

AGENDA
Faculty Senate Meeting
November 11, 2008—UC 218—3:45

- I. Roll Call
- II. Approval of Minutes
- III. Reports from Committees
 - A. Executive Committee
 - B. Academic Affairs Committee (*See Attachment*)
 - 1. Item I from the Department of English, Modern Languages, and Philosophy concerns the addition of ENG 251, Introduction to Film Studies and ENG 351, Film Genres and Styles.
 - 2. Item II from the Department of Mathematics concerns changes to the prerequisites for Math 499 and 306, as well as changes in course requirements for the teacher certification track. In addition, the item changes the title of Math 140 from Calculus for Business to Applied Calculus.
 - 3. Item III from the Department of Nursing concerns changes to the upper division curriculum plan. The item concerns the deletion of NURS 302, 304, 308, and 406, as well as changes to NURS 405, 404, 307, 305, 303, and 306. The item concerns the addition of NURS 309, 310, 407, and 408.
- IV. Old Business
- V. New Business
- VI. Announcements
- VII. Adjournment

I. Proposal from the Department of English, Modern Languages, and Philosophy:

A. Change, on page 92 of the current catalog,

350 Introduction to the Study of Cinema (3) (Prerequisite: 200) As needed.
Introduction to the techniques of evaluating and interpreting motion pictures as an art form. Includes an introduction to the language, conventions, history and critical theories of film.

To (on page 91)

251 Introduction to Film Studies (3) (Prerequisite: Eng 200) S
Through an historical survey of Western cinema, the course introduces standard film terms, key historical developments, film analysis, and interpretation. The course covers salient issues in contemporary Film Studies.

Rationale: Although Introduction to the Study of Cinema has long been taught as a junior level course, the content and the purpose of the course indicate a sophomore level. The majority of Film Studies programs offer the introductory course at the sophomore or freshman level. This course can complement the sophomore literature courses, ease the current over-population in those courses, and offer a structure and content similar to them. Introduction to Film. Studies should be a gateway course and attract non-majors to the English Department. As English 350, this course has mostly enrolled juniors and seniors, who have already declared a major and fulfilled their general education requirements.

B. Add, on page 92 of the current catalog,

351 Film Genres and Styles (3) (Prerequisite: Eng 200) As needed.
Explores the history and form of specific types of films as they have been grouped by critics, viewers, and movie makers. Follows the development of film types, like science fiction or the western, situates each film in its historical and cultural context and analyzes its structure.

Rationale: Francis Marion University offers only one course in film studies. Concentrating on a single visual type will help students develop sophisticated analytical tools suited to that type and understand the complex relationship between visual art and the society that creates it. While the delivery systems for media rapidly evolve in our diverse American cultures, the principles for manipulating consumers with visual texts have changed little since the 1920's. This course will help students realize and perhaps control how the images—sometimes of themselves—are produced.

II. Proposal from the Department of Mathematics:

A. **CHANGE**, on page 119 of the current catalog, the prerequisite for Math 499.

FROM:

Prerequisite: At least 24 hours of mathematics required for the major; should be taken the semester of graduation or the semester before graduation.

TO:

Prerequisite: A grade of C or higher in Math 230 or 311 and at least 24 hours of mathematics required for the major; should be taken the semester of graduation or the semester before graduation.

Rationale: Math 499 should have Math 311 or 230 as a prerequisite as is true for most other Math 400-level courses.

B. **CHANGE**, on page 118 of the current catalog, the prerequisite for Math 306.

FROM:

Prerequisite: Grade of C or higher in 203 or permission of the department, Math 304 recommended.

TO:

Prerequisite: Grade of C or higher in Math 203 or permission of the department, Math 304 recommended. A student with a grade of B or higher in Math 202 may, with permission of the department, take Math 203 concurrently with Math 306 instead of as a prerequisite.

Rationale: Math 306 builds upon material covered in Math 202, but not material covered in Math 203. However, Math 306 should be taken at the same time or after Math 203 and Math 304.

C. **CHANGE**, on page 115 of the current catalog, under Mathematics Major Requirements for the Teacher Certification Option.

FROM:

Mathematics Major Requirements	
MATH 201	3
MATH 202	3
MATH 203	3
MATH 230	3
MATH 304	3
MATH 306	3
MATH 311	3
MATH 312	3

MATH 345	3
MATH 405	3
MATH 499	3
(Choose either MATH 375 OR MATH 315)	
MATH _____	3
(Choose one of the following Computer Science courses: 190, 212, or 226*)	
CS _____	3
(*counts as Computer Science General Education requirement)	

TO:

Mathematics Major Requirements	
MATH 201	3
MATH 202	3
MATH 203	3
MATH 230	3
MATH 304	3
MATH 306	3
MATH 311	3
MATH 312	3
MATH 315	3
MATH 345	3
MATH 405	3
MATH 499	3
(Choose one of the following Computer Science courses: 190, 212, or 226*)	
CS _____	3
(*counts as Computer Science General Education requirement)	

Rationale: A course in the history of mathematics is required for secondary education teachers.

D. **CHANGE**, on page 117 of the current catalog, the course title for Math 140.

FROM:

140 Calculus for Business

TO:

140 Applied Calculus

Rationale: The name change would help the course appeal to a wider student audience, namely those students who major in the social sciences and liberal arts as well as in business. Students who major in either the social sciences or the liberal arts and have a strong algebra background would benefit from a course that investigates problems that deal with rates of change (differential calculus) and area/growth

(integral calculus) found the life and social sciences, as well as economics and business.

III. Proposal from the Department of Nursing:

A. CHANGE, on page 123, of the current catalog

FROM:

NURSING CURRICULUM UPPER DIVISION

Year 3 Junior			
	Fall Sem. Hours		Spring Sem. Hours
Course		Course	
NURS 301 Health Assessment	4	NURS 305 Nursing Pharmacology	3
NURS 302 Principles of Pathophysiology	3	NURS 306 Nursing Research in Practice	3
NURS 303 Professional Nursing and Nursing Pract	3	NURS 307 Psych and Mental Health Nursing ¹	5
NURS 304 Adult Health I and Fundamentals	6	NURS 308 Adult Health II ¹	6
Total Credits	16	Total Credits	17

Year 4 Senior			
	Fall Sem. Hours		Spring Sem. Hours
Course		Course	
NURS 401 Nursing Care of Children & their Fam. ¹	5	NURS 404 Health Care System and Policy	3
NURS 402 Population Focused Nursing ¹	5	NURS 405 Leadership and Management in Nursing	3
NURS 403 Women's Health Nursing ¹	5	NURS 406 Nursing Knowledge: Synthesis Pract ¹	7
Total Credits	15	Total Credits	13

TOTAL - 61 Semester Hours

¹Clinical Component: All students enrolled in clinical courses are required to submit proof of Basic Life Support: Health Care Provider certification which covers the life span, infant to adult. All students are also required to receive the hepatitis vaccine or sign a declination prior to enrollment in clinical courses.

