities, including non-profit spay and neuter clinics (e.g. Spay Neuter Intervention of the Pee Dee or SNIP), working closely with veterinary professionals. This will provide valuable

experience for students desiring to pursue veterinary medicine as a career. Furthermore, veterinary programs require work experience on applications, and this internship would assist in accountability for such experience.

**Teaching Methods:**

We will follow some of the same guidelines already in place for normal Biology Internship (Biol 498). Biology Internships require a total of two supervisors. In this case, the two supervisors will be the veterinary supervisor involved and the Pre-Vet Coordinator (Tamatha Barbeau).

**Textbook and / or Materials Planned:**

No textbook or materials are planned for this course. However, all students enrolling in the internship are required to attend an orientation session with the Pre-Vet Coordinator. Additional orientation and training will be provided on-site at the veterinary facilities involved.

**Course Content:**

The purpose of this course is to provide valuable experience for students desiring to pursue a career in the veterinary field. Individual students are assigned to various veterinary clinics in the Pee Dee region, where they will work at least 3 hours per week. Students will work closely with veterinary professionals and take an active role in providing care and support for domestic pets.

As part of their academic requirements, participants are required to keep a weekly journal recording activities performed and skill acquired. Weekly journals should be produced as a computerized Word document, and emailed to Dr. Barbeau by midnight Sunday of each week of the internship. They will also have to submit a final report describing the benefits of the experience. Lastly, students participating in the Internship are required to maintain professional conduct with clinic staff and clients at all times. Unprofessional conduct will be considered a violation of the Honor Code for students at Francis Marion University, and can result in failure of the course.

Additionally, to demonstrate local veterinary professional interest in this internship, during the fall of 2016 Dr. Barbeau communicated with a member of the board of directors (Jeanne Simmon Kelly), and on-site veterinarian (Dr. Vindi Herron), of SNIP. SNIP is a low-cost spay and neuter facility (located at 815 Second Loop Rd, Florence, SC. The SNIP board of directors and their staff veterinarian expressed eagerness to work with student interns from Francis Mario

## **Biol 490: Pre-Veterinary Program Internship Syllabus Francis Marion University**

The guidelines in this syllabus are for those registered to earn 1 credit for Biol 490: Pre-Veterinary Program Internship. A credit requires a minimum of 30 hrs. on site per semester. This usually turns out to be one afternoon per week for 10-12 weeks. A maximum of 2 credit hours may be applied to graduation and do not count as a Biology elective.

You are expected to act professionally and represent yourselves, your department, and your university with pride and dignity. Be on time, dress appropriately, and treat people and animals with respect. This is a professional opportunity rather than an academic one. You are expected to comply with all guidelines and regulations provided by your particular host site.

### **Definition of Unprofessional Behavior**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Inappropriate conduct such as shouting, or use of vulgar, profane or abusive or threatening language.
- Intimidating behavior.
- Refusal to cooperate with others.
- Conduct that constitutes sexual harassment.
- Refusal to adhere to stated clinic/staff policies.
- Inappropriate comments written in official documents that impugn staff or faculty.

### **Grading:**

This internship is graded on a normal letter grade scale. An A in the course is dependent of satisfactory completion of all the requirements listed in the next section. The percentage of the grade for each required assignment is shown above.

### **Course Requirements:**

1) You must keep a weekly journal of your Internship activities at your location. Remember that HIPAA regulations prohibit you providing me with any names or personal details of clinic staff. I recommend keeping this journal in a traditional three-ring binder.

2) At the end of each semester, you need to write a final report describing the value of your internship experience (how it has affected your goals and career choices). This should be double-spaced and 1 – 2 page Word document, which meets the following requirements:

- All reports must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All reports must demonstrate evidence of logical development of thought, clarity, and organization.
- All reports must be submitted by email (attachment) unless instructed otherwise.

*Appendix to General Faculty agenda, 04/04/17*

**Evaluation Methods:**

<b>Assignment</b>	<b>Percent of Final Grade</b>
Attend Orientation Session	10%
Weekly Journal	20%
Final Report	50%
Completed Student Intern Evaluation Form	10%
Completed Student Intern Questionnaire	10%

3) Provide your location supervisor with a copy of the Biol 490 Student Intern Evaluation form (available on the Pre-Vet website: <http://people.fmarion.edu/tbarbeau/prevet.htm>) and a standard envelope. They can place the complete form in the sealed envelope and return it to you. Please put this in the front of your journal. This should be returned to me at the address listed below by Reading Day.

4) On the Pre-Vet website you will also find a Student Intern End-of-the-Year Questionnaire. Please fill this out and return it to me by Reading Day.

**Should you or your site manager need to contact me:**

Tamatha Barbeau, Ph.D

Associate Professor of Biology

Coordinator of the Pre-Veterinary Program

Francis Marion University

P.O. Box 100547, Florence, SC 29502

Office: 843-661-4651

Fax: 843-661-4660

Email: [tbarbeau@fmarion.edu](mailto:tbarbeau@fmarion.edu)

Web: [people.fmarion.edu/tbarbeau](http://people.fmarion.edu/tbarbeau)

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Computer Science/Business Date February 3, 2017  
Course No. or Level CS190L Title Laboratory for CS 190 Programming Fundamentals

Semester hours 1 Clock hours: Lecture \_\_\_\_\_ Laboratory 3

Prerequisites Math 111 or higher; Corequisite: CS 190

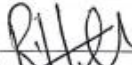
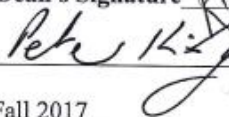
Enrollment expectation 25

Indicate any course for which this course is a (an)

**modification** \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

**substitute** \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

**alternate** \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jeremy Lewis and Padmaja Rao  
Department Chairperson's/Dean's Signature  \_\_\_\_\_  
Provost's Signature  \_\_\_\_\_  
Date of Implementation Fall 2017  
Date of School/Department approval January 31<sup>st</sup> 2017

**Catalog description:**

Laboratory demonstrates the topics and principles presented in the lecture.

- Purpose:**
1. **For Whom (generally?)**
  2. **What should the course do for the student?**

Computer Science Freshmen  
Reinforce concepts covered in lecture.

**Teaching method planned:**

Laboratory method – students will be given the opportunity to reinforce problem solving and critical thinking skills and as well as trouble shooting (debugging) skills.

**Textbook and/or materials planned (including electronic/multimedia):**

Introduction to Java Programming, (current edition) by Y. Daniel Liang. Blackboard for course management purposes. Text editor for writing the code and the Java compiler.

**Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)**

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Accompanying CS190 Programming Fundamentals, this lab provides hands-on work with the Java programming language. Students will explore problem-solving and algorithm development techniques based on the program development process. They will also be required to use elementary data types and data structures, input and output processing, control structures, and implement modular program design. In each lab students will be expected to complete work complementing the topics discussed in CS190.

**When completed, forward to the Office of the Provost.**

9/03



**Francis Marion University  
Computer Science 190L – Introduction to Programming Lab**

**Faculty:** Jeremy S Lewis  
**Office:** Founders Hall  
**Telephone:** 843-661-1451  
**E-mail:** [jlewis@fmarion.edu](mailto:jlewis@fmarion.edu)

**Class Time:**  
**Classroom:**  
**Office Hours:**

**Course Description:** Accompanying CS190 Programming Fundamentals, this lab provides hands-on work with the Java programming language. Students will explore problem-solving and algorithm development techniques based on the program development process. They will also be required to use elementary data types and data structures, input and output processing, control structures, and implement modular program design. In each lab students will be expected to complete work complementing the topics discussed in CS190.

**Corequisite:** CS 190

**Prerequisite:** Math 111 or higher

**Text and/or References:** Introduction To Java Programming, (current edition) by Y. Daniel Liang.

**Class Attendance Policy:** As per university policy, students may miss two days in a class meeting once per week.

**Academic Integrity:** Students are expected to turn in their own work when not in teams. Turning in others' work will be considered academic dishonesty and should be reported correctly. Students working in teams are expected to contribute to work and, at the supervisor's discretion, may have some or all of their credit removed for a submission if they are not participating. Students repeatedly losing credit for lack of participation may be expected to complete assignments without benefit of a team. Students' work should match each task's intended purpose. Efforts to deceive, violate, circumvent, or avoid the purpose of the task questions will be treated as no answer.

**Course Requirements:**

The objectives of this lab are to give you an understanding of:

- Using a terminal command line to compile Java source code and run Java object files,
- Writing standards-compliant source code with correct documentation
- Evaluating problem tasks and write small Java applications (apps) to solve problem tasks,
- Creating, updating, and employing Java variables to store and retrieve data,
- Boolean data and creating and evaluating Boolean expressions.
- Using selection structures such as if, if-else, and switch to select which code should execute based on Boolean expressions,
- Using definite and indefinite loops to process data and respond to on-going user interaction, and
- Creating, updating, and employing Java variable arrays to store and retrieve data, necessarily using loops.

**Grading Criteria:** Each lab will present a set of problems, all of which are expected to be completed in the time allotted for the lab. There will be an online drop box (Blackboard for example) to which assignments must be uploaded before the class ends. A lab supervisor will be present to clarify any student questions about homework and/or answer specific questions about programming language usage. Some labs may allow teams to solve problems, however each team member will still be expected to and graded on the code they, individually submit.

**Grading System/Scale:**

A = 90 – 100	C = 70 – 75
B+ = 86 – 89	D+ = 66 – 69
B = 80 – 85	D = 60 – 65
C+ = 76 – 79	F = Below 60

**Accommodation:** Students with learning of other disabilities seeking accommodation in this course are asked to contact Counseling for assessment and approval.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Computer Science/Business Date February 3, 2017  
Course No. or Level CS 480 Title Capstone I

Semester hours 3 Clock hours: Lecture 3 Laboratory \_\_\_\_\_

Prerequisites Senior status or permission of school

Enrollment expectation 15

Indicate any course for which this course is a (an)

**modification** CS 480  
(proposed change in course title, course description, course content or method of instruction)

**substitute** \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

**alternate** \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Padmaja Rao  
Department Chairperson's/Dean's Signature   
Provost's Signature   
Date of Implementation Fall 2017  
Date of School/Department approval January 31<sup>st</sup> 2017

**Catalog description:**

Students will bring together the knowledge and skills acquired over the course of their studies and apply them in a project which demonstrates an application of computer science. Students may work individually or in a small team. Students will work on project planning, software requirements analysis, design, and specification. Written reports and oral presentations will take place in a technical setting.

- Purpose:**
1. For Whom (generally?)
  2. What should the course do for the student?

Computer Science Seniors.

In general, capstone is designed to be a culmination of a student's learning, and a chance to develop and express many skills at once. *Capstone project*-based courses are valuable ways for students to prepare for careers in their respective industries.

**Teaching method planned:**

Project-based

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**Textbook and/or materials planned (including electronic/multimedia):**

Blackboard for course management. Software Engineering CASE tools for building their designs, Trello for building boards for project management and Power Point for their presentations.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment.  
Include a syllabus for the course.)

The goal of the computer science capstone is to bring together the knowledge and skills acquired over the course of the student's undergraduate studies and apply them in a project which demonstrates a practical application of computer science. Students are encouraged to be creative but realistic in their selection of a project. Such a project will require students to get up-to-speed quickly on a specific content or issue area. They will be required to go through the requirement engineering process, project management (which includes risk management, scheduling, and presenting clear and coherent progress reports) and to develop a design for their projects. Students may work individually or with a single partner. Students may also work with companies or other sponsors on a project. Students will present the design at the end of the semester.

**When completed, forward to the Office of the Provost.**

9/03

*Appendix to General Faculty agenda, 04/04/17*

**Syllabus**

**CS 480 Capstone I**

**Fall 20xx**

**Instructor:** Padmaja Rao

**Office:** FH 229

**Phone:** 843 661 1591

**Office Hours:**

**E-mail:** mrao@fmarion.edu

**Class Room:**

**Meeting Time:** On Blackboard

**Purpose**

In modern society the field of computer science affects almost every area of business, industry, education, and health care; hence it is interdisciplinary in nature. The goal of the computer science capstone is to bring together the knowledge and skills acquired over the course of the student's undergraduate studies and apply them in a project which demonstrates a practical application of computer science. The computer science faculty encourages the student to be creative but realistic in your selection of a project. Such a project will require students to get up-to-speed quickly on a specific content or issue area and develop competency in planning, project management, teamwork, and the preparation of clear and coherent progress reports. Students may work individually or with a single partner. They may also work with companies or other sponsors on a project. In the selection of their project, careful planning and preparation are essential so the following items are presented for your consideration.

- 1) Has a similar project already been selected or completed by other students?
- 2) Do I have sufficient background to begin the project? If not...
  - a) How much time will be needed to obtain a sufficient background?
  - b) Is a faculty member willing/able to advise me?
  - c) Is there another student with sufficient background I can partner with?
- 3) If I choose to work with a partner...
  - a) Do our schedules allow time to meet/work on the project? One or both of you may be employed.
  - b) How well do you know each other? Have you worked together on other assignments?
- 4) Would I have a reasonable probability of completing the project on time?
  - a) The goal of the project should be realistic.
  - b) You must budget your time.
- 5) How will I divide the project into quantifiable checkpoints?
  - a) Checkpoints are important to keep your project on track.
  - b) Checkpoints will be required for grading purposes.
- 6) Will I be able to obtain needed resources?
  - a) Will special software or hardware be required?
  - b) What costs will be involved?
- 7) How will I measure or test the outcome of my project?

Students will be required to identify stakeholders and go through a requirements engineering process. Requirements are subject to change so a requirement management is needed. Students will have the following deliverables: Requirement Document, Risk Management, Project Schedule (We will use Agile Methodologies), and your design.

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**Submissions**

Blackboard will be used to manage this course. There will be an assignment for students to submit for each of the following: proposal, requirements/specification project management schedules, risk management, completed design and presentation. The grading rubrics will also be posted.

**Important Dates**

	Proposals Due (with team members if working as a pair)
	Proposals Returned
	Requirements Due
	Project Planning, and Risk Management Documents Due
	Designs Due

Grading Scale: The summary of the above weighted scores as percentages of the final course total is:

Proposal	10%
Meeting stipulated milestones	15%
Monitoring/Updating project schedule and risks/Requirements	10%
Use of Software Engineering CASE Tools for project management	10%
Completed Design	30%
Presentation	25%

**Attendance**

You are expected to attend scheduled meeting. Repeated absences will have a strong impact on your course grade.

The initial course letter grade calculation will be then determined by the overall percentages:

90-100%	A
80-89.9%	B
70-79.9%	C
60-69.9%	D
Below 60%	F

Note: This syllabus may be modified by the instructor over the course of the semester.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Computer Science/Business Date February 3, 2017

Course No. or Level CS 482 Title Capstone II

Semester hours 3 Clock hours: Lecture 3 Laboratory \_\_\_\_\_

Prerequisites CS 480

Enrollment expectation 15


Indicate any course for which this course is a (an)

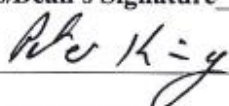
**modification** \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

**substitute** \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

**alternate** \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Padmaja Rao

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Spring 2018

Date of School/Department approval January 31<sup>st</sup> 2017

**Catalog description:**

This course is the continuation of CS 480. Students will implement, test, verify and validate their systems. Written reports and oral presentations will take place in a technical setting.

- Purpose:**
- 1. For Whom (generally?)**
  - 2. What should the course do for the student?**

Computer Science Seniors who have completed CS 480.

This course is a continuation of CS 480. Projects proposed and designed will be implemented and tested in CS 482.

**Teaching method planned:**

This is a project-based course with students working on their own or in small teams. Student's progress will be monitored by Instructor bi-weekly. They will have increments of their work due every two weeks. After the new functionality is demoed, there will be reflection of how to improve the process.

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**Textbook and/or materials planned (including electronic/multimedia):**

There will be no course textbook. Students will use Software Engineering Case Tools for building and testing their software. They will use Trello for building boards for project management and Git for source code version management and Power Point for presentations.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment.  
Include a syllabus for the course.)

This course is a continuation of CS 480. Students will implement, test, verify and validate the systems that they designed in CS 480. Students will be using Agile software development to implement your projects and *Scrum*, an iterative and incremental agile software development framework, for managing product development. They will also be using Trello, a collaboration tool that organizes their projects into boards. Trello will help to keep track of their Product and Sprint Backlogs. The course will implement bi-weekly “Daily Scrum” and Sprints which will be two weeks long. Students will also be using Git, a version control repository. They will present their projects at the Computer Science Symposium.

**When completed, forward to the Office of the Provost.**



*Appendix to General Faculty agenda, 04/04/17*

**Syllabus**

**CS 482 Capstone II**

**Spring 20xx**

**Instructor:** Padmaja Rao

**Office:** FH 229

**Phone:** 843 661 1591

**Office Hours:**

**E-mail:** mrao@fmarion.edu

**Class Room:**

**Meeting Time:** On Blackboard

**Purpose**

This course is a continuation of CS 480. Students will implement, test, verify and validate the systems that they designed in CS 480. Students will be using Agile software development to implement their projects and *Scrum*, an iterative and incremental agile software development framework, for managing product development. They will also be using Trello, a collaboration tool that organizes their projects into boards. Trello will help to keep track of their Product and Sprint Backlogs. The course will include bi-weekly “Daily Scrum” and Sprints which will be two weeks long. Students will also be using Git, a version control repository. They will present their projects at the Computer Science Symposium on the first Monday of April 20xx.

**Submissions**

Blackboard will be used for course management. Students will use it to submit their power point presentations to Blackboard. The grading rubrics will also be posted there as well.

**Important Dates**

March xx 20xx	Dry run of the presentations
April xx 20xx	FMU Computer Science Symposium

Grading Scale: The summary of the above weighted scores as percentages of the final course total is:

Proposal	10%
Meeting stipulated milestones	15%
Monitoring/Updating project schedule and risks	10%
Use of Software Engineering CASE Tools for project management and configuration management (Trello/GIT)	10%
Completed project	30%
Presentation/Paper	25%

**Attendance**

\*

You are expected to attend scheduled meeting. Repeated absences will have a strong impact on your course grade.