TO:**NURSING CURRICULUM UPPER DIVISION**

Year 3 Junior			
Fall		Spring	
Course	Sem. Hours	Course	Sem. Hours
NURS 301 Health Assessment	4	NURS 306 Nursing Research in Practice	3
NURS 303 Professional Nursing and Nursing Pract	2	NURS 307 Psych and Mental Health Nursing ¹	5
NURS 305 Nursing Pharmacology	3	NURS 310 Adult Health I ¹	6
NURS 309 Fundamentals of Nursing ¹	6	Total Credits	14
Total Credits	15		
Year 4 Senior			
Fall		Spring	
Course	Sem. Hours	Course	Sem. Hours
NURS 401 Nursing Care of Children & their Fam. ¹	5	NURS 402 Population Focused Nurs. ¹	5
NURS 403 Women's Health Nursing ¹	5	NURS 404 Health Care System & Policy	2
NURS 407 Adult Health II ¹	6	NURS 405 Leadership and Management in Nursing	2
		NURS 408 Adult Health III and Nursing Knowledge: Synthesis Pract ¹	7
Total Credits	16	Total Credits	16

TOTAL - 61 Semester Hours

¹Clinical Component: All students enrolled in clinical courses are required to submit proof of Basic Life Support: Health Care Provider certification which covers the life span, infant to adult. All students are also required to receive the hepatitis vaccine or sign a declination prior to enrollment in clinical courses.

B. DELETE on page 125 (complete course):

NURS 302 Principles of Pathophysiology (3) This course...
...evaluation and treatment processes.

C. CHANGE on page 125

FROM:

NURS 303 Professional Nursing and Nursing Practice (3)

TO:

NURS 303 Professional Nursing and Nursing Practice (2)

D. DELETE on page 125 (complete course):

NURS 304 Adult Health I and Fundamentals (6:3-9) (Prerequisite or corequisite: NURS 302 and 303. Corequisite: NURS 301) This is the first...
...cultural and geographic background.

E. ADD on page 125:

NURS 309 Fundamentals (6:3-9) (Prerequisites or corequisites: 301, 303, and 305) This is the first of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in hospitalized patients. The course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiological concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographical backgrounds. Clinical experience includes but is not limited to acute inpatient settings and nursing centers for the geriatric population. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

F. CHANGE on page 125

FROM:

NURS 305 Nursing Pharmacology (3) (Prerequisites: 301, 302, 303, 304. Corequisite: NURS 307 or 308)

TO

NURS 305 Nursing Pharmacology (3) (Corequisites: 301, 303, and 309)

G. CHANGE on page 125

FROM:

NURS 306 Nursing Research in Practice (3) (Prerequisite: 303. Corequisite: NURS 307 or 308 is strongly recommended).

TO

NURS 306 Nursing Research in Practice (3) (Prerequisite: 303. Corequisite: 307 or 310 is strongly recommended.)

H. CHANGE on page 125

FROM:

NURS 307 Psychiatric and Mental Health Nursing (5:3-6) (Prerequisites: 301, 302, 303, 304; corequisite: 305; NURS 306 is strongly recommended as a corequisite)

TO:

NURS 307 Psychiatric and Mental Health Nursing (5:3-6) (Prerequisites: 301, 303, 305, 309. Corequisites: 306 and 310 are strongly recommended.)

I. DELETE on page 125 (complete course):

NURS 308 Adult Health II (6:3-9) (Prerequisites: 301,302, 303, 304; corequisite 305; NURS 306 is strongly recommended as a corequisite) This course builds...

...diverse ethnic, cultural and geographic backgrounds.

J. ADD on page 125:

NURS 310 Adult Health I (6: 3-9) (Prerequisites: 301, 303, 305, and 309. Corequisites: 306, 307.) This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in neurosensory, respiratory, acid base imbalances, musculoskeletal, cellular proliferation, immunity, and hematological systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skill necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

K. CHANGE on page 125

FROM:

NURS 404 Health Care Systems and Policy (3) (Prerequisites: Completion of all 300-level courses and NURS 401, 402 and 403; corequisite: none)

TO:

NURS 404 Health Care Systems and Policy (2). (Prerequisites: Completion of all 300-level courses, 401, 403 and 407. Corequisites: None.)

L. **CHANGE** on page 125

FROM:

NURS 405 Leadership and Management in Nursing (3) (Prerequisites: Completion of all 300-level courses and NURS 401, 402 and 403; prerequisite or corequisite: 404)

TO:

NURS 405 Leadership and Management in Nursing (2) (Prerequisites: Completion of all 300-level courses, 401, 403 and 407)

M. **ADD** on page 126:

NURS 407 Adult Health II (6: 3-9) (Prerequisites: Completion of all 300-level courses. Corequisites: None.) This is the third of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in advanced fluid and electrolyte imbalances/burns, neurological, gu/renal, gastrointestinal, metabolic and endocrine systems. This course will integrate the nursing process, principles of communication, decision-making, and nursing skills necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic background. Clinical experience includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

N. **DELETE** on page 126 (complete course):

NURS 406 Nursing Knowledge: Synthesis Practicum (7:2-15) (Prerequisites: Completion of all 300-level courses and NURS 401, 402 and 403; Prerequisites or corequisite: 404, 405). This course...

... into the roles and responsibilities of the professional nurse.

O. **ADD** on page 126:

NURS 408 Adult Health III and Nursing Knowledge: Synthesis Practicum (7:3-12) (Prerequisites: Completion of all 300 level-courses, 401, 403 and 407. Prerequisites or corequisites: 402, 404, 405). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. This course focus is to provide the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across

the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Rationale: The Nursing department was initiated following approval for the administrative transfer of the MUSC-BSN satellite program in March 2005 to FMU, this included a cohort of students in the last year of the MUSC program; therefore the Faculty maintained the curriculum design of the MUSC Program, admitting the first cohort of students to the generic BSN program in the Fall of 2005. A total of 61 students met the requirements for graduation in May 2007 and 2008. During this period the Evaluation and Program Improvement Committee has continuously evaluated the curriculum using student evaluations of courses, clinical experiences, faculty, and end of curriculum competencies, HESI Achievement test (national standardized nursing achievement tests) and success on the National Council of State Boards of Nursing NCLEX-RN examinations. Evaluations of the graduate's performance as registered nurses are completed with employer surveys. This data assisted in identifying strengths and weaknesses of the curriculum. This data was evaluated by the Curriculum Committee of the Department of Nursing. During a two day planning meeting of the Department on May 8, 2008 a new curriculum design was approved by the Nursing Faculty and the Curriculum Committee has developed new course descriptions were approved by the Nursing Faculty October 3, 2008. The total credits in the curriculum remain at the maximum of 120 credit hours. We believe these changes will enhance student success on HESI Achievement Tests and the NCLEX-RN licensure examination and the practice proficiency of our graduates. In summary these changes and/or modifications include:

1. Nursing Curriculum Upper Division
2. Deletion of Nursing 302 Principles of Pathophysiology (3 credits). The concepts of pathophysiology will be integrated in each clinical course
3. Description of Proposed New Course or Modification of an Existing Course-Nursing 309: Fundamentals of Nursing
4. Description of Proposed New Course or Modification of an Existing Course-Nursing 310: Adult Health I
5. Description of Proposed New Course or Modification of an Existing Course-Nursing 407: Adult Health II
6. Description of Proposed New Course or Modification of an Existing Course-Nursing 408: Adult Health III and Nursing Knowledge/Synthesis

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

Department/School: **Department of English** Date: **14 October, 2008**

Course No. or level: **ENG 251** Title: **Introduction to Film Studies**

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

Prerequisites: ENG 200: Writing for Disciplines

Enrollment expectation: 20

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

modification English 350
(proposed change in course title, course description, course content or method of instruction)

substitute None
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate English 201, 202, and 203
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Shawn Smolen-Morton

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2010

Date of School/Department approval _____

Catalog description: Through an historical survey of Western cinema, the course introduces standard film terms, key historical developments, film analysis, and interpretation. The course covers salient issues in contemporary Film Studies.

Purpose:

For Whom (generally?): For Liberal Arts students who need to meet a Literature requirement and to develop their visual literacy.

What should the course do for the student? Learning the basic terms and concepts for analyzing narrative film (like mobile framing, mise-en-scene, montage, lighting systems, and sound), students

analyze how each visual element contributes to narrative development. Students learn how to read a narrative film as they would read a piece of literature. Students learn the basic areas of film studies: history, theory, and criticism. They become familiar with narrative film and the techniques that filmmakers use to make meaning in images.

Teaching method planned: Classroom time will be divided between lecture and discussion. Outside of class, students will screen one film per week and read a textbook section which covers terms and practices. Students will make a shot analysis of a scene, respond to discussion questions, write a term paper, and take two exams. Quizzes will reinforce basic concepts and analytical skills. In class, we will review film clips.

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

1. Textbooks.
David Bordwell and Kristen Thomsen. *Film Art*.
2. Films. Each course will feature 12-13 films, on reserve in the media center.
A tentative list includes: *Landmarks of Early Film* (1995 to 1905); Victor Flemming, *The Wizard of Oz*; D. W. Griffith, *Broken Blossoms*; Douglas Sirk, *All That Heaven Allows*; John Ford, *The Searchers*; Jason Reitman, *Juno*; Francis Ford Coppola, *Apocalypse Now*; Anh Hung Tran, *The Scent of Green Papaya*. See attached syllabus for more films.

Course Content: The course covers American films made between 1895 and 2008 but also includes one foreign film, in order to expose students to diverse narrative forms and to show how American cinema interacts with other cinemas. The films are selected to demonstrate visual and sonic components, conventional forms, and key movements. In class, we read the images closely to understand how they are made and what effects they are trying to achieve. Based on these analyses, we can then interpret a sequence. The films also expose the students to important directors, classical films, and cultural icons.

Course Rationale: Although Introduction to the Study of Cinema has long been taught as a junior level course, the content and the purpose of the course indicate a sophomore level. The majority of Film Studies programs offer the introductory course at the sophomore or freshman level. This course can complement the sophomore literature courses, ease the current over population in those courses, and offer a structure and content similar to them. Introduction to Film Studies should be a gateway course and attract non-majors to the English Department. As English 350, this course has mostly enrolled juniors and seniors, who have already declared a major and fulfilled their general education requirements.

I imagine that this course would be taught once per year or once every other year and not in conjunction with English 351. For example, English 251 could be taught every spring and Film Genres and Styles (351) could be taught every other fall, alternating with African American Film or some other course, which the Department would like me to teach. A potential timeline for this sequence might be: Fall 2009, English 351; Spring 2010, English 251; Fall 2010, English ?, African American Film; Spring 2011, English 251.

Introduction to Film Studies

English 251

Spring 2010

Dr. Shawn Smolen-Morton
Telephone: 1508
Office: FH126

Email:
ssmolenmorton@fmarion.edu
Office Hours: MWF 9:30-10:20

Course Description: English 251 introduces students to the relatively new discipline of Film Studies and concentrates on Western cinema from its beginnings to the present. Students will explore traditional narrative cinema and aesthetic alternatives to that dominant form. We take films apart to show how they work, with special attention to reading the visual text. How do films make meaning? In this analytical process, we will engage a few contemporary issues in Film Studies.

Required Material: *Film Art*, 8th Edition.

Learning Objectives:

- To become familiar with the conventions of Western narrative film.
- To learn the basic terms and concepts for analyzing film.
- To read films analytically for their purposes, effects, and structures.
- To differentiate between film history, theory, analysis, and evaluation.
- To learn how films try to manipulate the viewers' attentions, emotions, and thoughts.
- To explore at least one alternative to conventional, western narrative film.
- To understand a general outline of Western film history.

Attendance: Film Studies thrives on dialogue. In order to communicate, you must be present. Attendance is mandatory. You are allowed no un-excused absences. After four unexcused absences, your FINAL grade will be lowered by one (1) full letter grade.

A fifth absence will result in withdrawal from the course or an F for the course, if the 5th absence occurs late in the semester.

Students who arrive after I have taken roll will be marked tardy. Two "tardies" will count as an absence.

Students are expected to make-up work that they have missed. Develop at least one relationship with a classmate and make arrangements to share notes, study for exams, and prepare for class.

Active participation means that you must talk! Prepare remarks and ideas before class. Engage the conversation with analytical reflection. Your comments need not be fully formed, wonderfully profound, or shocking; but they should pertain to the topic of conversation or initiate a new topic within the rubric of the course.

My classroom discussions are often open and flow freely. Be careful of other students' opinions and treat others' ideas with respect.

All electronic devices must be turned off, or otherwise disarmed, BEFORE you enter the classroom.

GRADING:

- 15% Participation (a measure of active discussion and close attention in class)
- 05% Quizzes
- 10% Midterm Exam (terms and concepts)
- 15% Scene Analysis (3pages)
- 10% Short Responses to select films (5)
- 30% Term Paper (6pages)
- 15% Final Exam

Due Dates and Late Penalties: All work must be submitted on or prior to the date it is due. Late work will be penalized 1 grade per day that it is late. No work will be accepted after the assignment has been reviewed with the class.

NO ELECTRONIC SUBMISSIONS OF WRITTEN MATERIAL WILL BE ACCEPTED.

FILM SCREENING: Students are required to view the film or films before the Thursday meeting. The English Film Series will screen 3 films for the course and students are encouraged to attend those screenings. The Series' screenings are at 3:30PM and 8:30PM on Tuesdays.

Integrity of Scholarship: Academic dishonesty is a serious offense that can undermine the integrity of Francis Marion University and damage a student's reputation as a trustworthy professional. We will discuss academic dishonesty prior to your first written assignment, but you should familiarize yourself with the University's policy and procedures in your Student Handbook, 132-136. In brief, students may not present the work of another student, scholar, or any other source as their own work. Failure to properly document and cite sources may constitute plagiarism.