***Appendix to General Faculty agenda, 04/04/17***

The initial course letter grade calculation will be then determined by the overall percentages:

90-100%	A
80-89.9%	B
70-79.9%	C
60-69.9%	D
Below 60%	F

*Note: This syllabus may be modified by the instructor over the course of the semester.*

*Appendix to General Faculty agenda, 04/04/17*

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School EMP Date 12/19/2016

Course No. or Level English 353

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Grade of C or higher in English 102

Enrollment expectation 20


Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christine Masters

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2017

Date of School/Department approval November 2016

Catalog description:

**ENG 353 Writing in the Health Professions, (3)** (Prerequisite: 102 with a grade of C or higher) Offers training in writing for the health professions. Emphasizes the rhetorical principles involved in effective charting practices, report writing, policy writing, and production of health education materials. Focusing on individualized research areas, students practice writing for diverse health-related audiences, including other healthcare professionals, patients, and targeted groups within the general public. Teaches correct usage of APA style.

Purpose: 1. For Whom (generally?)

Professional writing majors, minors, and collaterals. Potentially various health science majors.

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3. What should the course do for the student?

This course offers training in writing for the health professions. It emphasizes the rhetorical principles involved in effective charting practices, report writing, policy writing, and production of health education materials. Focusing on individualized research areas, students practice writing for diverse health-related audiences, including other healthcare professionals, patients, and targeted groups within the general public. Students learn APA style, practicing its correct usage in healthcare writing genres.

Teaching method planned:

Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):

Heifferon, Barbara A. (2005). *Writing in the health professions*. New York: Pearson Longman. ISBN: 0321105273.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

See attached sample syllabus.

**When completed, forward to the Office of the Provost.**

## **Syllabus - English 353: Writing in the Health Professions**

### Instructor and Schedule Information

### **Description**

This course offers training in writing for the health professions. It emphasizes the rhetorical principles involved in effective charting practices, report writing, policy writing, and production of health education materials. Focusing on individualized research areas, students practice writing for diverse health-related audiences, including other healthcare professionals, patients, and targeted groups within the general public. Students learn APA style, practicing its correct usage in healthcare writing genres.

### **Textbook**

Heifferon, Barbara A. (2005). *Writing in the health professions*. New York: Pearson Longman. ISBN: 0321105273.

Additional PDF Readings – available on Blackboard

### **Goals**

This course aims to improve your writing in three ways:

- By teaching you to use clear and unequivocal language, this course prepares you to communicate medical knowledge through writing without being misunderstood,
- By asking you to change your patterns of observation, this course asks you to think and write objectively about patients,
- By allowing you to practice medical style, this course familiarizes you with detail-oriented record-keeping.

By the end of this semester, you should be competent in the following knowledge areas.

- Best practices and procedures for documenting patient care, including the goals, language and legal ramifications of this writing form
- Adapting medical language and requirements for a non-specialist audience to provide educational material for patients and their caregivers with an emphasis on strategies for dealing with differing levels of comprehension and apprehension
- Composing and delivering policies or new procedures to colleagues or co-workers, including in-services, grants, and office memos
- Analyzing professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of workplace writing, such as persuasion, organizational communication, and public discourse, with an emphasis on healthcare communications relating to both human and animal health.

## **Units**

The units in this course engage students in diverse projects that sharpen different facets of their healthcare writing skills.

### **Healthcare Writing Principles**

This introductory unit develops your knowledge of audience analysis, ethics in medical writing, and document design. You are asked to analyze the audiences in which you work or in which you are preparing to work, research ethics cases, and practice document design strategies for clear communication of ideas.

### **Clinical Writing**

This unit has two parts. In the first part, you will write case notes based on mock patient/client interviews in order to develop your observation and interviewing skills, distinguish subjective and objective information, and practice a concise, client-centered, and goal-directed writing style. The second part involves writing a referral letter about a patient/client to another healthcare provider. Both parts of this unit will require keen audience awareness and attention to detail.

### **Patient Education Materials**

This unit has you research a health topic of your choice and develop informational materials on it for a lay audience. As you develop these materials, you will also research health literacy and accessibility that will inform user-centered design choices for your materials. Deliverables include the patient education materials, a proposal, and a postmortem report.

### **In-Service**

In this unit, you will work with a small group to conduct an in-service training on a workplace policy or procedure, including all necessary documentation and testing materials. Policies and procedures in medical facilities change quite often as the result of new medical findings, changing standards of care, or new laws. Information on these new policies is often disseminated amongst employees through in-service meetings where the new policy is explained and discussed.

### **Schedule**

<b>Week</b>	<b>Class Topics and Activities</b>	<b>Readings and Assignments</b>
1	<b>Unit 1: Healthcare Writing Principles</b> Intro to course Rhetorical situation	Heifferon, Chapter 1 – Audience analysis Introduction memo due
2	Ethics Research APA style guidelines	Heifferon, Chapter 2 – Ethics in Medical Writing Reading response due
3	Document design practice Project management skills	Heifferon, Chapter 3 – Document Design Principles and Project Management Reading response due
4	<b>Unit 2: Clinical writing</b> Charting; case note examples Objective vs. subjective writing	Heifferon, Chapters 4 & 5 – Medical Diagnostic Practices and Charting; Medical Forms and Reports Case Note #1 due
5	Detail, usage, tone	PDF readings on SOAP notes, patient doctor

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<b>Week</b>	<b>Class Topics and Activities</b>	<b>Readings and Assignments</b>
	Health records and ethics	communication, open and closed questions Reading response due Case Note #2 due
6	Referral letters Interviewing	PDF - Bonk, Chapter 11 Case Note #3 due
7	APA Style	PDF readings on how to write referral letters and inter-professional communication Referral letter with bibliography due
8	<b>Unit 3: Patient education materials</b> Rhetorical strategies for patient education	Heifferon, Chapters 6 and 7 Patient education examples due with analysis response
9	Finding and evaluating sources International contexts Proposals	PDF - Bonk, Chapter 5 Heifferon, Chapter 9 - Multicultural and International Medical Writing Reading response due Project proposal due
10	Accessibility / universal design Audience analysis	PDFs on accessibility and universal design Reading response due
11	Disability and healthcare Peer review	PDFs on disability and healthcare Drafts of patient materials due
12	<b>Unit 4: In-service training</b> Rhetorical contexts for training	PDFs on in-service training Final versions of patient materials due
13	Collaboration Oral presentation strategies	PDFs on collaboration and presentations Reading response due
14	Testing and handouts Peer review	In-service materials drafts due
15	Presentations	In-service materials final due with presentation
16	<b>Final Exam</b>	

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School:** School of Health Sciences Healthcare Administration Program

**Date:** 02/03/2017

**Course No. or Level:** IPHC 303 **Title:** Understanding Sexual Health in Healthcare Settings

**Semester hours:** 3 **Clock hours:** Lecture: 3 Laboratory: 0

**Prerequisites:** None

**Enrollment expectation:** 12

**Indicate any course for which this course is a (an)**

modification \_\_\_\_\_

(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

*This course is a proposed new elective course.*

Name of person preparing course description: Dr. Sarah H. Kershner

Department Chairperson's/Dean's Signature Dr. Karen Dittling

Provost's Signature Rob King

Date of Implementation \_\_\_\_\_

Date of School/Department approval 2/2/17

**Catalog description:**

This course will analyze and synthesize information centering on a number of current sexual and reproductive health issues across the life span. This course is designed to build students' knowledge of sexual health terms and topics including HIV, sexually transmitted infections (STIs), contraceptive methods and cultural perspectives of sexuality from birth through late adulthood. The course will also develop the student's knowledge and comfort in working with sexual minority populations (Lesbian, Bisexual, Gay, Transgender, Questioning) in healthcare settings. Students will come away from the course with a working knowledge of the terminology and history related to sexual health and sexual minority populations. Students will apply health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues specific to sexual minority populations in the community. Students will better understand how stigma influences patient behavior and quality of care, and ultimately the costs of negative health outcomes.

**Purpose:**

1. For Whom (generally?) Healthcare administration students
2. What should the course do for the student? This course will be offered as an elective to healthcare administration students. Emphasis is placed on how the clinical and allied health community can support and better serve patients who identify as a sexual minority, through a better understanding of



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the health disparities among sexual minority populations.

**Teaching method planned:**

Teaching strategies will consist of instructor videos, PowerPoint presentations shared on Blackboard, audio-visual aids, discussions, group work, presentations, written assignments, video projects and online tests.

**Textbook and/or materials planned (including electronic/multimedia):**

Crooks, R. & Baur, K. (2013). *Our sexuality* (12th ed.). Belmont, CA: Wadsworth.

Meyer, I. & Northridge, M. (2007). *The health of sexual minorities: public health perspectives on lesbian, gay, bisexual and transgender populations*. New York: Springer.

*In addition to the textbook, additional course readings will be posted on Blackboard.*

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

- The study of sexual and reproductive health
- Perspectives on sexuality
- Sex research: methods and problems
- Policies/laws impacting sexual health
- Female & Male sexual anatomy and physiology
- Gender issues and sexual minority populations
- Sexual arousal and response
- Sexual behaviors and sexual orientation
- Sexuality during childhood, adolescence and the adult years
- Sexually transmitted infections and HIV/AIDS
- Considerations for working with sexual minority populations in a healthcare setting
- Contraceptive technologies and conceiving children: process and choice
- Atypical sexual behaviors, sexual coercion and sex for sale
- Techniques for continuing to promote positive sexual health in the healthcare setting

*See attached syllabus for course outline.*

**When completed, forward to the Office of the Provost.**

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**Interprofessional Healthcare**

**Course Title:** Understanding Sexual Health in Healthcare Settings  
**Course Number:** IPHC 303  
**Credit Hours:** (3)  
**Semester and Year:**  
**Prerequisites:** Junior or Senior Status

**Faculty:** Sarah H. Kershner, MPH, CHES, PhD  
**Office Number:** LNB #128  
**Office Phone:** 843-661-1694  
**E-mail:** [skershner@fmarion.edu](mailto:skershner@fmarion.edu)  
**Office Hours:** Tuesday and Thursday, 9am – 11am

**Catalog description:** This course will analyze and synthesize information centering on a number of current sexual and reproductive health issues across the life span. This course is designed to build student’s knowledge of sexual health terms and topics including HIV, sexually transmitted infections (STIs), contraceptive methods and cultural perspectives of sexuality from birth through late adulthood. The course will also develop the student’s knowledge and comfort in working with sexual minority populations (Lesbian, Bisexual, Gay, Transgender, Questioning) in healthcare settings. Students will come away from the course with a working knowledge of the terminology and history related to sexual health and sexual minority populations. Students will apply health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues specific to sexual minority populations in the community. Students will better understand how stigma influences patient behavior and quality of care, and ultimately the costs of negative health outcomes. Emphasis is placed on how the clinical and allied health community can support and better serve patients who identify as a sexual minority, through a better understanding of the health disparities among sexual minority populations.

**Program Outcomes:**

**The Bachelors of Science in Healthcare Administration prepares the graduate to:**

1. Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups,

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- communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.
  9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

**Learning Outcomes: At the completion of this course, the learner will be able to:**

1. Use liberal education as a base to analyze the genetic, social, cultural, economic, geographic and political factors that impact the sexual health of populations across the lifespan from birth to adolescence through late adulthood.
2. Demonstrate an understanding of sexually transmitted infections and how these infections impact overall health.
3. Demonstrate an understanding of contraceptive technologies and factors related to use of those methods from a socio-ecological approach.
4. Use current research in the literature from relevant disciplines to guide community practice when working with sexual minority populations across the lifespan.
5. Employ information technology to collect relevant sexual health data (e.g., teen birth data, sexually transmitted infection data and sexual minority data) to guide the development of interventions tailored to specific populations.
6. Analyze the impact of local, state and national legislation on the overall health of sexual minority groups.
7. Demonstrate an understanding of the interactive nature of gender, race, ethnicity, nationality, class, and sexuality as they pertain to values and outcomes of sexual health across the life span of an individual.
8. Demonstrate a high level of comfort and cultural competency working with sexual minority groups in the healthcare setting.
9. Apply epidemiological principles and methods in assessment, program planning and evaluation with sexual minority populations and communities.
10. Identify methods to implement in a healthcare setting that promote positive sexual health and appropriately address sexual health issues.

Course Access and Navigation: This course was developed using Blackboard. To access the course, go to <https://blackboard@fmarion.edu>. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the blackboard system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Teaching Strategies: This on-line course will be taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Blackboard participation. All assignments are posted on Bb under Assignments. Grading grids or Rubrics are posted with the assignment instructions and will be used for grading. All assignments will be uploaded on Bb under Assignments.

**Required Textbook(s):**

Crooks, R. & Baur, K. (2013). *Our sexuality* (12th ed.). Belmont, CA: Wadsworth.  
Meyer, I. & Northridge, M. (2007). *The health of sexual minorities: public health perspectives on lesbian, gay, bisexual and transgender populations*. New York: Springer.  
*In addition to the textbook, additional course readings will be posted on Blackboard.*

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**METHODS OF EVALUATION:** In order to progress in the Bachelor of Science in Healthcare Administration program, the student must receive a grade of “D” (1.0 on a 4.0 scale). Not achieving a D in the course work constitutes a course failure.

**Online Classroom Evaluation Methods:**

Assignment	Percent of Final Grade
Blackboard Discussion Questions (5)	30%
Health Policy Powerpoint Presentation (group project)	25%
Research Paper (1)	30%
Research Presentation Video (1)	15%

**Grading Scale:**

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

**Rounding:**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

**Assignment Explanations:**

You will find detailed descriptions for all assignments within the content section of Blackboard. Students will be required to participate in online discussions, work with a group to complete an powerpoint presentation of a current policy that impacts sexual health, write a research paper on a topic relevant to the course and supplemental readings, and individually present the research described in the paper in a 5-7 minute video presentation.

- I. Online Attendance Policy: Attendance for this online class goes from Monday through Sunday. To be considered present for a week/module, students must log on at least one time and make some meaningful contribution to classmates’ learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a learner from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a learner from a course for a violation of the stated attendance policy and the grade recorded will be “W”. After the completion of 33 % of a course, a faculty member may still withdraw a learner from a course for violation of the stated attendance policy but the grade recorded will be “F” or “W” based on the academic average at the time of withdrawal. When a faculty member withdraws a learner from a course, the withdrawal is not complete until the faculty member fills out an Automatic

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Dropping of Learner’s Form, obtains the signature of the Department Chair for Nursing, and delivers the form to the Registrar’s Office.

- II. Online Discussions (5): Discussion boards will be posted on Blackboard regarding a current sexual health topic. To receive full credit, students will be expected to 1) write an initial post to the question(s) posed that provides thoughtful and meaningful reflection, and 2) provide thoughtful and thorough feedback to two peers.

The purpose of online discussion is to encourage reflection and sharing of your different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response by midnight of the designated due date, and responding to at least two of your classmates’ posts by midnight of the designated due date outlined in the course content section of the syllabus.

More detail is provided within the Content section of Blackboard. Because the discussion board adds to the learning of your classmates, discussions and contributions are taken seriously. The learner will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion (2-3 times per question is adequate). Although discussion boards will remain open for the duration of the course and continued discussion is permitted, any posting after the due date will not be included in the learner’s discussion board grade for the block.

**Online Participation Rubric:**

The following rubric will be used for assessing online participation. Please refer to online participation section in the syllabus.

POST	EVALUATION CRITERIA	EARNED POINTS
Primary post worth a total of 50 points	*On time *All topic areas covered *References provided if appropriate and within 5 years *Substantive content *Acceptable grammar/APA  <b>*Please remember, all posts must include references unless instructed otherwise</b>	10 points 10 points 10 points  10 points 10 points
Secondary posts <u>(2) worth 25 points each</u>	*On time *Reflects or references others’ posts *Added new thoughts or ideas to the post stream *Acceptable grammar/spelling/APA/ <u>references within 5 years</u>	5 points 5 points  5 points 10 points

- III. Health Policy Presentation (group project): In small groups assigned by the instructor, students will research a policy that impacted the field of sexual health. Groups will conduct research to identify a specific policy and develop a powerpoint presentation describing the policy and implications on sexual health. The presentation should be developed by all members of the group and should include: definition and history of the selected policy, appropriate and relevant data, policy implications on sexual health and recommendations for revising the policy. This presentation should be at least 15 slides but no more than 25 slides with references. The outline and grading rubric will be posted on Blackboard.

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- IV. Research Paper & Video Presentation (individual project): Individually, students will be required to write an 8 – 10 page (12pt. font, double spaced) research paper on a topic relevant to the course and supplemental readings. The paper should comply with APA guidelines for writing and citing references. Additionally, students will be required to present their topic in a video presentation to be uploaded to Blackboard. The presentation should be at least 5 minutes but no longer than 7 minutes. The directions for uploading video, presentation outline and grading rubric will be posted on Blackboard.

**Grading Grids (Rubrics)**: Grading Grids (rubrics) are utilized to provide appropriate assignment feedback to the online learner, and to maintain consistency in assigning grades. Grading Grids for each individual assignment can be found in the Weekly Content section of Blackboard. The appropriate Grading Grid must be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the Grading Grid.

**Written Paper Requirements**: Proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and use APA guidelines.
- All written assignments must be submitted in Blackboard unless instructed otherwise.

**Work Turned in Late**: Any assignments that are due in the assigned week will be considered on time if submitted by midnight of the assigned due date. **Failure to submit an assignment by the designated due date will result in a 10 point deduction for each day the work is not submitted. If the need for an extension arises, permission from faculty must be obtained prior to the due date for submission of late work in order to avoid any point deduction. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, 10 points will be deducted each day the assignment is not submitted.**

#### **ACADEMIC INFORMATION**

**Americans with Disabilities Act (ADA)**: If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to all course instructors of classes in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

**Learner Responsibilities**: Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, *the University Student Handbook*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

**Grievance Procedure**: The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

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**Academic Dishonesty:** See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

**E-mail:** Electronic mail is an essential component of communication between the Faculty, administration, and learners; therefore, all learners are required to have an active e-mail account. E-mail responses to faculty are expected within 24 hours. In return, faculty will e-mail learners within 24 hours with the exception of weekends and holidays. E-mail to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the e-mail will be returned with a note that states “please address this e-mail in a professional manner.” Each e-mail should address one issue.