Substantial plagiarism on an essay or cheating on an exam will result in immediate failure for the course. Minor instances of plagiarism will result in a failing grade (F and 0%) for the assignment.

The syllabus and assignment sheet will be modified as deemed appropriate.

Schedule & Course Outline

1. Introductions, course requirements, and a clip or two.
2. Before class view *Landmarks of Early Film*: "The Great Train Robbery" (12 min.)
Read *Film Art* pages 10-15(Movie Machines) and 441-447(Early Cinema).
Landmarks of Early Film: "A Trip to the Moon" (approx. 10 min.)
3. READ *Film Art* Chapter 2 (Film Form), pages 54-70.
Victor Flemming, *The Wizard of Oz* (USA 1939).
4. READ *Film Art* Chapter 4, pages 114-140 (Mise-en-scene) (skip 134-135) and

447-450 (German Expressionism).
Fritz Lang, *Metropolis* (Germany 1927).

5. READ *Film Art* Chapter 6, pages 218-230 (Editing Part I: Montage).
D. W. Griffith, *Broken Blossoms* (U.S.A. 1919)
6. READ *Film Art* Chapter 5, pages 182-201 (Framing)
Douglas Sirk, *All That Heaven Allows* (USA 1955)
7. READ *Film Art* Chapter 3, pages 74-96 (Narration)
John Ford, *The Searchers* (U.S.A. 1956) 119 minutes. **MIDTERM EXAM**
8. READ *Film Art* Chapter 9, pages 318-329 (Genre)
And Chapter 4, pages 142-153 (Mise-en-scene Part II)
Charles Vidor, *Gilda* (U.S.A. 1946) 110 minutes
9. READ *Film Art* Chapter 8, pages 304-309 (Style) and
Chapter 6 231-251, but SKIP 246-249 (Editing Part II: Continuity)
Ridley Scott, *Blade Runner* (U.S.A. 1982/2006).
10. No reading for Young Students: Continue discussion of *Charlie*
Joel and Ethan Coen, *No Country for Old Men* (2007) **Scene Analysis Due**
11. READ *Film Art* Chapter 10, pages 338-370 (Documentary & Experimental Films)
Roberto Rossellini, *Open City* (Italy 1945)
12. Fall Break
Francis Ford Coppola, *Apocalypse Now* (U.S.A. 1979)
13. READ *Film Art* Chapter 7, pages 264-292, SKIP 280-283 (Sound)
Apocalypse Now: FORMAL ANALYSIS.
14. Anh Hung Tran, *The Scent of Green Papaya* (Vietnam 1993)
Continue to follow *The Scent*
15. Synthesis, review, and conclusion.
Turkey Trot **Term Paper Due**

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

Department/School: **Department of English** Date: **14 October, 2008**

Course No. or level: **ENG 351** Title: **Film Genres and Styles**

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

Prerequisites: ENG 200: Writing for Disciplines

Enrollment expectation: 20

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

modification None
(proposed change in course title, course description, course content or method of instruction)

substitute None
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate None
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Shawn Smolen-Morton

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2009

Date of School/Department approval _____

Catalog description: Explores the history and visual form of specific types of films, as they have been grouped by critics, viewers, and movie makers. Follows the development of film types, like science fiction or the western, and situates each film in its historical context, analyzes its structure, and discusses its cultural issues.

Purpose:

For Whom (generally?): For English majors and minors, as well as liberal art students who need grounding in the history and analysis of American visual culture. Specific genres like melodrama could also be cross listed with Gender Studies or Visual Arts.

What should the course do for the student? Learning the basic terms and concepts for analyzing film genres, students will apply them to the formal elements of a related series of films and understand how those manipulate the viewer's thoughts and emotions. The course makes students familiar with the conventions and historical development of genres like science fiction, as those genres interact with American politics, popular culture, the business of film production, and the history of art.

Teaching method planned: Classroom time will be divided between lecture and discussion. Students will screen one film per week and read two essays per film which address the formal and thematic issues in that film. Students will analyze films through formal responses, short essays and a term paper. In class, we will review film clips, paintings, television shows, excerpts from literary texts, and fan websites.

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

3. Textbooks.

Barry Grant, ed. *Film Genre Reader III*.

Sean Redmond, *Liquid Metal: the Science Fiction Film Reader*.

4. Films. Each course will feature 12-15 films, on reserve in the media center. For Science Fiction and Fantasy, a tentative list includes: Georges Méliès, "Voyage to the Moon" (1902), Fritz Lang, *Metropolis* (Germany 1927), Chris Marker, *La Jetée* (France 1962), Gene Roddenberry, *Star Trek*, season 1 ("Where No Man Has Gone Before" (1966), Frank Schaffner, *Planet of the Apes* (1968), Steven Spielberg, *Jurassic Park* (1993), Peter Jackson, *Lord of the Rings* (2001).

Course Content: The content of this course should enrich the visual literacy and cultural awareness of our students. The course analyzes the dominance of genre in film production and the effects of that dominance on the way Americans see the world. Because the content of each genre raises distinctly different issues, both thematically and formally, a repetition of the course offers substantially new material. The course will look at how genre influences cultural concepts like race, gender and class, political ideologies, body image, and language, both visual and literary. A variety of film theories and analytical tools will be applied to the films.

Course Rationale: Francis Marion University offers only one course in film studies. Students need to concentrate on a single visual type in order to develop sophisticated analytical tools suited to that type and to understand the complex relationship between visual art and the society that creates it. While the delivery systems for media rapidly evolve in our diverse American cultures, the principles for manipulating consumers with visual texts have changed little since the 1920's. This course will help students realize and perhaps control how the images of themselves are produced.

I imagine that this course would be taught once per year or once every other year and not in conjunction with English 251. For example, English 251 could be taught every spring and Film Genres and Styles (351) could be taught every other fall, alternating with African American Film or some other course, which the Department would like me to teach. A potential timeline for this sequence might be: Fall 2009, English 351; Spring 2010, English 251; Fall 2010, English ?, African American Film; Spring 2011, English 251.

FILM GENRES AND STYLES: SCIENCE FICTION AND FANTASY

English 351

Fall 2009

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ssmolenmorton@fmarion.edu
Office Hours:

Course Description: English 351 explores the history and visual form of specific types of films, as they have been grouped by film critics, movie goers, and movie makers. Following the chronological development of science fiction and fantasy films, we will situate each film in its historical context, analyze its structure, and discuss its cultural issues. Each week will build a general theory of genre (classification of art by type) and of style (not style as in fashion, but rather as in a formal pattern).

Science fiction and fantasy films have often been dismissed as “entertainment,” but the historical roots of these genres are the social drama and political satire. Starting with the “origins” of science fiction during the French Revolution and the British reaction to modernity (think H.G. Wells’s *The War of the Worlds*), we see how the sensational and the dream express anxiety about societies in flux, the impact of new technologies, the mixing of social classes, and the industrialization of warfare. We will try to answer questions like these:

Why do sci-fi aliens fall into a discrete set of physical types and what do those types mean?

How and why does sci-fi borrow from so many other genres?

How does fantasy differ from sci-fi? Is it a separate genre?

Why have these genres been dismissed as popular culture and mindless entertainment?

Required Material: Barry Grant, ed. *Film Genre Reader III*.
Sean Redmond, *Liquid Metal: the Science Fiction Film Reader*.

Learning Objectives:

To learn the basic terms and concepts for analyzing film genres.

To appreciate the formal elements of science fiction films and to understand how they manipulate the viewer’s thoughts and emotions.

To become familiar with the conventions and historical development of science fiction.

To learn how science fiction films react to and try to shape American politics.

To learn how science fiction films criticize American culture, especially conventional values, gender norms, and consumerism.

To differentiate between film history, theory, analysis, and evaluation.

Attendance: Film Studies thrives on dialogue. In order to communicate, you must be present. Attendance is mandatory. You are allowed no un-excused absences. After four unexcused absences, your FINAL grade will be lowered by one (1) full letter grade.

A fifth absence will result in withdrawal from the course or an F for the course, if the 5th absence occurs late in the semester.

Students who arrive after I have taken roll will be marked tardy. Two “tardies” will count as an absence.

Students are expected to make-up work that they have missed. Develop at least one relationship with a classmate and make arrangements to share notes, study for exams, and prepare for class.

Active participation means that you must talk! Prepare remarks and ideas before class. Engage the conversation with analytical reflection. Your comments need not be fully formed, wonderfully profound, or shocking; but they should pertain to the topic of conversation or initiate a new topic within the rubric of the course.

My classroom discussions are often open and flow freely. Be careful of other students’ opinions and treat others’ ideas with respect.

All electronic devices must be turned off, or otherwise disarmed, BEFORE you enter the classroom.

GRADING:

- 15% Participation (a measure of active discussion and close attention in class)
- 10% Midterm Exam (covering terms and concepts)
- 15% Final Exam (comprehensive).
- 15% Responses to Discussion Questions (3, 1-2 pages apiece)
- 15% Short Essay (3 pages)
- 25% Term Paper (6 pages)
- 05% Quizzes

Due Dates and Late Penalties: All work must be submitted on or prior to the date it is due. Late work will be penalized 1 grade per day that it is late. No work will be accepted after the assignment has been reviewed with the class.

NO ELECTRONIC SUBMISSIONS OF WRITTEN MATERIAL WILL BE ACCEPTED.

FILM SCREENING: Students are required to view the film or films before the Tuesday meeting.

Integrity of Scholarship: Academic dishonesty is a serious offense that can undermine the integrity of Francis Marion University and damage a student’s reputation as a trustworthy professional. We will discuss academic dishonesty prior to your first written assignment, but you should familiarize yourself with the University’s policy and procedures in your Student Handbook, 132-136. In brief, students may not present the work of another student, scholar, or any other source as their own work. Failure to properly document and cite sources may constitute plagiarism.

Substantial plagiarism on an essay or cheating on an exam will result in immediate failure for the course. Minor instances of plagiarism will result in a failing grade (F and 0%) for the assignment.

The syllabus and assignment sheet will be modified as deemed appropriate.

Schedule & Course Outline

1. Introductions, course requirements, and literary influences.
Excerpts from H.G. Wells, *The Time Machine*: entropic dystopias.
Georges Méliès, “Voyage to the Moon” (1902).
▶ Andrew Tudor, “Genre” *Film Genre Reader III* (hereafter *FGR*).

- ▶ Vivian Sobchack, “Images of Wonder” *Liquid Metal* (hereafter *LM*).
2. Early Science fiction film and German Expressionism: dark forms.
Fritz Lang, *Metropolis* (Germany 1927).
▶ Linda Williams, “Film Bodies: Gender, Genre, and Excess” *FGR*.
▶ Edward Buscombe, “The Idea of Genre in the American Cinema” *FGR*.
 3. “To boldly go . . .” Science fiction and American Imperialism: sci-fi as epic.
Gene Roddenberry, *Star Trek*, season 1 (“Where No Man Has Gone Before” 1966) and season 2 (“The Doomsday Machine,” “The Apple,” and “Bread and Circuses” 1967).
▶ Thomas Sobchack, “Genre Film: A Classical Experience” *FGR*.
▶ Margaret Tarratt, “Monsters from the Id” *FGR*.
 4. Racial fantasies, racial nightmares: bringing King Kong down to size.
Frank Schaffner, *Planet of the Apes* (1968).
▶ Jean-Loup Bourget, “Social Implications in the Hollywood Genres” *FGR*.
▶ Susan Sontag, “The Imagination of Disaster” *LM*.
 5. More degeneration and the end point: industrialized cannibalism.
Richard Fleischer, *Soylent Green* (1973). SHORT ESSAY
▶ Thomas Schatz, “The Structural Influence” *FGR*.
▶ Barbara Klinger, “‘Cinema/Ideology/Criticism’ Revisited” *FGR*.
 6. How many genres can fit in one film? Sci-Fi is a tote-bag.
George Lucas, *Star Wars* (1977).
▶ Janet Staiger, “Hybrid or Inbred” *FGR*.
 7. Cold War alternatives: the pacification of America’s military industrial complex.
Steven Spielberg, *Close Encounters of the Third Kind* (1977).
▶ Carol Ellis, “With Eyes Uplifted” *LM*.
▶ Robin Wood, “Ideology, Genre, Auteur” *FGR*.
 8. Time Travel and the science fiction of the individual self.
Chris Marker, *La Jetée* (France 1962).
Andrew Gordon, “Time Travel, Primal Scene, and the Critical Dystopia” *LM*.
EXAM # 1
 9. The Cold War thaws, globalization warms up, and the cyber punk rises.
Ridley Scott, *Blade Runner* (1982).
▶ Eric Avilla, “Dark City” *LM*.
▶ Paul Schrader, “Notes on Film Noir” *FGR*.
 10. Making nature in our image, from Indians to dinosaurs: *Jurassic Park* as western.
Steven Spielberg, *Jurassic Park* (1993).
▶ Warren Buckland, “Between Science Fact and Science Fiction” *LM*.
 11. The relationship between fantasy and science fiction.
Peter Jackson, *Lord of the Rings* (2001).
▶ Barry Keith Grant, “Experience and Meaning in Genre Films” *FGR*.
 12. Child’s play: sci-fi, fantasy, and American children.

Chris Weitz, *The Golden Compass* (2007).

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

Department/School: Nursing_ **Date:** October 3, 2008

Course No. or Level: Nursing 309 **Title:** Fundamentals of Nursing

Semester hours: 6 **Clock hours:** Lecture 3 Laboratory 9

Prerequisites or Corequisite: Nursing 301, 303, 305.