**Phone Usage and Messaging:** Learners are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with students. Contacting faculty (other than an emergency clinical issue) must be done by e-mail

**Social Networking Policy:** Learners are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

**Computer Use:** Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

**Maintaining current AHA: BLS-HCP certification is the sole responsibility of the learner.**

If you have not presented a copy of your current AHA: BLS-HCP card to the Nursing Student Services Coordinator by the required deadline, you will not be permitted to attend clinical practicums and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Nursing Student Services Coordinator.

**Disclaimer:** Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify learners on the announcement page of Blackboard and/ or by email.

**ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES**

Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

**COMMUNICATION POLICY FOR BLACKBOARD:** Online classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. Online discussions are an integral part of the program. The intent of on-line discussions (discussion boards) are to replace the sharing that would occur between learners in the classroom, to allow faculty to identify learner learning and correct misconceptions, and to share in the educational process as professionals.

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**Content Information: Topical Outline**

<b>Week</b>	<b>Topic</b>	<b>Corresponding Readings</b>	<b>Assignments Due</b>
Week 1	Introduction The Study of Sexual and Reproductive Health		
Week 2	Perspectives on Sexuality Sex Research: Methods and Problems		
Week 3	Policies/laws impacting sexual health		
Week 4	Female Sexual Anatomy and Physiology		
Week 5	Male Sexual Anatomy and Physiology		
Week 6	Gender issues and sexual minority populations Sexual arousal and response		
Week 7	Sexual Behaviors Sexual Orientation		
Week 8	Sexuality during childhood and adolescence Sexuality in the adult years		
Week 9	Work on health policy powerpoint presentations with group HIV		
Week 10	Considerations for working with sexual minority populations in a healthcare setting		
Week 11	Contraceptive technologies Conceiving children: process and choice		
Week 12	Sexually transmitted infections Work individual research paper		
Week 13	Atypical sexual behavior Develop video presentation of research paper		
Week 14	Sexual coercion Sex for sale		
Week 15	Techniques for continuing to promote positive sexual health in the healthcare setting		



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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: School of Health Sciences Nursing Program Date: 02/08/17

Course No. or Level: Graduate Nursing APRN 606 Title: Advanced Assessment and Pharmacological  
Effects on the Pathophysiology of Body Systems

Semester hours: 3 Clock hours: Lecture: 3 Laboratory: 0

Prerequisites: None

Enrollment expectation: 12

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

Substitute for EDUC 742: Procedures for the Divergent Learner (3)  
(The proposed new course replaces a deleted course as a General Education or program  
requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature Dr. Karen Gittings *Karen Gittings*

Provost's Signature \_\_\_\_\_ *Peter King*

Date of Implementation \_\_\_\_\_

Date of School/Department approval February 8, 2017

Catalog description:

This course discusses advanced physical assessment, physiology, and the pharmacological effects on specific body systems. Competencies for advanced practice nurses will be discussed, and patient manifestations will be linked to evidence-based interventions.

- Purpose:
1. For Whom (generally?) Graduate students in the Nurse Educator program option and doctoral students who have not had a pathophysiology course.
  2. What should the course do for the student? This course will facilitate the non-nurse practitioner's development of the advanced practice role through complex case studies.

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Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook and/or materials planned (including electronic/multimedia):

Smolowitz, J., Reinisch, C., & Honig, J. (2010). *Writing DNP clinical case narratives*. New York, NY: Spring Publishing.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

- Body system review including assessment and pharmacology:
  - Cardiac
  - Peripheral Vascular
  - Respiratory
  - Activities of Daily Living
  - Endocrine
  - Social Determinants
  - Gastrointestinal
  - Nutritional
  - Genitourinary
  - Reproductive

**When completed, forward to the Office of the Provost.**

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**School of Health Sciences  
Graduate Nursing Program**

**Course Title:** Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems  
**Course Number:** APRN 606  
**Credit Hours:** (3)  
**Semester:** Fall  
**Day and time:** Online

**Prerequisites:** None

**Course Coordinator:** TBA

Office Number:  
Office Phone:  
E-mail:  
Office hours:

**Course Description:** This course discusses advanced physical assessment, physiology, and the pharmacological effects on specific body systems. Competencies for advanced practice nurses will be discussed, and patient manifestations will be linked to evidence-based interventions.

**Course Outcomes: At the end of this course, the learner will be able to:**

1. Demonstrate knowledge about the pathophysiology of body systems.
2. Appraise current interdisciplinary evidence to identify best nursing interventions based on physical manifestations.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive healthcare changes.
4. Use informatics to document patient findings and locate evidence of best practice.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion.
6. Employ knowledge in health policy and financing of health care when choosing nursing interventions.
7. Discuss proper physical assessment techniques.
8. Value cultural and ethnic diversity when discussing patient cases.

**Teaching Strategies:**

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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**Textbook(s):**

Smolowitz, J, Reinisch, C., & Honig, J. (2010). *Writing DNP clinical case narratives*, New York, NY: Springer Publishing.

**METHODS OF EVALUATION:**

In order to progress in the nursing program, the learner must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog*, p. 219).

**Classroom Evaluation Methods:**

Assignment	Percent of Final Grade
Case studies (5) (Each at 20%)	100%

**Classroom Grading Scale:**

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

**Rounding:**

Per

program policy, only final grades will be rounded. Final Grades of 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

**ACADEMIC INFORMATION**

**Attendance Policy:**

Online

participation is needed throughout the program of study.

**Written Paper Requirements:**

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.

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- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

**E-mail:**

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

**Phone Usage and Messaging:**

Learners

are only to call preceptors for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with the learner. Contacting faculty (other than an emergency clinical issue) must be done by email.

**Social Networking Policy:**

Learners are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

**FMU Non-Discrimination Policy:**

Francis

Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University’s Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu) )

**Learner Responsibilities:**

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, *the University Student Handbook*, and the *Graduate Nursing Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

**Guidelines for Faculty Appointments:**

All nursing faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to

meet at another time.

**Academic Dishonesty:**

See Honor Code found in the *University Student Handbook: Rights and Responsibilities: Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Graduate Nursing Student Handbook (current edition): Academic Integrity*.

**Code of Ethics:**

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *Graduate Nursing Student Handbook (current edition): Academic Integrity* and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards>

**South Carolina Nurse Practice Act:**

Learners must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*). <http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

**Computer Use:**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

**Definition of Unprofessional Behavior:**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others

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- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

**Disciplinary Action for Unprofessional Behavior:**

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences learner towards another learner, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Program Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Dean for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

\*All academic warnings are cumulative throughout the program.

**Americans with Disabilities Act (ADA):**

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook, current edition*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

**Maintaining current certification is the sole responsibility of the learner:**

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If you have not presented a copy of your current AHA: BLS-HCP card to the Student Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

**Disclaimer:**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

**CONTENT INFORMATION**

**Topical Outline**

Week/ date	Content: Sub topics	Resources:	Evaluation  Methods:
1.	Case study analysis and discussion 1	Smolowitz, Reinisch, & Honig	
2.	Cardiac care	Smolowitz, Reinisch, & Honig	
3.	Peripheral vascular	Smolowitz, Reinisch, & Honig	
4.	Case study analysis and discussion 2	Smolowitz, Reinisch, & Honig	Case Study 1 due
5.	Respiratory care	Smolowitz, Reinisch, & Honig	
6.	Activities of daily living	Smolowitz, Reinisch, & Honig	
7.	Case study analysis and discussion 3	Smolowitz, Reinisch, & Honig	Case Study 2 due
8.	Endocrine maladjustments	Smolowitz, Reinisch, & Honig	
9.	Social determinants	Smolowitz, Reinisch, & Honig	
10.	Case study analysis and discussion 4	Smolowitz, Reinisch, & Honig	Case Study 3 due
11.	Gastrointestinal illnesses	Smolowitz, Reinisch, & Honig	



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12.	Nutritional considerations	Smolowitz, Reinisch, & Honig	
13.	Case study analysis and discussion 5	Smolowitz, Reinisch, & Honig	Case Study 4 due
14.	Genitourinary illnesses	Smolowitz, Reinisch, & Honig	
15.	Reproductive health	Smolowitz, Reinisch, & Honig	Case Study 5 due

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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: School of Health Sciences Nursing Program Date: 02/08/17

Course No. or Level: Graduate Nursing APRN 607 Title: Assessment and Evaluation Strategies

Semester hours: 3 Clock hours: Lecture: 3 Laboratory: 0

Prerequisites: None

Enrollment expectation: 12

Indicate any course for which this course is a (an)

modification  
(proposed change in course title, course description, course content or method of instruction)

Substitute EDUC 622: Assessment of Learning and Behavior (3)  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Karen Gittings

Department Chairperson's/Dean's Signature Dr. Karen Gittings *Karen Gittings*

Provost's Signature *Peter King*

Date of Implementation \_\_\_\_\_

Date of School/Department approval February 8, 2017

**Catalog description:**

This course presents methods for assessing and evaluating student learning outcomes in the classroom and clinical setting. Principles of test construction, methods for developing multiple choice and alternative format test items, and basic test analysis are addressed. Additional methods for evaluation in the clinical setting will be examined. Social, ethical, and legal issues of evaluation are included.

- Purpose:
1. For Whom (generally?) Graduate students in the Nurse Educator program option.
  2. What should the course do for the student? This course will facilitate the Nurse Educator students' understanding of methods for assessing and evaluating students in nursing education.

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Teaching method planned:

Teaching strategies will consist of online discussions and written assignments.

Textbook and/or materials planned (including electronic/multimedia):

Oermann, M. H., & Gaberson, K. B. (2014). *Evaluation and testing in nursing education* (4<sup>th</sup> ed.). New York, NY: Springer.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

- Measurement
- Evaluation
- Taxonomies
- Assessment
- Test Planning
- Test Writing
- Higher Level Learning
- Written Assignments
- Test Construction
- Test Administration
- Online Testing
- Test Evaluation
- NCLEX Preparation
- Clinical Evaluation
- Social/Ethical/Legal Issues
- Interpreting Test Scores Grading

**When completed, forward to the Office of the Provost.**

9/03



**Nursing Program  
School of Health Sciences**

**Course Title:** Assessment and Evaluation Strategies  
**Course Number:** APRN 607  
**Credit Hours:** (3)  
**Day and time:** Asynchronous  
**Location:** Online  
  
**Prerequisites:** None  
  
**Co-requisites:** None

**Course Coordinator:** Karen Gittings, DNP, RN, CNE, Alumnus CCRN

Office Number: LNB 122  
Office Phone: 843-661-1688  
E-mail: kgittings@fmarion.edu  
Office hours: Available by email or phone by appointment

**Course Description:** This course presents methods for assessing and evaluating student learning outcomes in the classroom and clinical setting. Principles of test construction, methods for developing multiple choice and alternative format test items, and basic test analysis are addressed. Additional methods for evaluation in the clinical setting will be examined. Social, ethical, and legal issues of evaluation are included.

**At the end of the program, the learner will be able to:**

<b>Program Outcomes</b>	<b>Nurse Educator Track</b>
1. Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing	Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice	Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.

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3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and excellence in the nursing profession.	Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.	Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost-effective care.
8. Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care.	Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.

**Course Outcomes: At the conclusion of this course, the learner will be able to:**

1. Differentiate between formative and summative when developing evaluation strategies.
2. Identify the effects of validity and reliability in interpreting assessment results.
3. Construct objectively and subjectively scored test questions in multiple formats.
4. Develop methods for assessing higher levels of learning in nursing.
5. Perform test and item analysis to draw valid inferences about student performance.
6. Identify methods for assessing written assignments in nursing courses.
7. Compare various strategies for evaluating clinical performance.
8. Identify social, ethical, and legal issues related to testing and assessment practices.

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**Teaching Strategies:**

Teaching strategies will consist of online discussions and written assignments.

**Textbook:**

Oermann, M. H., & Gaberson, K. B. (2014). *Evaluation and testing in nursing education* (4<sup>th</sup> ed.). New York, NY: Springer.

**METHODS OF EVALUATION**

In order to progress in the nursing program, the learner must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better.

**Classroom Evaluation Methods:**

Assignment	Percent of Final Grade
Discussion Board x 2 (each worth 15%)	30%
Rubric Development	20%
Test Construction	25%
Case Study Development	25%
<b>TOTAL</b>	<b>100%</b>

**Classroom Grading Scale:**

Alphabetic	Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

**Rounding:**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded to a 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

**ONLINE POLICIES**

**Communication Policy:**

**Student Expectations:**

### *Appendix to General Faculty agenda, 04/04/17*

- Students are expected to maintain an active email account while enrolled in this course.
- Students are expected to check for and read emails and Blackboard announcements at least every other day.
- Students are expected to remain involved with the professor and peers throughout the course.

Students should email the professor with any questions related to the course; phone calls should be reserved for emergencies.

- There will be a Q & A discussion board available throughout the course. Students are asked to post their general questions to this board when the answer may benefit all students.
- Students are expected to participate in discussion boards. Postings should be relevant, insightful, and respectful to your professor and peers.
- All assignments should be submitted via assignment links on Blackboard.

#### **Faculty Expectations:**

- I will check my email every weekday.
- I will not be routinely checking emails on weekends or holidays.
- Other than the exceptions above, I will respond to emails within 24 hours.
- I will respond to discussion board posts when I have a relevant comment, need to clarify a point, or need to become involved in the discussion.
- I will frequently post announcements with information that is important/relevant to all students. I may respond to emails by posting a general announcement if the information is important to the entire class.
- I will post all grades and feedback in the Blackboard grade book. Grades for the individual assignments will be posted within 2 weeks of the due date.

#### **Online Netiquette:**

- It is very important to review what you have written before sending any email or posting to the discussion board. It is very easy for others to misinterpret what you are saying without seeing your nonverbal communication.
- Never respond to an email or posting when you are angry; you may respond in a way that you will later regret.
- Check all messages for errors. Professional communication should be free of spelling and grammar errors.

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- Postings to the discussion board should be relevant, insightful, and respectful to your professor and peers; postings should be clear and concise. There is no length requirement; quality is more important than quantity.
- Avoid posting a long, run-on paragraph. Break information into smaller, easier to understand paragraphs to benefit the reader.
- Emoticons, such as ☺ or ;-), are acceptable to convey tone/emotions or when the message may be otherwise misinterpreted.
- Never type in all capitals since this conveys SHOUTING. Avoid overuse of **bold**, *italics*, or exclamation points since this can distract the reader from the message.
- **If you are summarizing information that you read, be sure to include an accurate reference.**
- Students who post rude or abusive comments on the discussion board or are disruptive to the flow of the online class will lose points or be removed from the course.

## **ACADEMIC INFORMATION**

### **Attendance Policy:**

Students must participate in discussion boards by posting an original response and responding to other students' posts. Students are also expected to read other students' postings. Students are expected to respond to emails within 24 hours on weekdays.

Students will be expected to stay in close contact with the faculty and one's peers regarding course assignments and due dates. Demonstration of a professional attitude and work habits are requirements of this course.

### **Incompletes:**

Incomplete grades may be given with extenuating circumstances. Refer to Francis Marion University's policy on incomplete grades.

### **Late Work Policy:**

All assignments must be completed and turned in by the due date. Late work will result in a loss of 5 points for each day late for the assignment. If there are extenuating circumstances that prevent on-time completion of an assignment, the student must communicate with me as soon as possible so we can develop a reasonable timeframe for completing the work.

### **Grievance Procedures:**

The Nursing Program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. **Grievances should be discussed first with the faculty involved and if unresolved, with the chair of the program.** Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. **Following the chain of command is an expected behavior for professional nurses.** If the issue(s) cannot be resolved



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through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook*. Refer also to the *Graduate Nursing Student Handbook*.

#### **Written Paper Requirements:**

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
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#### **Phone Usage and Messaging:**

Faculty

will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by email.

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Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

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**Guidelines for Faculty Appointments:**

All nursing faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible, the learner may request the faculty to meet at another time.

**Academic Dishonesty:**

**Failure to cite references in any course assignments may result in discipline.** See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Graduate Nursing Student Handbook (current edition): Academic Integrity*.

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<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>

**South Carolina Nurse Practice Act:**

Learners must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*).

<http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

**Technology/Computer Use:**

Students must have a reliable computer and internet access to participate in this course. Computers are an essential learning tool with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Graduate Nursing Student Handbook* for further computer, email, and hand-held device information.

A computer lab is also available in the Lee Nursing Building if you are experiencing temporary computer/internet difficulties. If you are having technological problems, please contact Francis Marion University’s Campus Technology department at

<http://www.fmarion.edu/campustechnology>

**Taping Classes and Test Reviews:**

Learners need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the learner will receive a warning for unprofessional behavior.

**Definition of Unprofessional Behavior:**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the Nursing Program. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to Nursing Program policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the Nursing Program
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- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language
- Failure to follow the chain of command.

**Disciplinary Action for Unprofessional Behavior:**

Unprofessional or disruptive behavior demonstrated by a Nursing Program learner towards another learner, patient, faculty, or staff will be managed as follows:

- If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.

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- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Program, Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
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Maintaining current certification is the sole responsibility of the learner. If you have not presented a copy of your current AHA: BLS-HCP card to the Student Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

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**CONTENT INFORMATION**

**Topical Outline**

<b>Week:</b>	<b>Date:</b>	<b>Content:</b>	<b>Resources:</b>	<b>Evaluation Methods:</b>
1		Measurement <ul style="list-style-type: none"><li>• Norm-Referenced</li><li>• Criterion-Referenced</li></ul>	Oermann & Gaberson  Chaps. 1, 2, 3	Discussion Board #1 Due

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		<p>Evaluation</p> <ul style="list-style-type: none"> <li>• Formative</li> <li>• Summative</li> </ul> <p>Taxonomies</p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Affective</li> <li>• Psychomotor</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Validity</li> <li>• Reliability</li> <li>• Practicality</li> </ul> <p>Test Planning</p> <ul style="list-style-type: none"> <li>• Item Formats</li> <li>• Test Blueprints</li> <li>• Writing Test Items</li> <li>• Test-Taking Skills</li> <li>• Test Anxiety</li> </ul>		
2		<p>Test Writing</p> <ul style="list-style-type: none"> <li>• True-False</li> <li>• Matching</li> <li>• Multiple Choice</li> <li>• Multiple Response</li> <li>• Short Answer</li> <li>• Essay</li> </ul> <p>Higher Level Learning</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Decision Making</li> <li>• Critical Thinking</li> <li>• Clinical Judgment</li> </ul> <p>Written Assignments</p> <ul style="list-style-type: none"> <li>• Rubrics</li> </ul>	<p>Oermann &amp; Gaberson</p> <p>Chaps. 4, 5, 6, 7, 9</p>	<p>Grading Rubric Due</p>
3		<p>Test Construction</p> <ul style="list-style-type: none"> <li>• Test Design</li> <li>• Reproduction</li> </ul>	<p>Oermann &amp; Gaberson</p> <p>Chaps. 8, 10, 11,</p>	<p>Test Construction Due</p>

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		<p>Test Administration</p> <p>Online Testing</p> <ul style="list-style-type: none"> <li>• Course Assignments</li> </ul> <p>Test Evaluation</p> <ul style="list-style-type: none"> <li>• Scoring</li> <li>• Item Analysis</li> </ul> <p>NCLEX Preparation</p> <ul style="list-style-type: none"> <li>• Test Plan</li> <li>• Test Items</li> <li>• Administration</li> <li>• Student Preparation</li> </ul>	12	
4		<p>Clinical Evaluation</p> <ul style="list-style-type: none"> <li>• Fairness</li> <li>• Student Stress</li> <li>• Feedback</li> <li>• Observations</li> <li>• Checklists</li> <li>• Rating Scales</li> <li>• Simulation</li> <li>• Written Assignments</li> <li>• Portfolios</li> <li>• Group Projects</li> </ul>	<p>Oermann &amp; Gaberson</p> <p>Chaps. 13, 14</p>	<p>Discussion Board #2 Due</p>
5		<p>Social/Ethical/Legal Issues</p> <ul style="list-style-type: none"> <li>• Bias</li> <li>• Grade Inflation</li> <li>• High Stakes Testing</li> <li>• Students with Disabilities</li> </ul> <p>Interpreting Test Scores</p> <ul style="list-style-type: none"> <li>• Distribution</li> <li>• Central Tendency</li> <li>• Variability</li> <li>• Teacher-made Tests</li> <li>• Standardized Tests</li> </ul> <p>Grading</p> <ul style="list-style-type: none"> <li>• Grade Point Average</li> <li>• Letter Grades</li> </ul>	<p>Oermann &amp; Gaberson</p> <p>Chaps. 15, 16, 17</p>	<p>Case Study Due</p>

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		<ul style="list-style-type: none"> <li>• Criterion-Referenced Grading</li> <li>• Norm-Referenced Grading</li> <li>• Grading on the Curve</li> <li>• Grading Clinical</li> </ul>		
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**ASSIGNMENTS**

**1. Discussion Board:**

Students will be required to post a brief personal introduction for Week 1 discussion board. For Weeks 1 and 4, questions will be posed for which students are expected to post an original response and then respond to two other students' postings. Original responses must be posted by Thursdays at 11:59 pm and responses to other students must be posted by Sundays at 11:59 pm. Points will be earned as follows: Total of 100 points per week possible x 2 weeks. The discussion board contributes to 30% of your total grade (each discussion board worth 15%).

**Discussion Board Rubric:**

<b>Criteria</b>	<b>Poor 0 pts</b>	<b>Average 80 pts</b>	<b>Good 90 pts</b>	<b>Excellent 100 pts</b>
Participation in Discussion Board  *Must include at least one reference*	No original response.  And  No response to other students.	Posts only original response.	Posts original response and one response to another student.	Posts original response and responds to two other students
Understanding	No original response.	Posts demonstrate only minimal understanding.	Posts demonstrate understanding of topic.	Posts demonstrate comprehensive understanding of topic.
Responses/Quality  *Must include at least one reference*	No response to other students.	Responses are minimal and very general.	Responses are general.	Responses are relevant, specific, and insightful.
Grammar/Spelling	Significant number of errors (4 or more grammar/spelling errors).	Moderate number of errors (2-3 grammar/spelling errors).	Minimal number of errors (1 grammar/spelling error).	No spelling or grammar errors.
APA	No references.	Moderate	Minimal	Correct APA on

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		number of APA errors (2 or greater).	number of APA errors (1).	references.
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**2. Rubric Development:**

Develop a grading rubric for a group written paper assignment for a nursing course (may be any topic). You are not developing the course/class. Develop a grading rubric that you could use to evaluate a written paper assignment that is completed by a small group of students. Please include criteria that evaluate content, organization, writing style and format, and group work. I am purposely not providing a grading rubric for this assignment because it would be too similar to what you will be developing. This assignment is worth 100 points and 20% of your grade.

**3. Test Construction:**

In this assignment, you will be developing a written test. You may choose any topic. You will construct a test with 10 questions using different formats. Refer to the grading rubric below. This assignment is worth 100 points and 25% of your grade.

**Test Construction Rubric:**

<b>Criteria</b>	<b>Poor 0 pts</b>	<b>Average 80 pts</b>	<b>Good 90 pts</b>	<b>Excellent 100 pts</b>
Cover Page with General Directions	Not done.	Poorly written; minimal information.	Fairly well written; adequate information.	Well written; thorough; detailed.
True-False Question (1)	Not done.	Poorly written.	Fairly well written.	Well constructed.
Matching Question (1)	Not done.	Poorly written.	Fairly well written.	Well constructed.
Multiple Choice Questions (3)	Not done.	Poorly written.	Fairly well written.	Well constructed.
Multiple Response Questions (3)	Not done.	Poorly written.	Fairly well written.	Well constructed.
Short Answer Question (1)	Not done.	Poorly written.	Fairly well written.	Well constructed.
Essay Question (1)	Not done.	Poorly written.	Fairly well written.	Well constructed.
Organization		Poorly organized; difficult to follow.	Adequately organized.	Neat; well organized; easy to read.
Grammar/ Spelling	Significant number of errors (4 or more grammar/spelling errors).	Moderate number of errors (2-3 grammar/spelling errors).	Minimal number of errors (1 grammar/spelling error).	No spelling or grammar errors.



#### **4. Case Study Development**

This assignment requires you to develop a case study based on a hypothetical or real-life nursing situation. Include enough information so the student is able to understand the situation and make decisions. You will additionally write 5 questions that will promote problem-solving and critical thinking. Refer to the grading rubric below. This assignment is worth 100 points and 25% of your grade.

##### **Case Study Rubric:**

<b>Criteria</b>	<b>Poor 0 pts</b>	<b>Average 80 pts</b>	<b>Good 90 pts</b>	<b>Excellent 100 pts</b>
Case	Not done.	Poorly written; inadequate information for the student to analyze.	Fairly well written; some important information missing.	Well written; thorough; provides adequate information.
Questions promote problem-solving and critical thinking (5)	Not done.	Poorly written.	Fairly well written.	Well constructed.
Grammar/Spelling	Significant number of errors (4 or more grammar/spelling errors).	Moderate number of errors (2-3 grammar/spelling errors).	Minimal number of errors (1 grammar/spelling error).	No spelling or grammar errors.

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FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Physician Assistant Studies Date 2/8/2017

Course No. or Level 500 Title Anatomy

Semester hours 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites None

Enrollment expectation 32

Indicate any course for which this course is a (an)

modification

(proposed change in course title, course description, course content or method of instruction)

substitute x PA 501

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Julie Thomas MSPAS, P A -C

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2017

Date of School/Department approval \_\_\_\_\_

Catalog description:

This course is organized by organ systems. Students will conduct a complete dissection of the human body (interactive simulator of cadaver lab, animal organs, cadaver lab tours). The course will emphasize the application of anatomical knowledge to clinical practice. Students will dissect the human body in order to reveal the anatomical basis for performing clinical procedures, conducting a physical exam, and assessing which structures may be injured or diseased based on a patient presentation. Embryology and developmental biology will be

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incorporated into the curriculum. This course integrates the basic discipline of human anatomy, histology, and organ systems. The course emphasizes human structure-function relationships at multiple levels of organization, specifically cell, tissue, organ and systems.

Purpose:        1.        For Whom (generally?) Physician Assistant students

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2. What should the course do for the student?

This course is organized by organ systems. Students will conduct a complete dissection of the human body (interactive simulator of cadaver lab, animal organs, cadaver lab tours). The course will emphasize the application of anatomical knowledge to clinical practice.

Teaching method planned:

Teaching strategies will consist of simulator cadaver lab, cadaver lab tours, Anatomy and Physiology Revealed 3.2, Power Point presentations shared on Blackboard, online tests, audio-visual aids

Textbook and/or materials planned (including electronic/multimedia):

Saladin, K. S. (2016) Human Anatomy (5th ed.). NYC: McGraw-Hill.

Wise, E. (2016) Laboratory Manual: Human Anatomy (5th ed.). NYC: McGraw-Hill.

Anatomy and Physiology Revealed 3.2

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment.

Include a syllabus for the course.)

- The Study of Human Anatomy
- Cytology -The study of Cells
- Histology - The Study of Tissues
- Human Development;
- The Integumentary System
- The Skeletal System I:Bone Tissue
- The Skeletal System II: Axial Skeleton
- The Skeletal System III Appendicular Skeleton
- The Skeletal System IV: Joints
- The Muscular System I: Introduction
- The Muscular System II: Axial Musculature
- The Muscular System III
- Appendicular Musculature
- The Circulatory System I: Blood
- The Circulatory System II: The Heart
- The Circulatory System III: The Blood Vessels
- The Lymphatic System and Immunity
- The Endocrine System
- Respiratory System
- Digestive System
- The Urinary System
- Reproductive System
- The Nervous System I: Nervous Tissue
- The Nervous System II: Spinal Cord and Spinal Nerves

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- The Nervous System III: Brain and Cranial Nerves
  - The Nervous System IV: The Autonomic Nervous System and Visceral Reflexes
  - The Nervous System V: Sense Organs

See attached syllabus for course outline

**When completed, forward to the Office of the Provost. 9/03**



Francis Marion University  
School of Health Sciences  
Physician Assistant Program

Course: PA 500 Anatomy  
Credit: 4 (3, 3)  
Instructor: Zilola Khashimova, MD, PhD  
Office location: CCHS # 358  
Office hours: 9.30-10.30 Mondays and Wednesdays  
11.30-12.30 on Tuesdays and Thursdays  
Class time: 8.30-9.30 on Monday, Wednesday, Friday; 8.30-11.30 on Tuesdays  
Room: Lectures room #116 & Anatomy Lab

Textbook(s):

Required: Saladin, K. S. (2016) *Human Anatomy* (5<sup>th</sup> ed.). NYC: McGraw-Hill.  
Wise, E. (2016) *Laboratory Manual: Human Anatomy* (5<sup>th</sup> ed.). NYC: McGraw-Hill.

Headphones compatible with Laptops.

RECOMMENDED RESOURCE:

Anatomy and Physiology Revealed 3.2

COURSE GOAL:

To integrate the principles of human anatomy into thorough clinical physical examinations emphasizing identification of normal and abnormal anatomical and histological findings.

COURSE DESCRIPTION:

This course is organized by organ systems. The course will emphasize the application of anatomical knowledge to clinical practice. Students will conduct a complete dissection of the human body (interactive simulator of cadaver lab, animal organs, cadaver lab tours). Students will dissect the human body in order to reveal the anatomical basis for

performing clinical procedures, conducting a physical exam, and assessing which structures may be injured or diseased based on a patient presentation. Embryology and developmental biology will be incorporated into the curriculum. This course integrates the basic discipline of human anatomy, histology, and organ systems. The course emphasizes human structure-function relationships at multiple levels of organization, specifically cell, tissue, organ and systems.

INSTRUCTIONAL OBJECTIVES	LEARNING OUTCOME	PA COMPETENCIES ADDRESSED	EVALUATION MECHANISMS
1. Describe types of somatic cells and their function.	Understand types of cells and their functions.	1, A - J	Test #1 Lab #2 Final examination
2. Describe types of tissue and their function. (B1.02 – B1.04; B2.01 – B2.02)	Understand of tissue types and their functions.	1, A - J	Test #1 Lab #2 Final examination
3. Describe the purpose and function of the integumentary and skeletal systems. (B1.02 – B1.04; B2.01 – B2.03)	Understand the purpose and function of the integumentary and skeletal systems.	1, A - J	Test #1 Lab # 3 Final examination
4. Ability to identify the purpose and function of the integumentary and skeletal systems. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding of the purpose and function of the integumentary and skeletal systems.	1, A - J	Test #1 Lab # 3 Final examination
5. Describe the purpose and function of axial skeletal system. (B1.02 – B1.04; B2.01 – B2.03)	Understand the purpose and function of axial skeletal system.	1, A - J	Test #1 Lab # 4 Final examination
6. Ability to identify the purpose and function of axial skeletal system. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding of the purpose and function of axial skeletal system.	1, A - J	Test #1 Lab # 4 Final examination
7. Discuss the purpose and function of muscles. (B1.02 – B1.04; B2.01 – B2.03)	Understand the purpose and function of muscles.	1, A - J	Test #1 Lab # 5,6,7 Final examination
8. Ability to identify the purpose and function of muscles. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding of the purpose and function of muscles.	1, A - J	Test #1 Lab # 5,6,7 Final examination
9. Discuss the structure and mechanisms of the	Understand the structure and mechanisms of the	1, A - J	Test #2 Lab # 8

circulatory system. (B1.02 – B1.04; B2.01 – B2.03)	circulatory system.		Final examination
10. Ability to identify the purpose and function of the lymphatic system. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding of the purpose and function of the lymphatic system.	1, A - J	Test #2 Lab # 9 Final examination
11. Discuss the functions and mechanisms of the endocrine system. (B1.02 – B1.04; B2.01 – B2.03)	Understand the functions and mechanisms of the endocrine system.	1, A - J	Test #2 Lab # 10 Final examination
12. Ability to identify the purpose and function of the endocrine system. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding of the purpose and function of the endocrine system.	1, A - J	Test #2 Lab # 10 Final examination
13. Discuss the mechanisms and functions of the respiratory system. (B1.02 – B1.04; B2.01 – B2.03)	Understand the mechanisms and functions of the respiratory system.	1, A - J	Test #2 Lab # 10 Final examination
14. Ability to identify the purpose and function of the respiratory system. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding of the purpose and function of the respiratory system.	1, A - J	Test #2 Lab # 10 Final examination
15. Discuss the functions of the digestive system. (B1.02 – B1.04; B2.01 – B2.03)	Understand the functions of the digestive system.	1, A - J	Test #2 Lab # 11 Final examination
16. Ability to identify the purpose and function of the digestive system. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding of the purpose and function of the digestive system.	1, A - J	Test #2 Lab # 11 Final examination
17. Discuss the function and mechanisms of the male and female urinary system. (B1.02 – B1.04; B2.01 – B2.03)	Understand the function and mechanisms of the male and female urinary system.	1, A - J	Test #2 Lab # 11 Final examination
18. Ability to identify the function and mechanisms of the male and female urinary system. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding the function and mechanisms of the male and female urinary system	1, A - J	Test #2 Lab # 11 Final examination
19. Discuss the structure, function, and mechanism of the male and female reproductive system. (B1.02 – B1.04; B2.01 –	Understand the structure, function, and mechanism of the male and female reproductive system	1, A - J	Test #2 Final examination



B2.03)			
20. Ability to identify the structure, function, and mechanism of the male and female reproductive system. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding the structure, function, and mechanism of the male and female reproductive system	1, A - J	Test #2 Final examination
21. Discuss the structure, function, and mechanisms of the nervous system. (B1.02 – B1.04; B2.01 – B2.03)	Understand the structure, function, and mechanisms of the nervous system.	1, A - J	Test #2 Lab # 12 Final examination
22. Ability to identify the structure, function, and mechanisms of the nervous system. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding the structure, function, and mechanisms of the nervous system.	1, A - J	Test #2 Lab # 12 Final examination
23. Discuss the structure, function, and mechanism of the cranial nerves. (B1.02 – B1.04; B2.01 – B2.03)	Understand the structure, function, and mechanism of the cranial nerves.	1, A - J	Test #3 Lab # 13 Final examination
24. Ability to identify the structure, function, and mechanism of the cranial nerves. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding the structure, function, and mechanism of the cranial nerves.	1, A - J	Test #3 Lab # 13 Final examination
25. Discuss the structure, function, and mechanisms of the autonomic nervous system. (B1.02 – B1.04; B2.01 – B2.03)	Understand the structure, function, and mechanisms of the autonomic nervous system.	1, A - J	Test #3 Final examination
26. Discuss the structure, function, and mechanisms of the sensory organs. (B1.02 – B1.04; B2.01 – B2.03)	Understand the structure, function, and mechanisms of the sensory organs.	1, A - J	Test #3 Lab # 14 Final examination
27. Ability to identify the structure, function, and mechanisms of the sensory organs. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate understanding the structure, function, and mechanisms of the sensory organs.	1, A - J	Test #3 Lab # 14 Final examination
28. Demonstrate interpersonal skills in the laboratory setting. (B1.02 – B1.04; B2.01 – B2.03)	Demonstrate interpersonal skills in the laboratory setting at all times.	1, A – J; 2, D	All laboratory session
29. Demonstrate professionalism in the laboratory setting. (B1.02	Demonstrate professionalism in the laboratory setting at all	1, A – J; 4, A - C	All laboratory session

– B1.04; B2.01 – B2.03)	times.		
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**PA GRADUATE COMPETENCIES:**

The following PA clinical competencies were developed the National Commission on Certification of Physician Assistants (NCCPA), Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA).