Enrollment expectation: 60

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

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

Nursing 309 is a modification of Nursing 304. The Adult Health concepts are deleted from this course but will comprise a portion of the content for Nursing 310 Adult Health I. The content in Nursing 309 will be expanded to include the basic nursing skills implemented across the life span including concepts of organization of nursing interventions with a focus on health assessment and nutritional concepts.

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: **Curriculum Committee, Susan Grubbs,
Chairperson**

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation: **Fall 2009**

Date of School/Department approval: **May 9, 2008**

Catalog description:

NURS 309 Fundamentals (6: 3-9) (Prerequisite or corequisite: NURS 301, 303, and 305. This is the first of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in hospitalized patients. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and nursing centers for the geriatric population.

Purpose: 1. For Whom (generally?) **Students who meet admission requirements and have been accepted to the Upper Division of the Nursing Curriculum.**

2. What should the course do for the student? **This course will provide the student with the basic knowledge and skills needed to promote, maintain and restore health in hospitalized patients.**

Teaching method planned:

This course will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre and post conferences.

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

- Anderson, K.N., Anderson, L.E., & Glanze, W.D. (1998). *Mosby's medical, nursing, & allied health dictionary* (current ed.). Mosby's, Inc., St. Louis: Missouri. Berman, A., Synder, S.J.; Kozier, B. & Erb, G. (2008). *Kozier & Erb's Fundamentals of nursing: Concepts, process, and practice* (8th Ed). Pearson Education, Inc., Upper Saddle River: New Jersey.
- Berman, A., Synder, S.J., Kozier, B., & Erb, G. (2008). *Study guide for: Kozier & Erb's Fundamentals of Nursing: Concepts, process, and practice* (8th Ed). Pearson Education, Inc., Upper Saddle River: New Jersey.
- Dudek, S.G. ((2008). *Nutrition essentials for nursing practice* (6th Ed.). Lippincott Williams & Wilkins.
- Kee, J.L. (2005). *Laboratory and diagnostic tests* (7th Ed.). Pearson Education, Inc., Upper Saddle River: New Jersey.
- Olsen, J.L., Giangrasso, A.P., Shrimpton, D. & Dillon, P. (2008). *Medical dosage calculations* (9th Ed.).
- Smith, S.F., Duell, D.J., Martin, B.C. (2008). *Clinical nursing skills: Basic to advanced skills* (7th Ed.). Pearson Education, Inc., Upper Saddle River: New Jersey.
- Taylor, E.J. (2002). *Spiritual care: Nursing theory, research, and practice* (1st Ed.). Pearson Education, Inc., Upper Saddle River, New Jersey.
- Thompson, J.M., McFarland, G.K., Hirsch, J.E., & Tucker, S.M. (2002) *Mosby's clinical nursing* (5h Ed.). Mosby, Inc., St. Louis: Missouri.
- Wilson, B.A., Shannon, M.T., Shields, K.M., & Stang, C.L. (2008). *Prentice Hall: Nurses drug guide 2008*. Pearson Education, Inc., Upper Saddle River: New Jersey.

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

In this course students are provided the opportunity to experience nursing at its core, caring for people within their health experience and the total environment, helping to bring them to wholeness and healing. The concepts included in this course will assist the student to develop critical thinking skill in the performance of nursing interventions and provide human care within the Healing Arts and Science Lab as well as the clinical setting presented is as follows:

1. The Nursing Process/Critical Thinking
2. Spirituality/Cultural Diversity
3. Communication and Cultural Diversity
4. Caring
5. Vital Signs including pain
6. Nutritional Concepts
7. Life Span
8. Death, Dying and Palliative Care
9. Geriatric Mental Health Issues
10. Problems of Mobility
11. Problems of Elimination
12. Personal Hygiene, ADLs
13. Universal Precautions, Sterile Technique, Wound Care.
14. Administration of Medications
15. Preoperative, Intraoperative, and Post operative Care

When completed, forward to the Office of the Provost.

9/03

Francis Marion University

Department of Nursing



Proposed Course Syllabus
Nursing 309:
Fundamentals of Nursing
October 9, 2008

Current Description

NURS 309 Fundamentals (6: 3-9) (Prerequisite or corequisite: NURS 301, 303 and 305). This is the first of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in hospitalized patients with alterations in neurosensory,. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience **includes but is not** limited to acute inpatient settings and nursing centers for the geriatric population.

Course Number: NURS: 309

Course Title: Adult Health I and Fundamentals

Credit Hours: 6 semester hours (3, 0, 3)

3.00 hours theory per week x 14 weeks

9.6 hours clinical/lab per week x 14 weeks

Semester and Year:

Prerequisites: Admission to the Upper Level BSN Curriculum

Students who do not have academic credit for these courses must withdraw from this course.

A student cannot drop any of the concurrent courses and remain in the nursing curriculum.

Course/ Clinical Coordinator:

Rhonda Brogdon, MSN, MBA, BSN, RN

Instructor of Nursing

Office Number: FLB Room 107

Office Phone: 843-661-1674

Cell Phone: 843-687-2440

E-mail: rbrogdon@fmarion.edu

Clinical Faculty:

Course Overview:

Nursing at its core is caring for people within their health experience and the total environment, bringing them to wholeness and healing.

Performance of nursing interventions and human care concepts are demonstrated and practiced within the Healing Arts and Science Lab as well as the clinical setting.

Course Objectives: At the completion of this course, the student as evaluated by the faculty will be able to:

1. Exhibit psychomotor, critical thinking, and organizational competencies required in the provision of basic nursing care to hospitalized patients across the life span.
2. Demonstrate professional, ethical, and personal accountability and responsibility for the delivery of nursing care to hospitalized patients across the life span.
3. Demonstrate communication and interpersonal skills during assessment, intervention, and evaluation of patient care.
4. Use therapeutic communication within the nurse-patient relationship.
5. Establish and maintain effective collaborative relationships within the interdisciplinary team.
6. Adapt communication modalities for patients with special needs, i.e., sensory deficits.
7. Assess and manage physical and psychological symptoms related to illness and treatment.
8. Demonstrate sensitivity to personal, spiritual and cultural influences on the patient's responses to the illness experience.
9. Apply evidence-based guidelines for individuals across the adult lifespan within the context of culture, beliefs and environment.
10. Conduct comprehensive nursing assessments of hospitalized adult patients incorporating personal, family, cultural, spiritual and environmental variables.
11. Access and utilize informational technology from numerous sources to enhance patient care delivery, patient education, and one's own knowledge base.
12. Apply pathophysiological and nutritional concepts and ethical principles for individuals across the lifespan within the context of culture, beliefs and environment.
13. Delineate evidence-based clinical practice guidelines related to health promotion, risk reduction, and disease prevention for patients within the context of culture and environmental variables.

Topical Outline: calendar of class dates and topics

Teaching Strategies:

The class will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, computer-assisted instructions, observation of student

Method of Evaluation:

This nursing course has a clinical and classroom component. In order to successfully complete the course, the student must pass both theory and clinical practice concurrently.