1. Medical knowledge - includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Our graduates must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. Our graduates are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Graduates of our training program are specifically expected to
  - A. Understand etiologies, risk factors, underlying pathologic processes, and epidemiology for medical conditions
  - B. Identify signs and symptoms of medical conditions
  - C. Select and interpret appropriate diagnostic or lab studies
  - D. Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other relevant treatment modalities
  - E. Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission
  - F. Identify appropriate interventions for prevention of conditions
  - G. Identify the appropriate methods to detect conditions in an asymptomatic person
  - H. Differentiate between the normal and the abnormal in anatomic, physiological, laboratory, and other diagnostic data
  - I. Appropriately use the history, physical findings, and diagnostic studies to formulate a differential diagnosis
  - J. Provide appropriate care to patients with chronic conditions.
2. Interpersonal and communication skills - encompass verbal, nonverbal, and written exchange of information. Our graduates must demonstrate interpersonal

- and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and the health care system. Graduates of our training program are specifically expected to
- A. Create and sustain a therapeutic and ethically sound relationship with patients
  - B. Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
  - C. Appropriately adapt communication style and messages to the context of the individual patient interaction
  - D. Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
  - E. Apply an understanding of human behavior
  - F. Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
  - G. Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.
- 3.** Patient care - includes age-appropriate assessment, evaluation, and management. Our graduates must demonstrate care that is effective, patient-centered, timely, efficient, and equitable for the treatment of health problems and the promotion of wellness. Graduates of our training program are specifically expected to
- A. Work effectively with physicians and other health care professionals to provide patient-centered care
  - B. Demonstrate caring and respectful behaviors when interacting with patients and their families
  - C. Gather essential and accurate information about their patients
  - D. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
  - E. Develop and carry out patient management plans
  - F. Counsel and educate patients and their families
  - G. Competently perform medical and surgical procedures considered essential for general practice

- H. Provide health care services and education aimed at preventing health problems or maintaining health.
4. Professionalism - is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Our graduates must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. Our graduates must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Graduates of our training program are specifically expected to demonstrate
- A. Understanding of legal and regulatory requirements, as well as the appropriate role of the PA
  - B. Professional relationships with physician supervisors and other health care providers
  - C. Respect, compassion, and integrity
  - D. Responsiveness to the needs of patients and society
  - E. Accountability to patients, society, and the profession
  - F. Commitment to excellence and on-going professional development
  - G. Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
  - H. Sensitivity and responsiveness to patients' culture, age, gender, and disabilities
  - I. Self-reflection, critical curiosity, and initiative.
5. Practice-based learning and improvement - includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature, and other information resources for the purpose of self-improvement. Our graduates must be able to assess, evaluate, and improve their patient care practices. Graduates of our training program are specifically expected to
- A. Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
  - B. Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems

- C. Obtain and apply information about their own population of patients and the larger population from which their patients are drawn
  - D. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
  - E. Apply information technology to manage information, access online medical information, and support their own education
  - F. Facilitate the learning of students and/or other health care professionals
  - G. Recognize and appropriately address gender, cultural, cognitive, emotional, and other biases; gaps in medical knowledge; and physical limitations in themselves and others.
6. Systems-based practice - encompasses the societal, organizational, and economic environments in which health care is delivered. Our graduates must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. Our graduates should work to improve the larger health care system of which their practices are a part. Graduates of our training program are specifically expected to
- A. Use information technology to support patient care decisions and patient education
  - B. Effectively interact with different types of medical practice and delivery systems
  - C. Understand the funding sources and payment systems that provide coverage for patient care
  - D. Practice cost-effective health care and resource allocation that does not compromise quality of care
  - E. Advocate for quality patient care and assist patients in dealing with system complexities
  - F. Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
  - G. Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care

H. Apply medical information and clinical data systems to provide more effective, efficient patient care

I. Use the systems responsible for the appropriate payment of services.

(adapted from ACGME, 2002,

<http://www2.paeonline.org/index.php?ht=d/sp/i/34581/pid/34581>)

ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:

Organ Systems Categories		Knowledge and Skill Areas	
Cardiovascular System	√	History Taking and Performing Physical Examinations	
Dermatologic System	√	Using Laboratory and Diagnostic Studies	
Eyes, Ears, Nose and Throat		Formulating Most Likely Diagnosis	
Endocrine System	√	Health Maintenance	
Gastrointestinal System and Nutrition	√	Clinical Intervention	
Genitourinary System	√	Pharmaceutical Interventions	
Hematologic System	√	Applying Basic Science Concepts	√
Infectious Diseases			
Musculoskeletal System	√		
Neurologic System	√		
Psychiatry and Behavioral Medicine			
Pulmonary System	√		
Reproductive System	√		

Instructional methods:

The material in this class will be presented in the following teaching formats: lecture, discussion, demonstration, return demonstration, interactive computer software, and written handouts.

Student Registration to Course through Blackboard:

[http://highered.mheducation.com/olc2/dl/866234/Connect\\_Blackboard\\_Student\\_Quick\\_Tips\\_0914.pdf](http://highered.mheducation.com/olc2/dl/866234/Connect_Blackboard_Student_Quick_Tips_0914.pdf)

Classroom Evaluation Methods For Anatomy Course :	Percentage of Final Grade
Test 1	≈ 14.5%
Test 2	≈ 14.5%
Test 3	≈ 14.5%
Final Exam	≈ 16.1%
Anatomy Labs + Physical Exam Lab	≈ 7.1%
Assignments	≈ 16.7%
Quizzes	≈ 16.7%

School of Health Sciences Graduate Grading Scale:

Alphabetic		Raw Score
A	Excellent	93-100
B+	Very Good	89-92
B	Good	85-88
C+	Fair	81-84
C	Poor	77-80
F	Fail	76 or below

### Rounding

Per program policy, only final grades will be rounded and this is programmed into the Blackboard Gradebook. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded to a 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

### Attendance Policy

Students are expected to come to all classes and labs. If you cannot come to class for any reason please contact the instructor. Students missing more than 4 lectures or 2 labs may be dismissed from the course with an F.

### Examination Policy

Students must contact the Academic Coordinator in advance if they will miss a scheduled examination to arrange for a rescheduled exam. Failure to do so will result in a grade of zero (0) for the exam unless there is a significant extenuating circumstance. Any exam missed in courses taught by a faculty member from the Department of Physician Assistant Studies will be completed at the end of the semester. Any deviation from this practice may be brought to the Student Affairs and Progression Committee for review.

### Cell Phone Use

The use of cell phones is prohibited during classes or testing. All phones must be silenced to avoid disruption in the classroom. In the event of an emergency in which a student must receive an important call, notify the instructor prior to the start of class, sit close to the door of the room and then quickly answer your phone and excuse yourself from the room to take the call.

### E-mail

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. E-mail responses to faculty are expected within 24 hours. In return, faculty will mail students within 24 hours with the exception of weekends and holidays. E-mail to all faculty and students in the program must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the e-mail will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should address one issue.

### Phone Usage and Messaging

Students are only to call preceptor for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.



### Social Networking Policy

Students are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU PA program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

### Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, *the University Student Handbook*, and the *PA Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

### Guidelines for Faculty Appointments

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

### Statement of Honor

Upon becoming a member of the Francis Marion University Community, students are expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the university community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code.

### The Honor Pledge

*“As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil and criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”*

Services for Students with Disabilities

The Director of Counseling and Testing is responsible for coordinating services for students with disabilities. The director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The director can be reached at 843-661-1841.

COURSE CONTENT

	<u>Content</u>	<u>Lab Wise</u>	<u>Assignments</u>
Week 1	The Study of Human Anatomy; Cytology –The study of Cells	Organ, Systems, and Organizations of the Body Systems Wise, Ch. 1,2 Anatomy Revealed 3.2	Saladin, K.S Ch. 1,2 Anatomy Revealed 3.2 Learn Smart
Week 2	Histology – The Study of Tissues; Human Development;	Cell Structure; Tissues Wise, Ch. 3,4 Anatomy Revealed 3.2	Saladin, K.S Ch. 3,4 Anatomy Revealed 3.2 Learn Smart
Week 3	The Integumentary System; The Skeletal System I: Bone Tissue;	The Integumentary System; Wise, Ch. 5,6 Anatomy Revealed 3.2	Saladin, K.S Ch. 5,6 Anatomy Revealed 3.2 Learn Smart
Week 4	The Skeletal System II: Axial Skeleton; The Skeletal System III: Appendicular Skeleton;	Axial Skeleton; Wise, Ch. 7,8 Anatomy Revealed 3.2	Saladin, K.S Ch. 7,8 Anatomy Revealed 3.2 Learn Smart
Week 5	The Skeletal System IV: Joints; The Muscular System I: Introduction;	Joints; Wise, Ch10,11 Anatomy Revealed 3.2	Saladin, K.S Ch. 9,10 Anatomy Revealed 3.2 Learn Smart
Week 6	The Muscular System II: Axial Musculature; The Muscular System III: Appendicular Musculature;	Axial Muscles; Appendicular Muscles; Wise, Ch. 12,13,14 Anatomy Revealed 3.2	Saladin, K.S Ch. 11,12 Anatomy Revealed 3.2 Learn Smart
Week 7	The Circulatory System I: Blood;	Blood cells; Wise, Ch,20 Anatomy Revealed 3.2	Saladin, K.S Ch. 19 Anatomy Revealed 3.2 Learn Smart

	Exam #1		
Week 8	The Circulatory System II: The Heart; The Circulatory System III: The Blood Vessels;	The Heart; Blood Vessels; Wise, Ch. 21,22,23 Anatomy Revealed 3.2	Saladin, K.S Ch. 20,21 Anatomy Revealed 3.2 Learn Smart
Week 9	The Lymphatic System and Immunity; The Endocrine System;	Blood Vessels; Wise, Ch. 24,19 Anatomy Revealed 3.2	Saladin, K.S Ch. 22,18 Anatomy Revealed 3.2 Learn Smart
Week 10	Respiratory System; Digestive System;	Respiratory System; Digestive System; Wise, Ch. 25,26 Anatomy Revealed 3.2	Saladin, K.S Ch. 23,24, Anatomy Revealed 3.2 Learn Smart
Week 11	The Urinary System; Reproductive System;	The Urinary System; The Reproductive System; Wise, Ch. 27,28,29 Anatomy Revealed 3.2	Saladin, K.S Ch. 25,26 Anatomy Revealed 3.2 Learn Smart
Week 12	The Nervous System I: Nervous Tissue;	The Nervous System; Spinal Cord and Spinal Nerves Wise, Ch. 15 Anatomy Revealed 3.2	Saladin, K.S Ch. 13 Anatomy Revealed 3.2 Learn Smart
	Exam #2		
Week 13	The Nervous System II: Spinal Cord and Spinal Nerves; The Nervous System III: Brain and Cranial Nerves	The Nervous System Wise, Ch. 16,17 Anatomy Revealed 3.2	Saladin, K.S Ch. 14,15 Anatomy Revealed 3.2 Learn Smart
Week 14	The Nervous System IV: The Autonomic Nervous System and Visceral Reflexes;	The Nervous System Wise, Ch. 18 Anatomy Revealed 3.2	Saladin, K.S Ch. 16 Anatomy Revealed 3.2 Learn Smart
Week 15	The Nervous System V: Sense Organs;	Sensory Physiology; Wise, Ch. 18 Anatomy Revealed 3.2	Saladin, K.S Ch. 17 Anatomy Revealed 3.2 Learn Smart
	Exam #3		
	Final Exam		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Physician Assistant  
Studies \_\_\_\_\_ Date 2/8/2017 \_\_\_\_\_

Course No. or  
Level 507 Title Physiology \_\_\_\_\_

Semester hours 3 Clock hours: Lecture 2 Laboratory 3 \_\_\_\_\_

Prerequisites None \_\_\_\_\_

Enrollment expectation 32 \_\_\_\_\_


Indicate any course for which this course is a (an)


modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute x PA 508 \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Julie Thomas MSPAS, PA-C \_\_\_\_\_

Department Chairperson's/Dean's Signature  \_\_\_\_\_

Provost's Signature  \_\_\_\_\_

Date of Implementation Fall 2017 \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

**Catalog description:**

This course provides students with an understanding of the physical and chemical processes that occur in the human body that are responsible for the growth, development, and the propagation of life. This is a lecture course that uses an organ systems approach to convey the principles of physiology

- Purpose:**
1. For Whom (generally?) Physician Assistant Students
  2. What should the course do for the student? To provide an understanding of the functions and mechanisms of actions of the major organ systems at the physiologic level

**Teaching method planned:** teaching strategies will consist of simulator physiology videos, Power Point presentations shared on Blackboard, online tests, Anatomy and Physiology Revealed 3.2

**Textbook and/or materials planned (including electronic/multimedia):** Anatomy and Physiology Revealed 3.2

Fox, S. I. (2016). Human Physiology (14th ed.). NYC: McGraw-Hill.

Fox, S. I. (2013). A Laboratory Guide to Human Physiology: Concepts & Clinical Applications (13th ed.). NYC: McGraw-Hill

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

- The Study of Body Function
- Chemical composition of the Body
- Cell Structure and Genetic Control
- Enzymes and Energy
- Cell Respiration and Metabolism
- Interactions Between Cells and Extracellular Environment; Endocrinology – Endocrine Glands
- (Secretion and Action of Hormones);
- Muscle-Mechanisms of Contraction and Neural Control;
- Blood, Heart, and Circulation
- Cardiac Output, Blood Flow, and Blood Pressure
- The Immune System
- Respiratory Physiology
- Physiology of the Kidney
- Digestive System
- Regulation of Metabolism
- Reproduction
- The Nervous System (Neurons and Synapses)
- The Central Nervous system
- The Autonomic Nervous System
- Sensory Physiology

*See attached syllabus for course outline*

**When completed, forward to the Office of the Provost.**

9/03



Francis Marion University  
School of Health Sciences  
Physician Assistant Program

Course: PA 507 Physiology  
Credits: 3 (2, 3)  
Instructor: Zilola Khashimova, MD, PhD  
Office location: CCHS # 358  
Office hours: 9.30-10.30 Mondays and Wednesdays  
11.30-12.30 on Tuesdays and Thursdays  
Class time: 10.30-11.30 on Mondays and Wednesdays; 8.30-11.30 on  
Thursdays  
Room: CCHS # 116 & Microbiology Lab

Textbook(s) Required:

Fox, S. I. (2016). *Human Physiology* (14<sup>th</sup> ed.). NYC: McGraw-Hill.

Fox, S. I. (2013). *A Laboratory Guide to Human Physiology: Concepts & Clinical Applications* (13<sup>th</sup> ed.). NYC: McGraw-Hill.

Headphones compatible with Laptops.

COURSE GOAL:

To provide an understanding of the functions and mechanisms of actions of the major organ systems.

## COURSE DESCRIPTION:

This course provides students with an understanding of the physical and chemical processes that occur in the human body that are responsible for the growth, development and the propagation of life. This is a lecture course that uses an organ systems approach to convey the principles of physiology.

INSTRUCTIONAL OBJECTIVES	LEARNING OUTCOME	PA COMPETENCIES ADDRESSED	EVALUATION MECHANISMS
30. Describe regulation and movement of molecules across cell membranes. (B1.02 – B1.04; B2.01 –B2.02)	Comprehend the regulation and movement of molecules.	1, A - J	Test #1, Final examination
31. Describe types of tissue and their function. (B1.02 – B1.04; B2.01 –B2.02)	Understand the function and types of body tissues.	1, A - J	Test #1, Lab #1 Final examination
32. Describe the purpose and function of the integumentary and skeletal systems. (B1.02 – B1.04; B2.01 –B2.02)	Comprehend the purpose and function of integumentary and skeletal systems.	1, A - J	Test #1, Lab #1 Final examination
33. Describe the structure and functional characteristics of skeletal, cardiac and smooth muscle. (B1.02 – B1.04; B2.01 –B2.02)	Understand how the skeletal, cardiac, and smooth muscle function	1, A - J	Test #1, Lab #4 Final examination
34. Describe the purpose and function of axial skeletal system. (B1.02 – B1.04; B2.01 –B2.02)	Understand the purpose and function of axial skeletal system.	1 A – J	Test #1, Lab #4 Final examination
35. Discuss the purpose and function of muscles. (B1.02 – B1.04; B2.01 –B2.02)	Understand the purpose and function of muscles.	1 A – J	Test #1, Lab #4 Final examination
36. Recognize the division of the autonomic system and its role in the regulation of physiological systems. (B1.02 – B1.04; B2.01 –B2.02)	Understand the function of the autonomic nervous system.	1, A - J	Test #3, Final examination
37. Describe the organization, function, and major components of key body systems, including: cardiac, respiratory, renal, gastrointestinal, endocrine,	Comprehend how the function of key body systems and their interaction.	1, A - J	Test #1, Final examination



male and female reproductive and neurologic systems. (B1.02 – B1.04; B2.01 –B2.02)			
38. Describe the regulation and integrative actions of key body systems, including: cardiac, respiratory, renal, gastrointestinal, endocrine, male and female reproductive and neurologic systems. (B1.02 – B1.04; B2.01 –B2.02)	Comprehend how the function of key body systems and their interaction	1, A - J	Test #1, Final examination
39. Discuss the structure and mechanisms of the circulatory system. (B1.02 – B1.04; B2.01 –B2.02)	Understand the circulatory system and its functions.	1, A - J	Test #2, Final examination
40. Discuss the structure and mechanisms of the cardiovascular system. (B1.02 – B1.04; B2.01 –B2.02)	Understand the structure and mechanisms of the cardiovascular system.	1 A – J	Test #2, Lab #5 Final examination
41. Discuss the function and mechanisms of the lymphatic system. (B1.02 – B1.04; B2.01 –B2.02)	Understand the lymphatic system and its functions.	1, A - J	Test #2, Final examination
42. 11. Discuss the structure and mechanisms of the lymphatic system. (B1.02 – B1.04; B2.01 –B2.02)	Understand the lymphatic system and its function.	1 A – J	Test #2, Lab #6 Final examination
43. Discuss the functions and mechanisms of the endocrine system. (B1.02 – B1.04; B2.01 –B2.02)	Understand the endocrine system and its functions.	1, A - J	Test #2, Lab #3,10 Final examination
44. Ability to identify the purpose and function of the endocrine system. (B1.02 – B1.04; B2.01 –B2.02)	Demonstrate understanding of the purpose and function of the endocrine system.	Competency 1, A - J	Test #2 Lab # 3,10 Final examination
45. Ability to identify the purpose and function of the respiratory system. (B1.02 – B1.04; B2.01 –B2.02)	Demonstrate understanding of the purpose and function of the respiratory system.	Competency 1, A - J	Test #2 Lab # 7 Final examination
46. Discuss the functions of the digestive system. (B1.02 – B1.04; B2.01 –B2.02)	Understand the digestive system and its functions.	1, A - J	Test #2, Lab #9 Final examination
47. Understand the importance of an examination of the digestive tract. (B1.02 – B1.04; B2.01 –B2.02)	Demonstrate understanding of the purpose and function of the	1 A – J	Test #2, Lab #9 Final examination

	digestive tract.		
48. Discuss the function and mechanisms of the urinary system (male and female). (B1.02 – B1.04; B2.01 –B2.02)	Understand male and female urinary tract systems and functions	1, A - J	Test #2, Lab #5 Final examination
49. Discuss the structure, function, and mechanism of the reproductive system (male and female). (B1.02 – B1.04; B2.01 –B2.02)	Understand male and female urinary tract systems and functions	1, A - J	Test #2, Lab # Final examination
50. Discuss the function and mechanisms of the reproductive track. (B1.02 – B1.04; B2.01 –B2.02)	Demonstrate understanding of the purpose and function of the reproductive track.	1, A – J	Test #2, Lab #5 Final examination
51. Discuss the structure, function, and mechanisms of the nervous system. (B1.02 – B1.04; B2.01 –B2.02)	Understand the nervous system and it structure and functions.	1, A - J	Test #3, Lab #11 Final examination
52. Describe a complete examination of the nervous system. (B1.02 – B1.04; B2.01 –B2.02)	Demonstrate understanding of the purpose and function of the nervous system.	1, A – J	Test #3, Lab #11 Final examination
53. Discuss the structure, function, and mechanism of the cranial nerves. (B1.02 – B1.04; B2.01 –B2.02)	Understand the cranial nerves system and it structure and functions	1, A - J	Test #3, Lab #12 Final examination
54. Understand how to do an examination of the cranial nerves. (B1.02 – B1.04; B2.01 –B2.02)	Demonstrate understanding of the purpose and function of the cranial nerves.	1, A – J	Test #3, Lab #12 Final examination
55. Discuss the structure, function, and mechanisms of the autonomic nervous system. (B1.02 – B1.04; B2.01 –B2.02)	Understand the autonomic nervous system and it structure and functions	1, A - J	Test #3, Final examination
56. Discuss the aspects of an examination of the autonomic nervous system. (B1.02 – B1.04; B2.01 –B2.02)	Demonstrate understanding of the purpose and function of the autonomic nervous system.	1, A – J	Test #3, Final examination
57. Discuss the structure, function, and mechanisms of the sensory organs. (B1.02 – B1.04; B2.01 –B2.02)	Understand the sensory organs system and their structure and	1, A - J	Test #3, Lab #11,12 Final examination

	functions		
58. Explain physiologic responses that results from acid or base disturbances. (B1.02 – B1.04; B2.01 –B2.02)	Comprehend acid base balance in the human body.	1, A - J	Test #1, Lab #2 Final examination
59. Explain the functional components of thermoregulation. (B1.02 – B1.04; B2.01 –B2.02)	Understand thermal regulation.	1, A - J	Test #1, Final examination
60. Correlate physiologic alternations and environmental insults to the development of disease in humans. (B1.02 – B1.04; B2.01 –B2.02)	Comprehend the role of environment on health.	1, A - J	Test #3, Final examination
61. Demonstrate interpersonal skills in the laboratory setting. (B1.02 – B1.04; B2.01 –B2.02)	Use therapeutic interpersonal skills in the laboratory.	2 A – G	All laboratory session; Laboratory examination
62. Demonstrate professionalism in the laboratory. (B1.02 – B1.04; B2.01 –B2.02)	Demonstrate professionalism in all laboratory learning environments.	1 A – J 4 A - C	All laboratory session; Laboratory examination

**PA GRADUATE COMPETENCIES:**

The following PA clinical competencies were developed the National Commission on Certification of Physician Assistants (NCCPA), Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA).

1. Medical knowledge - includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Our graduates must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. Our graduates are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Graduates of our training program are specifically expected to
  - A. Understand etiologies, risk factors, underlying pathologic processes, and epidemiology for medical conditions
  - B. Identify signs and symptoms of medical conditions
  - C. Select and interpret appropriate diagnostic or lab studies

- D. Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other relevant treatment modalities
  - E. Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission
  - F. Identify appropriate interventions for prevention of conditions
  - G. Identify the appropriate methods to detect conditions in an asymptomatic person
  - H. Differentiate between the normal and the abnormal in anatomic, physiological, laboratory, and other diagnostic data
  - I. Appropriately use the history, physical findings, and diagnostic studies to formulate a differential diagnosis
  - J. Provide appropriate care to patients with chronic conditions.
2. Interpersonal and communication skills - encompass verbal, nonverbal, and written exchange of information. Our graduates must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and the health care system. Graduates of our training program are specifically expected to
- A. Create and sustain a therapeutic and ethically sound relationship with patients
  - B. Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
  - C. Appropriately adapt communication style and messages to the context of the individual patient interaction
  - D. Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
  - E. Apply an understanding of human behavior
  - F. Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
  - G. Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.
3. Patient care - includes age-appropriate assessment, evaluation, and management. Our graduates must demonstrate care that is effective, patient-centered, timely,

- efficient, and equitable for the treatment of health problems and the promotion of wellness. Graduates of our training program are specifically expected to
- A. Work effectively with physicians and other health care professionals to provide patient-centered care
  - B. Demonstrate caring and respectful behaviors when interacting with patients and their families
  - C. Gather essential and accurate information about their patients
  - D. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
  - E. Develop and carry out patient management plans
  - F. Counsel and educate patients and their families
  - G. Competently perform medical and surgical procedures considered essential for general practice
  - H. Provide health care services and education aimed at preventing health problems or maintaining health.
4. Professionalism - is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Our graduates must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. Our graduates must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Graduates of our training program are specifically expected to demonstrate
- A. Understanding of legal and regulatory requirements, as well as the appropriate role of the PA
  - B. Professional relationships with physician supervisors and other health care providers
  - C. Respect, compassion, and integrity
  - D. Responsiveness to the needs of patients and society
  - E. Accountability to patients, society, and the profession
  - F. Commitment to excellence and on-going professional development

- G. Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
  - H. Sensitivity and responsiveness to patients' culture, age, gender, and disabilities
  - I. Self-reflection, critical curiosity, and initiative.
- 5.** Practice-based learning and improvement - includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature, and other information resources for the purpose of self-improvement. Our graduates must be able to assess, evaluate, and improve their patient care practices. Graduates of our training program are specifically expected to
- A. Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
  - B. Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
  - C. Obtain and apply information about their own population of patients and the larger population from which their patients are drawn
  - D. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
  - E. Apply information technology to manage information, access online medical information, and support their own education
  - F. Facilitate the learning of students and/or other health care professionals
  - G. Recognize and appropriately address gender, cultural, cognitive, emotional, and other biases; gaps in medical knowledge; and physical limitations in themselves and others.
- 6.** Systems-based practice - encompasses the societal, organizational, and economic environments in which health care is delivered. Our graduates must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. Our graduates should work to improve the larger health care system of which their practices are a part. Graduates of our training program are specifically expected to
- A. Use information technology to support patient care decisions and patient education

- B. Effectively interact with different types of medical practice and delivery systems
- C. Understand the funding sources and payment systems that provide coverage for patient care
- D. Practice cost-effective health care and resource allocation that does not compromise quality of care
- E. Advocate for quality patient care and assist patients in dealing with system complexities
- F. Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
- G. Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- H. Apply medical information and clinical data systems to provide more effective, efficient patient care
- I. Use the systems responsible for the appropriate payment of services.

(adapted from ACGME, 2002,

<http://www2.paeaonline.org/index.php?ht=d/sp/i/34581/pid/34581>)

ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:

Organ Systems and Disease Categories		Knowledge and Skill Areas	
Cardiovascular System	√	History Taking and Performing Physical Examinations	
Dermatologic System	√	Using Laboratory and Diagnostic Studies	
Eyes, Ears, Nose and Throat	√	Formulating Most Likely Diagnosis	
Endocrine System	√	Health Maintenance	
Gastrointestinal System and Nutrition	√	Clinical Intervention	

Genitourinary System	√	Pharmaceutical Interventions	
Hematologic System	√	Applying Basic Science Concepts	√
Infectious Diseases			
Musculoskeletal System	√		
Neurologic System	√		
Psychiatry and Behavioral Medicine	√		
Pulmonary System	√		
Reproductive System	√		

Instructional methods:

The material in this class will be presented in lectures and during the weekly Lab periods exercises and discussion will enhance material presented in lecture.

Student Registration to Course through Blackboard:

[http://higher.mheducation.com/olc2/dl/866234/Connect Blackboard Student Quick Tips 0914.pdf](http://higher.mheducation.com/olc2/dl/866234/Connect%20Blackboard%20Student%20Quick%20Tips%200914.pdf)

Classroom Evaluation Methods:	Percentage of Final Grade
Test 1	≈ 15%
Test 2	≈ 15%
Test 3	≈ 15%
Exam	≈ 18.8 %
Anatomy Labs	≈ 6.0%
Assignments	≈ 15.0%
Quizzes	≈ 15.0%

Health Sciences Graduate Grading Scale:

Alphabetic		Raw Score
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A	Excellent	93-100
B+	Very Good	89-92
B	Good	85-88
C+	Fair	81-84
C	Poor	77-80
F	Fail	76 or below

### Rounding

Per program policy, only final grades will be rounded and this is programmed into the Blackboard Gradebook. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded to a 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

### Attendance Policy

Students are expected to come to all classes and labs. If you cannot come to class for any reason please contact the instructor. Students missing more than 4 lectures or 2 labs may be dismissed from the course with an F.

### Examination Policy

Students must contact the Academic Coordinator in advance if they will miss a scheduled examination to arrange for a rescheduled exam. Failure to do so will result in a grade of zero (0) for the exam unless there is a significant extenuating circumstance. Any exam missed in courses taught by a faculty member from the Department of Physician Assistant Studies will be completed at the end of the semester. Any deviation from this practice may be brought to the Student Affairs and Progression Committee for review.

### Cell Phone Use

The use of cell phones is prohibited during classes or testing. All phones must be silenced to avoid disruption in the classroom. In the event of an emergency in which a student

must receive an important call, notify the instructor prior to the start of class, sit close to the door of the room and then quickly answer your phone and excuse yourself from the room to take the call.

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### Statement of Honor

Upon becoming a member of the Francis Marion University Community, students are expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the university community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code.

### The Honor Pledge

*“As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil and criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”*

### Services for Students with Disabilities

The Director of Counseling and Testing is responsible for coordinating services for students with disabilities. The director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The director can be reached at 843-661-1841.

### COURSE CONTENT:

	<u>Physiology</u>	<u>Lab</u>	<u>Reading</u>
Week 1	The Study of Body Function;	Structure and Physiological Control Systems Fox; Ch. 1 Anatomy and Physiology	Fox, S Ch. 1 Anatomy and Physiology Revealed 3.2

		Revealed 3.2	Learn Smart
Week 2	Chemical composition of the Body; Cell Structure and Genetic Control;	Cell Function and Biochemical Measurements Fox, Ch. 1,2 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 2,3, Anatomy and Physiology Revealed 3.2 Learn Smart
Week 3	Enzymes and Energy; Cell Respiration and Metabolism;	Cell Function and Biochemical Measurements Fox, Ch. 2 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 4,5 Anatomy and Physiology Revealed 3.2 Learn Smart
Week 4	Interactions Between Cells and Extracellular Environment; Endocrinology – Endocrine Glands (Secretion and Action of Hormones);	Endocrine System Fox; Ch. 4 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 6,11 Anatomy and Physiology Revealed 3.2 Learn Smart
Week 5	Muscle-Mechanisms of Contraction and Neural Control; Blood, Heart, and Circulation;	Skeletal Muscle Fox; Ch. 5 Cardiovascular System; Fox; Ch7 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 12,13 Anatomy and Physiology Revealed 3.2 Learn Smart
Week 6	Cardiac Output, Blood Flow, and Blood Pressure	Cardiovascular System; Fox; Ch7 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 14 Anatomy and Physiology Revealed 3.2 Learn Smart
Week 7	The Immune System;	Blood: Gas, Immunity, and Clotting Functions Fox; Ch. 6 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 15 Anatomy and Physiology Revealed 3.2 Learn Smart
	Exam #1		
Week 8	Respiratory Physiology	Respiration and Metabolism Fox; Ch. 8 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 16 Anatomy and Physiology Revealed 3.2 Learn Smart
Week 9	Physiology of the Kidney; Digestive System;	Renal Function and Homeostasis Fox; Ch. 9 Digestion and Nutrition Fox; Ch. 10	Fox, S Ch. 17,18 Anatomy and Physiology Revealed 3.2 Learn Smart

		Anatomy and Physiology Revealed 3.2	
Week 10	Regulation of Metabolism;	Metabolism; Fox; Ch. 8 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 19 Anatomy and Physiology Revealed 3.2 Learn Smart
Week 11	Reproduction;	Reproductive System Fox; Ch. 11 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 20 Anatomy and Physiology Revealed 3.2 Learn Smart
Week 12	The Nervous System (Neurons and Synapses);	The Nervous System Fox; Ch. 3 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 7 Anatomy and Physiology Revealed 3.2 Learn Smart
	Exam #2		
Week 13	The Central Nervous system;	The Nervous System Fox; Ch. 3 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 8 Anatomy and Physiology Revealed 3.2 Learn Smart
Week 14	The Autonomic Nervous System;	The Nervous System Fox; Ch. 3 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 9 Anatomy and Physiology Revealed 3.2 Learn Smart
Week 15	Sensory Physiology;	Sensory Physiology; Fox; Ch. 3 Anatomy and Physiology Revealed 3.2	Fox, S Ch. 10 Anatomy and Physiology Revealed 3.2 Learn Smart
	Exam #3		
	Final Exam		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Physician Assistant Studies Date 2/08/2017

Course No. or Level 509 Title Introduction to Pharmacology

Semester hours 1 Clock hours: Lecture 1 Laboratory 0

Prerequisites None

Enrollment expectation 32

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute x PA 508 \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Julie Thomas MSPAS, PA-C

Department Chairperson's/Dean's Signature [Signature]

Provost's Signature [Signature]

Date of Implementation Fall 2017

Date of School/Department approval \_\_\_\_\_

**Catalog description:**

This course provides a practical approach to pharmacological concepts and will emphasize mechanisms of action, drug-receptor interactions, drug-drug interactions, pharmacokinetic principles, drug development and safety, as well as clinical implications for dosing and administration of medications to pediatric and geriatric populations.

- Purpose:**
1. For Whom (generally?) Physician Assistant Students
  2. What should the course do for the student?  
The students will understand the basic principles required to learn pharmacology; understand and comprehend pharmacodynamic and pharmacokinetic concepts; and differentiate pharmacological effects in the human body

**Teaching method planned:** Power Point presentations shared on Blackboard, online tests

**Textbook and/or materials planned (including electronic/multimedia):**

Pharmacology Text: Edmunds, M. W., Mayhew, M.S. (2014) Pharmacology for the Primary

Care Provider (4th ed.). St. Louis, MO: Elsevier Mosby

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

- Terminology and routes of administration
  - Define basic pharmacology terms
  - List the different routes of administration of drugs
  - Describe the advantages/disadvantages of each route
- Receptor theories
  - Define receptor
  - Identify different types of receptors
  - Relate basic receptor theory to drug action
- Second messenger systems
  - Identify common second messenger systems
  - Describe the second messenger pathways
  - Identify common drugs that interfere with the second messenger system
- Dose response relations
  - Define ED50, LD50, therapeutic index, potency, efficacy, EC50 and TD50
- Kinetics of drug absorption
  - Describe the different mechanisms by which drugs are absorbed
  - Define the properties of drugs that govern absorption, distribution and excretion
  - Describe first order absorption kinetics
  - Identify disease states that affect drug absorption
- Kinetics of drug elimination
  - Locate and describe the major sites and mechanisms of drug elimination
  - Identify disease states that alter elimination kinetics
  - Discuss implications and causes of changes in elimination kinetics
  - Define pharmacokinetic parameters; half-life & clearance
- Drug distribution and metabolism
  - Interpret the volume of distribution for relative site of distribution of drugs
  - List major pathways of drug metabolism and recognize the various factors that alter metabolizing pathways; age, genetics & disease states
- Bioavailability and bioequivalence
  - Define bioavailability and bioequivalence
  - Discuss the significance of these parameters in selecting drugs
- Neonatal/geriatric pharmacology
  - Describe the physiological difference in these two populations of patients that affect the selection and dosing of drugs
  - Identify types of drugs that should be avoided in these patients
- Therapeutic drug monitoring
  - Discuss the concept and utility of therapeutic drug monitoring

- Define steady state and time to reach steady state
- Identify specific classes of drugs frequently monitored
- Design dosage regimens
  - Define the pharmacokinetic parameters needed to calculate a dosage regimen
  - Describe theory of loading doses to achieve therapeutic levels

*See attached syllabus for course outline*

**When completed, forward to the Office of the Provost.**

9/03





**Francis Marion University  
School of Health Sciences  
Physician Assistant Program**

**Course:** PA 509 Introduction to Pharmacology  
**Credits:** 1 (1, 0)  
**Instructor:** Kelly Jones, PharmD  
**Office location:** TBD  
**Office hours:** TBD  
**Room:** TBD

**Textbook(s) Required:**

Pharmacology Text: Edmunds, M. W., Mayhew, M.S. (2014) *Pharmacology for the Primary Care Provider* (4<sup>th</sup> ed.). St. Louis, MO: Elsevier Mosby.

**COURSE GOAL:** The to understand basic pharmacology principles; understand and comprehend pharmacodynamic and pharmacokinetic concepts; and differentiate pharmacological effects in the human body

**COURSE DESCRIPTION:**

This course provides a practical approach to pharmacology concepts and will emphasize mechanisms of action, drug-receptor interactions, drug-drug interactions, pharmacokinetic principles, drug development and safety, as well as clinical implications for dosing and administration in regards to pediatric and geriatric populations.