A. Classroom grading scale:

Alphabetic	Merit Grade	Raw Score
A	4.0	94-100
B +	3.5-3.9	90-93
B	3.0-3.4	87- 89
C+	2.5-2.9	83-86
C	2.0-2.4	80-82
D	1.0-1.9	75-79
F	No credit	74-0

In all nursing courses that include a clinical component, **85%** of the total course grade will be derived from scheduled unit tests and final examination.

B. Progression in the nursing curriculum: The student must achieve an average grade of **80 (C)** on all course requirements to progress. Satisfactory clinical performance must be achieved.

C. Class criteria:

- 1. Math Calculation Test at 90 %-** Does not equate to percentage of any course grade. Must pass to proceed in all NURS courses.
- 2. Four (4) Unit Tests @ 15% each = 60%**
- 3. One (1) Cumulative Final @ 25% = 25%**
- 4. Quizzes and/or critical thinking exercises = 10% Announced or Unannounced.**
- 5. Reflective Writing Assignments = 5 %- guidelines will be available on Blackboard**
- 6. Clinical: Pass/Fail.** Does not equate to percentage of any course grade
- 7. Math Calculation Test for Adult Health II** prior to the end of the semester. Must achieve a score of 90%.

D. Clinical Criteria:

Student performance in the clinical area will be evaluated utilizing processes outlined in the Clinical Evaluation tool. The student must achieve a satisfactory level of performance in the lab/clinical in order to progress. When a student's clinical performance

in any clinical situation indicates that a student is unable or unwilling to perform at a safe and/or professional level of practice, the clinical faculty, in consultation with the faculty course coordinator, will remove the student from the clinical area. The incident will be reviewed by the clinical faculty, course coordinator and appropriate disciplinary action taken. Refer to the Department of Nursing Student Handbook.

E. Departmental Criteria: The student must:

1. Maintain current AHA BLS: Health Care Provider status and malpractice insurance coverage.
2. Maintain a current immunization record and/or testing as mandated by the Department of Nursing and clinical agencies.
3. Function within the current Department of Nursing Policies for the year 2008-2009 as outlined in the Department of Nursing Handbook.
4. Notify Course Coordinator and clinical faculty if allergic to Latex products.

Attendance Policy:

A. Classroom:

100% attendance is expected. Three (3) late arrivals and/or early departures from class will constitute an absence from the class session in all nursing courses. Please note that if a student arrives late for class, they **will not be admitted** until the first break. If a student arrives late from a scheduled break, they will not be admitted to the remainder of the class for that day. Refer to DON Student Handbook for guidelines.

B. Scheduled Tests/Exams:

Any student who misses a scheduled course test/final exam will be required to take an alternate test/exam covering the assigned material containing 50 items within one week of the scheduled test/exam. **Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure or be assigned to complete a cumulative make-up exam at the end of the semester.**

C. Clinical:

100% attendance is expected. All missed clinical time must be made up prior to the first day of Final Exams. If more than one clinical session is missed, a clinical failure for the course may be recommended by the faculty.

Failure of the student to notify the clinical instructor prior to a clinical absence may result in a recommendation of clinical failure.

D. 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.

F. Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

Primary Textbooks: refer to master list

Materials Students Need to Provide for this Course:

1. One wristwatch with a second hand.
2. One pen light.
3. One pair of bandage scissors.
4. One black ink pen.
5. One lead pencil.
6. One hemostat.
7. One stethoscope with bell and diaphragm (from approved list).
8. Active E-mail account and Microsoft Office (Word, Power point, Excel).
10. Provide computer paper, disk and CDs for personal use.
11. Additional requirements may apply depending on policy of agencies utilized for clinical experience.

Dress Code:

Adhere to the DON policy regarding professional dress code. Refer to the DON Student Handbook.

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (University Student Handbook).

Student Regulations:

The University considers all students to be adults who are capable of recognizing their responsibility to the school they have chosen. Consequently, the University has adopted the policy on "**Student Rights and Responsibilities**" which can be found in the University Student Handbook. The FMU Student Handbook is published every year and made available to students. It is the responsibility of each student to obtain a copy, become familiar with the contents, and abide by the policies and procedures contained within the handbook (University Catalog).

Academic Dishonesty:

See Standards of Conduct found in the FMU Student Hand Book: Rights and Responsibilities Standards of Conduct.

Code of Ethics:

Students must abide by the Code of Ethics for Nurses with Interpretative Statements (American Nurses Association) (2001).

South Carolina Nurse Practice Act:

Students must abide by the South Carolina Nurse Practice Act (South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2005).

Math Competency Testing:

Refer to the Department of Nursing Student Handbook.

Standardized Achievement Testing: Not required to exit Adult I and Fundamentals.

Computer Use:

Students must follow the Acceptable Computer Use Policy (University Student Handbook and the DON Student Handbook). Students may not load any hardware or software to the computers located in the Student Lounge area and/or in any classroom.

Grievance Procedures:

Refer to the DON Student Handbook and/or contact the Department's Director of Student Services.

FRANCIS MARION UNIVERSITY
BSN Nursing Program
NURS 309: Fundamentals

I have read and understand the items listed below and have had an opportunity to clarify any questions and /or concerns. I agree to abide by all aspects of the stipulations set forth in the following:

CHECK THOSE THAT APPLY

- General Departmental Policies (Nursing Student's Handbook) including but not limited to:
- HIPPA Policy
 - Confidentiality Policy
 - Fire Safety- Follow FMU Guidelines
 - Transmittable Disease Policy (infection control)/ Universal Precautions
 - Unsafe/Unethical Practice
 - Drug and Alcohol Abuse
 - Smoking Policy
- Clinical Guidelines/Expectations
- Francis Marion University current Catalog and Student Handbook
- Course Syllabus/Outline
- Other: _____

Student Signature _____ Date: _____

Faculty Signature _____ Date: _____

Unit Details Sheets:

Topic/Objectives	Resources	Evaluation
<p><u>Caring, Communication & Cultural Diversity</u> Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> • Discuss the role caring plays in building a nurse-patient relationship. • Discuss the potential implications when nurses' and patients' perceptions of caring might differ. • Explain how an ethic of care influences nurses' decision. • Describe ways to convey caring through presence and touch. • Define key terms associated with cultural diversity. • Describe the communication problems encountered when caring for patients and families from multicultural backgrounds and special needs. • Identify types of health care practices, including folk beliefs, values and spirituality may have a significant impact on wellness, illness, and health-seeking behaviors of persons from various cultural groups. • Describe biological variations present in individuals and families from different ethnic backgrounds related to holistic care. • Discuss the characteristics of verbal and nonverbal communication. • Differentiate therapeutic and non-therapeutic communication techniques. 	Kozier & Erb Smelter & Bare:	Paper & Pencil Test Weekly Quizzes