INSTRUCTIONAL OBJECTIVES	LEARNING OUTCOME	PA COMPETENCIES ADDRESSED	EVALUATION MECHANISMS
1. Identify common targets for pharmacologic intervention in human disease. (B1.02 – B1.04; B2.01 – B2.02)	Understand the principles of pharmacotherapy. Comprehend the body’s reaction to drugs and drug effect on disease.	1, A - J	Test 1 and final examination
2. Describe fundamental concepts related to pharmacology, including principles of drug action and drug-receptor interaction. (B1.02 – B1.04; B2.01 –B2.02)	Understand the principles of pharmacotherapy. Comprehend the body’s reaction to drugs and drug effect on disease	1 A -J	Test 1 and final examination
3. Discuss fundamental principles of pharmacokinetics, including absorption, distribution, metabolism and elimination. (B1.02 – B1.04; B2.01 –B2.02)	Understand the principles of pharmacokinetics.	1, A - J	Test 1 and final examination
4. Recognize specific patient characteristics (age, renal function, pregnancy) that influence the construction of appropriate therapeutic drug regimens. (B1.02 – B1.04; B2.01 –B2.02)	Comprehend individualistic reaction to drug therapy.	1, A - J	Test 2 and final examination
5. Understand the basic principles of evidence-based medicine and interpret research information applicable to patient care. (B1.02 – B1.04; B2.01 –B2.02)	Understand how to calculate the NNT and NNH	1, A - J	Test 2 and final examination
6. Define the Art of Prescribing and developing patient education initiatives to enhance patient care. (B1.02 – B1.04; B2.01 –B2.02)	Use methodology to enhance medication adherence	2 A – G	Test 2 and final examination

**PA GRADUATE COMPETENCIES:**

The following PA clinical competencies were developed the National Commission on Certification of Physician Assistants (NCCPA), Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA).

1. **Medical knowledge** - includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Our graduates must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. Our graduates are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Graduates of our training program are specifically expected to
  - A. Understand etiologies, risk factors, underlying pathologic processes, and epidemiology for medical conditions
  - B. Identify signs and symptoms of medical conditions
  - C. Select and interpret appropriate diagnostic or lab studies
  - D. Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other relevant treatment modalities
  - E. Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission
  - F. Identify appropriate interventions for prevention of conditions
  - G. Identify the appropriate methods to detect conditions in an asymptomatic person
  - H. Differentiate between the normal and the abnormal in anatomic, physiological, laboratory, and other diagnostic data
  - I. Appropriately use the history, physical findings, and diagnostic studies to formulate a differential diagnosis
  - J. Provide appropriate care to patients with chronic conditions.
2. **Interpersonal and communication skills** - encompass verbal, nonverbal, and written exchange of information. Our graduates must demonstrate interpersonal and communication skills that result in effective information exchange with

- patients, patients' families, physicians, professional associates, and the health care system. Graduates of our training program are specifically expected to
- A. Create and sustain a therapeutic and ethically sound relationship with patients
  - B. Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
  - C. Appropriately adapt communication style and messages to the context of the individual patient interaction
  - D. Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
  - E. Apply an understanding of human behavior
  - F. Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
  - G. Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.
3. **Patient care** - includes age-appropriate assessment, evaluation, and management. Our graduates must demonstrate care that is effective, patient-centered, timely, efficient, and equitable for the treatment of health problems and the promotion of wellness. Graduates of our training program are specifically expected to
- A. Work effectively with physicians and other health care professionals to provide patient-centered care
  - B. Demonstrate caring and respectful behaviors when interacting with patients and their families
  - C. Gather essential and accurate information about their patients
  - D. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
  - E. Develop and carry out patient management plans
  - F. Counsel and educate patients and their families
  - G. Competently perform medical and surgical procedures considered essential for general practice
  - H. Provide health care services and education aimed at preventing health problems or maintaining health.

4. **Professionalism** - is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Our graduates must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. Our graduates must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Graduates of our training program are specifically expected to demonstrate
  - A. Understanding of legal and regulatory requirements, as well as the appropriate role of the PA
  - B. Professional relationships with physician supervisors and other health care providers
  - C. Respect, compassion, and integrity
  - D. Responsiveness to the needs of patients and society
  - E. Accountability to patients, society, and the profession
  - F. Commitment to excellence and on-going professional development
  - G. Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
  - H. Sensitivity and responsiveness to patients' culture, age, gender, and disabilities
  - I. Self-reflection, critical curiosity, and initiative.
  
5. **Practice-based learning and improvement** - includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature, and other information resources for the purpose of self-improvement. Our graduates must be able to assess, evaluate, and improve their patient care practices. Graduates of our training program are specifically expected to
  - A. Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
  - B. Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
  - C. Obtain and apply information about their own population of patients and the larger population from which their patients are drawn

- D. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
  - E. Apply information technology to manage information, access online medical information, and support their own education
  - F. Facilitate the learning of students and/or other health care professionals
  - G. Recognize and appropriately address gender, cultural, cognitive, emotional, and other biases; gaps in medical knowledge; and physical limitations in themselves and others.
6. **Systems-based practice** - encompasses the societal, organizational, and economic environments in which health care is delivered. Our graduates must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. Our graduates should work to improve the larger health care system of which their practices are a part. Graduates of our training program are specifically expected to
- A. Use information technology to support patient care decisions and patient education
  - B. Effectively interact with different types of medical practice and delivery systems
  - C. Understand the funding sources and payment systems that provide coverage for patient care
  - D. Practice cost-effective health care and resource allocation that does not compromise quality of care
  - E. Advocate for quality patient care and assist patients in dealing with system complexities
  - F. Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
  - G. Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
  - H. Apply medical information and clinical data systems to provide more effective, efficient patient care
  - I. Use the systems responsible for the appropriate payment of services.

(adapted from ACGME, 2002,

<http://www2.paeaonline.org/index.php?ht=d/sp/i/34581/pid/34581>)

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

<b>Organ Systems Categories</b>	<b>Knowledge and Skill Areas</b>	
Cardiovascular System	History Taking and Performing Physical Examinations	
Dermatologic System	Using Laboratory and Diagnostic Studies	
Eyes, Ears, Nose and Throat	Formulating Most Likely Diagnosis	
Endocrine System	Health Maintenance	
Gastrointestinal System and Nutrition	Clinical Intervention	
Genitourinary System	Pharmaceutical Interventions	√
Hematologic System	Applying Basic Science Concepts	√
Infectious Diseases		
Musculoskeletal System		
Neurologic System		
Psychiatry and Behavioral Medicine		
Pulmonary System		
Reproductive System		

**Instructional methods:**

The material in this class will be presented in lectures and during the weekly Lab periods exercises and discussion will enhance material presented in lecture.

**Student Registration to Course through Blackboard:**

[http://highered.mheducation.com/olc2/dl/866234/Connect\\_Blackboard\\_Student\\_Quick\\_Tips\\_0914.pdf](http://highered.mheducation.com/olc2/dl/866234/Connect_Blackboard_Student_Quick_Tips_0914.pdf)

<b>Classroom Evaluation Methods:</b>	<b>Percentage of Final Grade</b>
Test 1	25%
Test 2	25%
Final	50%

**Health Sciences Graduate Grading Scale:**

<b>Alphabetic</b>		<b>Raw Score</b>
A	Excellent	93-100
B+	Very Good	89-92
B	Good	85-88
C+	Fair	81-84
C	Poor	77-80
F	Fail	76 or below

**Rounding**

Per program policy, only final grades will be rounded and this is programmed into the Blackboard Gradebook. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded to a 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.



### **Attendance Policy**

Students are expected to come to all classes and labs. If you cannot come to class for any reason please contact the instructor. Students missing more than 4 lectures or 2 labs may be dismissed from the course with an F.

### **Examination Policy**

Students must contact the Academic Coordinator in advance if they will miss a scheduled examination to arrange for a rescheduled exam. Failure to do so will result in a grade of zero (0) for the exam unless there is a significant extenuating circumstance. Any exam missed in courses taught by a faculty member from the Department of Physician Assistant Studies will be completed at the end of the semester. Any deviation from this practice may be brought to the Student Affairs and Progression Committee for review.

### **Cell Phone Use**

The use of cell phones is prohibited during classes or testing. All phones must be silenced to avoid disruption in the classroom. In the event of an emergency in which a student must receive an important call, notify the instructor prior to the start of class, sit close to the door of the room and then quickly answer your phone and excuse yourself from the room to take the call.

### **E-mail**

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. E-mail responses to faculty are expected within 24 hours. In return, faculty will mail students within 24 hours with the exception of weekends and holidays. E-mail to all faculty and students in the program must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the e-mail will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should address one issue.

### **Phone Usage and Messaging**

Students are only to call preceptor for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

### **Social Networking Policy**

Students are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU PA program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

### **Student Responsibilities**

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, *the University Student Handbook*, and the *PA Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

### **Guidelines for Faculty Appointments**

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

### **Statement of Honor**

Upon becoming a member of the Francis Marion University Community, students are expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. **Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal.** They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the university community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code.

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*"As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil and criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it."*

### **Services for Students with Disabilities**

The Director of Counseling and Testing is responsible for coordinating services for students with disabilities. The director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The director can be reached at 843-661-1841.

**COURSE CONTENT:**

	<b><u>Pharmacology</u></b>	<b><u>Reading</u></b>
Week 1	Pharmacology: Pharmacology Basics	TBA
Week 2	Pharmacology: Pharmacokinetics	Chapter 3
Week 3	Pharmacology: Pharmacodynamics	Chapter 3
Week 4	Pharmacology: Pediatric Pharmacology	Chapter 5
Week 5	Pharmacology: Geriatric Pharmacology I	Chapter 4
Week 6	Pharmacology: Geriatric Pharmacology II	TBA
Week 7	Pharmacology: Pregnancy and Lactation	Chapter 6
Week 8	Pharmacology: Renal Dosing Medication/Test 1	TBA
Week 9	Pharmacology: Drug Interactions	TBA
Week 10	Pharmacology: Evidence-Based Medicine I	Chapter 11
Week 11	Pharmacology: Evidence-Based Medicine II	TBA
Week 12	Pharmacology: Evidence-Based Medicine III	TBA
Week 13	Pharmacology: Over-The-Counter Medications	Chapter 7

Week 14	Pharmacology: Patient Education	Chapter 12
Week 15	Pharmacology: The Art of Prescribing/Test 2	Chapters 2, 10
	Final Exam	

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Physician Assistant

Studies \_\_\_\_\_ Date 2/8/2017 \_\_\_\_\_

Course No. or Level 511 Title: Role of the Physician Assistant and Introduction to the PA Profession

Semester hours 1 Clock hours: Lecture 1 Laboratory 0

Prerequisites None

Enrollment expectation 32

Indicate any course for which this course is a (an)

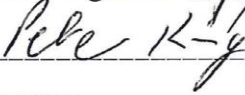
modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute x PA 510 \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Julie Thomas MSPAS, PA-C

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2017

Date of School/Department approval \_\_\_\_\_

**Catalog description:**

This course provides a strong foundation in the role of the Physician Assistant (PA), including history of the profession, health care financing and health care delivery systems, PA and medical professional organizations, professionalism, diversity, and health equity, as well as other social, cultural, economic, and political structures in society and in the PA profession.

- Purpose:**
1. For Whom (generally?) Physician Assistant Students
  2. What should the course do for the student?

This is an introductory course to the Physician Assistant Profession. Emphasis is placed on the understanding of the Physician Assistant's role in today's medical environment from all aspects of health care in the United States

**Teaching method planned:** Power Point presentations shared on Blackboard, an ethical written assignment

**Textbook and/or materials planned (including electronic/multimedia):**

American Psychological Association. (2010). Manual of the American Psychological Association (6th ed.).

Washington, DC: Author. ISBN-13: 978-1-4338-0561-6

Ballweg, et al. (2013). Physician Assistant: Guide to Clinical Practice, 5th Ed, St. Louis: Saunders.

Dehn, R. W. & Asprey. D. (2013). Clinical Procedures for Physician Assistants, 3rd Ed. St. Louis: Saunders.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

- History of the profession
- Introduction to Risk Management in Healthcare
- Professional Issues
- Medical Malpractice
- PA education
- Credentialing of the PA
- Reimbursement, Coding and Billing
- The Political Process
- Clinical Ethics
- Stress and Burnout/ End of Life Issues
- Patients with Disabilities/ Health Disparities
- Health Care Delivery Systems
- Rehabilitative and Long Term Care/ Healthcare for Homeless Populations
- Correctional Medicine/Military Medicine/ Rural and Inner-City Health Care
- Mass Casualty and Disaster Management
- Postgraduate Residency Programs

*See attached syllabus for course outline*

**When completed, forward to the Office of the Provost.**

9/03



**Francis Marion University  
School of Health Sciences  
Physician Assistant Program**

**Course:** PA 511 Role of the Physician Assistant and Introduction to the PA Profession  
**Course Director:** Julie Thomas MSPAS, PA-C  
**Instructor:** Julie Thomas MSPAS, PA-C  
**Office:** CCHS 359B  
**Office hours:** Fridays 8:30am-12:30pm  
**Class time:** 1:00pm-2:00 Tuesdays  
**Room:** CCHS 116  
**Credits:** 1

**Textbook(s):**

**Required:**

American Psychological Association. (2010). *Manual of the American Psychological Association (6th ed.)*.

Washington, DC: Author. ISBN-13: 978-1-4338-0561-6

Ballweg, et al. (2013). *Physician Assistant: Guide to Clinical Practice, 5th Ed*, St. Louis: Saunders.

Dehn, R. W. & Asprey, D. (2013). *Clinical Procedures for Physician Assistants, 3rd Ed*. St. Louis: Saunders.

**COURSE GOAL:**

To gain an understanding of the Physician Assistant's role in today's medical environment.

**COURSE DESCRIPTION:**

This course provides a strong foundation in the role of the physician assistant (PA), including history of the profession, health care financing and health care delivery systems, PA and medical professional organizations, professionalism, diversity, and health equity, as well as other social, cultural, economic, and political structures in society and in the PA profession.

<b>INSTRUCTIONAL OBJECTIVES</b>	<b>LEARNING OUTCOME</b>	<b>PA COMPETENCIES ADDRESSED</b>	<b>EVALUATION MECHANISMS</b>
1. Discuss the role the Physician Assistant (PA) in today's healthcare environment. (B2.14 & B2.17)	Understand the scope and practice of Physician Assistants	4, A-I	Test #1
2. Dialogue about the history of the PA profession and its niche in healthcare. (B2.14 & B2.17)	Apply the history of the profession and its impact into today's society	6, A-I	Test #1
3. Review the models of healthcare in the US. (B2.14, B2.15, B2.16 & B2.17)	Describe the current healthcare models in the US.	6, A-I	Test #3
4. Review how healthcare is financed in the US. (B2.16 & B2.17)	Describe type of reimbursement for healthcare services.	6, A-I	Test #2
5. Discuss value-based care and the practitioners' responsibility for cost containment. B2.16 & B2.17)	Understand the PA role in relation to healthcare costs.	6, A-I	Test #2
6. Discuss social determinants in relation to healthcare utilization and access.(B1.06 & B2.11)	Understand healthcare disparities in the US, SC, and Pee Dee region.	4, A-I	Test #3

**PA GRADUATE COMPETENCIES:**

The following PA clinical competencies were developed the National Commission on Certification of Physician Assistants (NCCPA), Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA).

- 7. **Medical knowledge** - includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles,



health promotion, and disease prevention. Our graduates must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. Our graduates are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Graduates of our training program are specifically expected to

- K. Understand etiologies, risk factors, underlying pathologic processes, and epidemiology for medical conditions
  - L. Identify signs and symptoms of medical conditions
  - M. Select and interpret appropriate diagnostic or lab studies
  - N. Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other relevant treatment modalities
  - O. Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission
  - P. Identify appropriate interventions for prevention of conditions
  - Q. Identify the appropriate methods to detect conditions in an asymptomatic person
  - R. Differentiate between the normal and the abnormal in anatomic, physiological, laboratory, and other diagnostic data
  - S. Appropriately use the history, physical findings, and diagnostic studies to formulate a differential diagnosis
  - T. Provide appropriate care to patients with chronic conditions.
- 8. Interpersonal and communication skills** - encompass verbal, nonverbal, and written exchange of information. Our graduates must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and the health care system. Graduates of our training program are specifically expected to
- H. Create and sustain a therapeutic and ethically sound relationship with patients
  - I. Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
  - J. Appropriately adapt communication style and messages to the context of the individual patient interaction

- K. Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
  - L. Apply an understanding of human behavior
  - M. Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
  - N. Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.
- 9. Patient care** - includes age-appropriate assessment, evaluation, and management. Our graduates must demonstrate care that is effective, patient-centered, timely, efficient, and equitable for the treatment of health problems and the promotion of wellness. Graduates of our training program are specifically expected to
- I. Work effectively with physicians and other health care professionals to provide patient-centered care
  - J. Demonstrate caring and respectful behaviors when interacting with patients and their families
  - K. Gather essential and accurate information about their patients
  - L. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
  - M. Develop and carry out patient management plans
  - N. Counsel and educate patients and their families
  - O. Competently perform medical and surgical procedures considered essential for general practice
  - P. Provide health care services and education aimed at preventing health problems or maintaining health.
- 10. Professionalism** - is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Our graduates must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. Our graduates must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Graduates of our training program are specifically expected to demonstrate

- J. Understanding of legal and regulatory requirements, as well as the appropriate role of the PA
  - K. Professional relationships with physician supervisors and other health care providers
  - L. Respect, compassion, and integrity
  - M. Responsiveness to the needs of patients and society
  - N. Accountability to patients, society, and the profession
  - O. Commitment to excellence and on-going professional development
  - P. Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
  - Q. Sensitivity and responsiveness to patients' culture, age, gender, and disabilities
  - R. Self-reflection, critical curiosity, and initiative.
- 11. Practice-based learning and improvement** - includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature, and other information resources for the purpose of self-improvement. Our graduates must be able to assess, evaluate, and improve their patient care practices. Graduates of our training program are specifically expected to
- H. Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
  - I. Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
  - J. Obtain and apply information about their own population of patients and the larger population from which their patients are drawn
  - K. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
  - L. Apply information technology to manage information, access online medical information, and support their own education
  - M. Facilitate the learning of students and/or other health care professionals

- N. Recognize and appropriately address gender, cultural, cognitive, emotional, and other biases; gaps in medical knowledge; and physical limitations in themselves and others.

**12. Systems-based practice** - encompasses the societal, organizational, and economic environments in which health care is delivered. Our graduates must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. Our graduates should work to improve the larger health care system of which their practices are a part. Graduates of our training program are specifically expected to

- J. Use information technology to support patient care decisions and patient education
- K. Effectively interact with different types of medical practice and delivery systems
- L. Understand the funding sources and payment systems that provide coverage for patient care
- M. Practice cost-effective health care and resource allocation that does not compromise quality of care
- N. Advocate for quality patient care and assist patients in dealing with system complexities
- O. Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
- P. Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- Q. Apply medical information and clinical data systems to provide more effective, efficient patient care
- R. Use the systems responsible for the appropriate payment of services.

(adapted from ACGME, 2002,

<http://www2.paeaonline.org/index.php?ht=d/sp/i/34581/pid/34581>)

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

Organ Systems and Disease	Knowledge and Skill Areas	
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Categories			
Cardiovascular System	√	History Taking and Performing Physical Examinations	
Dermatologic System	√	Using Laboratory and Diagnostic Studies	
Eyes, Ears, Nose and Throat	√	Formulating Most Likely Diagnosis	√
Endocrine System	√	Health Maintenance	√
Gastrointestinal System and Nutrition	√	Clinical Intervention	√
Genitourinary System	√	Pharmaceutical Interventions	√
Hematologic System	√	Applying Basic Science Concepts	√
Infectious Diseases			
Musculoskeletal System	√		
Neurologic System	√		
Psychiatry and Behavioral Medicine	√		
Pulmonary System	√		
Reproductive System	√		

**Instructional methods:**

The material in this class will be presented in lectures and during the weekly Lab periods exercises and discussion will enhance material presented in lecture.

**Student Registration to Course through Blackboard :**

[http://highered.mheducation.com/olc2/dl/866234/Connect\\_Blackboard\\_Student\\_Quick\\_Tips\\_0914.pdf](http://highered.mheducation.com/olc2/dl/866234/Connect_Blackboard_Student_Quick_Tips_0914.pdf)

**Classroom Evaluation Methods:**

**Percentage of Final Grade**

Test 1

30%

Test 2	30%
Test 3	30%
Ethical Issues in PA Profession discussions	10%

**Health Sciences Graduate Grading Scale:**

<b>Alphabetic</b>		<b>Raw Score</b>
A	Excellent	93-100
B+	Very Good	89-92
B	Good	85-88
C+	Fair	81-84
C	Poor	77-80
F	Fail	76 or below

**Rounding**

Per program policy, only final grades will be rounded and this is programmed into the Blackboard Gradebook. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded to a 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

**Attendance Policy**

Students are expected to come to all classes and labs. If you cannot come to class for any reason please contact the instructor. Students missing more than 4 lectures or 2 labs may be dismissed from the course with an F.

**Examination Policy**

Students must contact the Academic Coordinator in advance if they will miss a scheduled examination to arrange for a rescheduled exam. Failure to do so will result in a grade of zero (0) for the exam unless there is a significant extenuating circumstance. Any exam

missed in courses taught by a faculty member from the Department of Physician Assistant Studies will be completed at the end of the semester. Any deviation from this practice may be brought to the Student Affairs and Progression Committee for review.

### **Cell Phone Use**

The use of cell phones is prohibited during classes or testing. All phones must be silenced to avoid disruption in the classroom. In the event of an emergency in which a student must receive an important call, notify the instructor prior to the start of class, sit close to the door of the room and then quickly answer your phone and excuse yourself from the room to take the call.

### **E-mail**

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. E-mail responses to faculty are expected within 24 hours. In return, faculty will mail students within 24 hours with the exception of weekends and holidays. E-mail to all faculty and students in the program must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the e-mail will be returned with a note that states “please address this e-mail in a professional manner.” Each e-mail should address one issue.

### **Phone Usage and Messaging**

Students are only to call preceptor for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

### **Social Networking Policy**

Students are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU PA program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

### **Student Responsibilities**

Each student is responsible for the proper completion of his/her academic program, for

familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *PA Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

### **Guidelines for Faculty Appointments**

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

### **Statement of Honor**

Upon becoming a member of the Francis Marion University Community, students are expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. **Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal.** They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the university community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code.

### **The Honor Pledge**

*“As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil and criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”*

### **Services for Students with Disabilities**

The Director of Counseling and Testing is responsible for coordinating services for students with disabilities. The director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The director can be reached at 843-661-1841.



**COURSE CONTENT:**

Week 1	History of the profession	Ballweg, et al. Ch. 2
Week 2	Introduction to Risk Management in Healthcare	Ballweg, et al. Ch. 12
Week 3	Professional Issues	Ballweg, et al. Ch. 1 and Ch. 34
Week 4	Medical Malpractice	Ballweg Ch. 36
Week 5	PA education	Ballweg, et al. Ch. 3
Week 6	Credentialing of the PA Exam #1	Ballweg, et al. Ch. 4
Week 7	Reimbursement, Coding and Billing	Dehn Ch. 38 Ballweg Ch. 6
Week 8	The Political Process	Ballweg, et al. Ch. 7
Week 9	Clinical Ethics	Ballweg, et al. Ch. 35 and Ch. 36
	Written assignment on ethics	
Week 10- Week 11	Stress and Burnout/ End of Life Issues	Ballweg, et al. Ch. 38 and Ch. 51
Week 1	Patients with Disabilities/ Health Disparities	Ballweg, et al. Ch 50
Week 11	Health Care Delivery Systems Exam #2	Ballweg, et al Ch. 42
Week 12	Rehabilitative and Long Term Care/ Healthcare for Homeless Populations	Ballweg, et al Ch. 43 and Ch. 44
Week 13	Correctional Medicine/Military Medicine/ Rural and Inner-City Health Care	Ballweg, et al Ch. 44,45,46,47,48
Week 14	Mass Casualty and Disaster Management	Ballweg, et al Ch. 52
Week 15	Postgraduate Residency Programs	Ballweg, et al Ch. 37
	Exam #3	

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Physician Assistant Studies  
Date 02/18/2018

Course No. or Level 512 Title Fundamental of Medical Science

Semester hours 2 Clock hours: Lecture 2 Laboratory 0

Prerequisites None

Enrollment expectation 32

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute x PA 510 \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Julie Thomas MSPAS, PA-C

Department Chairperson's/Dean's Signature *Ruth Williams*

Provost's Signature *Peter King*

Date of Implementation Fall 2017

Date of School/Department approval \_\_\_\_\_

**Catalog description:**

- Purpose:**
1. For Whom (generally?) Physician Assistant Students
  2. What should the course do for the student?

This course covers basic principles of genetics at the cellular level, and the application of these principles to primary care. Course content includes; the structure of a gene, the human genome, the regulation of gene expression, the role of genetics in medicine, genetic basis of human disease, application of clinical genetic therapies, and ethical and legal considerations. This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. The students will learn to recognize and use guidelines for preventative care and disease screening.

**Teaching method planned:** Power Points presentations shared on Blackboard, written assignments, audio/visual aids, online testing, and homework assignments on Blackboard

**Textbook and/or materials planned (including electronic/multimedia):**

Schaefer & Thompson (2014) *Medical Genetics: An Integrated Approach*, McGraw-Hill.  
ISBN: 978-0071664387

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

- DNA/chromosome structure and cell division
- Anatomy of a gene and their functional significance
- Mechanisms of gene expression
- Genetic basis of disease: chromosomal/regional mutations
- Genetic basis of disease: pathogenic mutations to single genes
- Genetic basis of disease: multifactorial diseases
- Complex inheritance concepts: genomic imprinting, penetrance, expressivity, epistasis
- Complex inheritance concepts cont.: epigenetics, microchimerism, cytoplasmic
- Sex determination and inheritance: dosage compensation, sex limited/influenced traits
- Types of nucleotide mutations and correlation to the disease phenotype
- Cellular and physiological mechanisms of gene regulation
- Human metabolism and IBEM diseases / Stem cell concept and medical applications
- Dysmorphology and the teratogenic causes of birth defects: malformations, disruptions
- Genetic basis of cancer: neoplasm characteristics, oncogenes, tumor suppressor genes
- Genetic screening methods, pedigrees, and clinical diagnosis

**When completed, forward to the Office of the Provost.**

9/03



**Francis Marion University  
School of Health Sciences  
Physician Assistant Program**

<b>Course:</b>	PA512 Fundamentals of Medical Science
<b>Credits:</b>	2 (2)
<b>Instructor:</b>	TBD
<b>Office Location:</b>	TBD
<b>Office Hours:</b>	TBD
<b>Class time:</b>	TBD
<b>Class time:</b>	TBD
<b>Room:</b>	TBD

**Textbook(s) Required:**

Schaefer & Thompson (2014) Medical Genetics: An Integrated Approach, McGraw-Hill.

ISBN: 978-0071664387

**COURSE GOALS:** To provide an overview of human genetic concepts and clinical disorders that has a genetic component. The course seeks to teach the students to apply their knowledge of the principles of human genetics to a variety of clinical problems

**COURSE DESCRIPTION:**

This course covers the basic principles of genetics at the cellular level. Topical discussions include: the structure of a gene, the human genome, the regulation of gene expression, the role of genetics in medicine, genetic basis of human disease, application of clinical genetics therapies, and ethical and legal considerations. Students will apply this knowledge to the analysis of the biochemical and molecular genetic bases of representative diseases. This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. The students will also learn to recognize and use guidelines for preventive care and disease screening.

Instructional Objective	Learning Outcome	PA Competencies Addressed	Evaluation Mechanisms
1. Describe the organization of the human genome (B2.01-B2.02)	Comprehend how coding the human genome will affect the future of genetic studies	1, A-J	Test 1
2. Discuss how gene expression and regulation leads to the diagnosis, and treatment of disease (B2.01-B2.02)	Understand the role of gene expression and regulation and how it relates to the manifestation, diagnosis, and treatment of disease	1, A-J	Test 1
3. Discuss the importance of the collection and application of genetic information for constructing a family history or pedigree (B2.01-B2.02)	Understand how pedigree and family history determine the outcome of the patient prognosis and referral to genetic counseling	1, A-J	Test 1 and written assignment
4. Describe non-Mendelian mechanisms that show up in some disease phenotypes, including: reduced penetrance, variable expressivity, epigenetics, epistasis, genomic imprinting, dosage compensation, microchimerism, trinucleotide repeat expansion (B2.01-B2.02)	Understand how different phenotypes show up in physical human characteristics	1, A-J	Test 2
Identify and explain the role of mutation and the effect on presentation of disease etiology, including: trisomy, monosomy, inversions,	Understand how mutations can be harmful and helpful with respect to presentation of disease	1, A-J	Test 2 and written assignment

translocations, dominant/recessive relationships, haploinsufficiency, neomorphic, heterochronic, ectopic, dominant negative, inborn errors of metabolism, polygene effects, environmental factors (B2.01-B2.02)			
6. Perform basic pedigree analysis and apply principles of inheritance in calculating genetic risk for a variety of genetic disorders (B2.01-B2.02)	Understand the importance of the pedigree and how it impacts the referral of patients	1, A-J	Test 2
7. Discuss the method and application of various cytogenetic, molecular, and biochemical tests, including: tissue collection, karyotype analysis, DNA/gene sequencing, and enzymatic assays (B2.01-B2.02)	Understand how these tests and DNA sequencing can help the provider determine the genetic mutation outcome	1, A-J	Test 3
8. Describe genetic defects into the context of embryonic dysmorphogenesis and the development of cancer (B2.01-B2.02)	Understand how these genetic defects in the embryonic stage could lead to the development of cancer	1, A-J	Test 3
9. Discuss the clinical, ethical, and social implications of genetic diagnosis and communication with a population of	Understand the genetic diagnosis with populations specific to cultures and ethnicities while respecting religious,	1, A-J	Test 3 and written assignment

patients. with varying degrees of scientific understanding while respecting religious, cultural, and ethnic beliefs (B 1.06,B2.01-B2.02)	cultural, and ethnic beliefs		
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**PA GRADUATE COMPETENCIES:**

The following PA clinical competencies were developed the National Commission on Certification of Physician Assistants (NCCPA), Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA).

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- B. Identify signs and symptoms of medical conditions
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- E. Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission
- F. Identify appropriate interventions for prevention of conditions
- G. Identify the appropriate methods to detect conditions in an asymptomatic person

- H. Differentiate between the normal and the abnormal in anatomic, physiological, laboratory, and other diagnostic data

Appropriately use the history, physical findings, and diagnostic studies to formulate a differential diagnosis

Provide appropriate care to patients with chronic conditions.

**14. Interpersonal and communication skills** - encompass verbal, nonverbal, and written exchange of information. Our graduates must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and the health care system. Graduates of our training program are specifically expected to

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Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment



Develop and carry out patient management plans

Counsel and educate patients and their families

Competently perform medical and surgical procedures considered essential for general practice

Provide health care services and education aimed at preventing health problems or maintaining health.

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- C. Respect, compassion, and integrity
- D. Responsiveness to the needs of patients and society
- E. Accountability to patients, society, and the profession
- F. Commitment to excellence and on-going professional development
- G. Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- H. Sensitivity and responsiveness to patients' culture, age, gender, and disabilities
- I. Self-reflection, critical curiosity, and initiative.

**17. Practice-based learning and improvement** - includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature, and other information resources for the purpose of self-improvement. Our graduates must be able to assess, evaluate, and improve their patient care practices. Graduates of our training program are specifically expected to

- A. Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- B. Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
- C. Obtain and apply information about their own population of patients and the larger population from which their patients are drawn
- D. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
- E. Apply information technology to manage information, access online medical information, and support their own education
- F. Facilitate the learning of students and/or other health care professionals
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- G. Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
  
- H. Apply medical information and clinical data systems to provide more effective, efficient patient care

Use the systems responsible for the appropriate payment of services.

(adapted from ACGME, 2002,  
<http://www2.paeonline.org/index.php?ht=d/sp/i/34581/pid/34581>)

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

<b>Organ Systems Categories</b>		<b>Knowledge and Skill Areas</b>	
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Dermatologic System	√	Using Laboratory and Diagnostic Studies	
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Endocrine System	√	Health Maintenance	
Gastrointestinal System and Nutrition	√	Clinical Intervention	
Genitourinary System	√	Pharmaceutical Interventions	
Hematologic System	√	Applying Basic Science Concepts	√
Infectious Diseases			
Musculoskeletal System	√		
Neurologic System	√		
Psychiatry and Behavioral Medicine			
Pulmonary System	√		
Reproductive System	√		

**Instructional Methods:**

The material in this class will primarily be presented in lecture format using PowerPoint presentations, in-class discussion, and weekly assignments. Assignments will often involve the reading and analysis of journal articles about a relevant genetics topic or disease.

**Student Registration to Course through Blackboard:**

[http://highered.mheducation.com/olc2/dl/866234/Connect Blackboard Student Quick Tips\\_0914.pdf](http://highered.mheducation.com/olc2/dl/866234/Connect%20Blackboard%20Student%20Quick%20Tips_0914.pdf)

Classroom Evaluation Methods	Percentage of Final Grade
Test 1	30%
Test 2	30%
Test 3	30%
Assignments	40%

**School of Health Sciences Graduate Grading Scale:**

Alphabetic		Raw Score
A	Excellent	93-100
B+	Very Good	89-92
B	Good	85-88
C+	Fair	81-84
C	Poor	77-80
F	Fail	76 or below

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The use of cell phones is prohibited during classes or testing. All phones must be silenced to avoid disruption in the classroom. In the event of an emergency in which a student must receive an important call, notify the instructor prior to the start of class, sit close to the door of the room and then quickly answer your phone and excuse yourself from the room to take the call.

### **E-mail**

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. E-mail responses to faculty are expected within 24 hours. In return, faculty will mail students within 24 hours with the exception of weekends and holidays. E-mail to all faculty and students in the program must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the e-mail will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should address one issue.

### **Phone Usage and Messaging**

Students are only to call preceptor for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

### **Social Networking Policy**

Students are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU PA program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

### **Student Responsibilities**

Each student is responsible for the proper completion of his/her academic program, for familiarity with the FMU Catalog, the University Student Handbook, and the PA Student Handbook (current editions). Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

### **Guidelines for Faculty Appointments**

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

### **Statement of Honor**

Upon becoming a member of the Francis Marion University Community, students are expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the university community expects that students will not tolerate

the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code.

### The Honor Pledge

*“As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil and criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”*

### Services for Students with Disabilities

The Director of Counseling and Testing is responsible for coordinating services for students with disabilities. The director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The director can be reached at 843-661-1841

### COURSE CONTENT:

Week 1	DNA/chromosome structure and cell division
Week 2	Anatomy of a gene and their functional significance
Week 3	Mechanisms of gene expression
Week 4	Genetic basis of disease: chromosomal/regional mutations
Week 5	Genetic basis of disease: pathogenic mutations to single genes
Week 6	Genetic basis of disease: multifactorial diseases / <b>Test #1</b>
Week 7	Complex inheritance concepts: genomic imprinting, penetrance, expressivity, epistasis
Week 8	Complex inheritance concepts cont.: epigenetics, microchimerism, cytoplasmic
Week 9	Sex determination and inheritance: dosage compensation, sex limited/influenced traits
Week 10	Types of nucleotide mutations and correlation to the disease phenotype / <b>Test #2</b>
Week 11	Cellular and physiological mechanisms of gene regulation
Week 12	Human metabolism and IBEM diseases / Stem cell concept and medical applications
Week 13	Dysmorphology and the teratogenic causes of birth defects: malformations, disruptions
Week 14	Genetic basis of cancer: neoplasm characteristics, oncogenes, tumor suppressor genes
Week 15	Genetic screening methods, pedigrees, and clinical diagnosis
Finals	<b>Test #3</b>