<p><u>Critical Thinking ,The Nursing Process</u></p> <p>Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> • Define critical thinking. • List characteristics of critical thinkers. • Relate critical thinking to the model for clinical decision making. • Differentiate nursing diagnosis vs. medical diagnosis. • Demonstrate an understanding of nursing care plan. • Describe and give examples of nursing interventions (Nursing Interventions Classification). • Define and demonstrate how the nursing process guides all aspects of holistic care. 	<p>Kozier & Erb</p> <p>Smelter & Bare:</p> <p>Spiritual Textbook- if available</p>	<p>Paper & Pencil Test</p> <p>Weekly Quizzes</p> <p>Lab and Clinical Conferences</p>
<p><u>Care of the Patient Experiencing Pain:</u></p> <p>Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> ○ Discuss the attitudes of nurses, physicians, and patients regarding pain assessment and management. ○ Discuss alternative therapies for pain management ○ Describe the components of pain assessment ○ Discuss the appropriate nursing diagnosis, outcomes, and interventions for a patient with acute and chronic pain. ○ Describe the nursing implications associated with drug therapy for patients with acute or chronic pain ○ Differentiate commonly used drugs for acute and chronic pain 	<p>Smeltzer & Bare</p>	<p>Paper & Pencil Test</p> <p>Weekly Quizzes</p> <p>Lab and Clinical Conferences</p>

<ul style="list-style-type: none"> ○ Identify special considerations for older adults related to pain assessment and management 		
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<p><u>Care of the Surgical Patient:</u> Upon completion of this learning experience the student will be able to:</p> <ul style="list-style-type: none"> ○ Discuss the legal/ethical implications and proper procedures for obtaining informed consent. ○ Prioritize pre-op teaching needs for a patient. ○ Describe patient conditions or issues that need to be communicated to the surgical and postoperative teams. ○ Apply appropriate interventions to ensure the patient’s safety during an operative procedure. ○ Identify nursing responsibilities for management of patients receiving an anesthetic ○ Recognize the clinical manifestations of malignant hyperthermia ○ Assess patient for specific problems related to positioning during surgical procedures. ○ Recognize the ongoing physical assessment in the postoperative patient. ○ Recognize wound complications in the postoperative patient and the role of nutrition in prevention of these. ○ Prioritize nursing interventions for the patient recovering from surgery and anesthesia during the first 24 hours. 	<p>Kozier & Erb</p>	<p>Paper Pencil Test</p> <p>Weekly Quiz</p> <p>Lab and Clinical Conferences and /or Case studies</p>
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<p><u>Nutrition</u> Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> • Define and describe normal nutrition requirements in terms of: • CHO, Protein, Lipids, Vitamins, Fluids, and minerals. • Demonstrate understanding of planning an adequate diet based on assessment of nutritional needs. 	<p>Kozier & Erb</p> <p>Dudek: Nutrition – Self Study</p>	<p>Paper & Pencil Test</p> <p>Weekly Quizzes</p> <p>Lab and Clinical Conferences and /or Case studies</p>
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<p><u>Young & Middle Adult</u> Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> • Discuss the developmental theories and tasks for young/middle adults. • Discuss clinical implications of major life events for young/middle adults. • Discuss major health issues/concerns for young/middle adults. • Discuss the normal physiological, cognitive and psychosocial changes for young/middle adults. 	<p>Kozier & Erb</p> <p>Smelter & Bare:</p> <p><u>* Theory from PSYCH 206 and 334</u></p>	<p>Paper and Pencil Test</p> <p>Weekly Quizzes</p> <p>Lab and Clinical Conferences and /or Case studies</p>
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<p><u>Older Adult</u> Upon completion of this learning experience, the student will be able to discuss:</p> <ul style="list-style-type: none"> • Myths/stereotypes associated with older adults. • Theories and tasks of aging. • Major life events of older adults. • Physiological, cognitive, and psychosocial changes related to aging. 	<p>Kozier & Erb</p> <p>Smelter & Bare:</p> <p><u>* Theory</u></p>	<p>Paper & Pencil Test</p> <p>Weekly Quizzes</p> <p>Lab and Clinical Conferences and /or Case studies</p>
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<ul style="list-style-type: none">• Health concerns of older adults.• Nutritional requirements of older adults.• Risk factors for poor nutrition in older adults.	<p><u>from</u> <u>PSYCH</u> <u>206 and</u> <u>334</u></p>	
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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE**

Department/School: Nursing **Date:** October 9, 2008

Course No. or Level: 2nd semester Junior Year, **Title:** Nursing 310 Adult Health I

Semester hours: 6 Clock hours: Lecture 3 _ Laboratory 9

Prerequisites: **Nursing 301, 303, 305, and 309.**

Corequisite: **Nursing 306 and 307.**

Enrollment expectation: **50-55**

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

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

This course is a modification of Nursing 304 Adult Health and Fundamentals and Nursing 308. The Adult Health content was moved to this course (Nursing 3100. This will allow the inclusion of additional concepts of basic nursing interventions across the life span in the first semester of the curriculum. Selected systems taught in Nursing 304 (cardiovascular, respiratory and fluid balance will be taught. Additional systems included are the neurosensory, musculoskeletal, immune, and hematological. Conditions resulting from abnormal cell proliferation will also be taught. The management of these disorders and nursing interventions are included. Clinical experience in acute care setting will take place under the direct supervision of a nursing faculty member.

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: **Curriculum Committee, Susan Grubbs, Chair person.**

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation: **Spring 2010**

Date of School/Department approval _____

Course Description

NURS 310 Adult Health I (6: 3-9) (Prerequisite: NURS 301, 303, 305 and 309. Corequisite: 306,307. This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in neurosensory, respiratory, acid base imbalances, cardiovascular/peripheral vascular, musculoskeletal, cellular proliferation, immunity, and hematological systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying health assessment data and pathophysiology content to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience **includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.**

Purpose:

1. For Whom (generally?) **Nursing students who have successfully completed first semester of the Upper Division of the nursing program.**

2. What should the course do for the student? This course will be framed for the student to integrate concepts from pharmacology, pathophysiology, and nutrition and health assessment applicable to the care of patients from diverse ethnic, cultural, and geographic backgrounds with pathological conditions involving selected body systems.

Teaching method planned:

The class will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre and post conferences.

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

Hogan, M. A., Gingrich, M. M., Overby, P., & Ricci, M. J. (2007). *Fluids, electrolytes, & acid-base balance* (2nd Ed.). Prentice Hall: Upper Saddle River, New Jersey.
Phillips, L. D. (2005). *Manual of I.V. therapeutics* (4th Ed.). F. A. Davis Philadelphia.
Smeltzer, S. C., Bare, B. G., Hinkle, J. L., & Cheever, K. H. (2008). *Brunner & Siddhartha's Textbook of medical-surgical nursing* (11th Ed.). Lippincott Williams & Wilkins: Philadelphia.

Additional textbooks from Nursing 309

Anderson, K.N., Anderson, L.E., & Glanze, W.D. (1998). *Mosby's medical, nursing, & allied health dictionary* (current Ed.). Mosby's, Inc., St. Louis: Missouri.

Berman, A., Synder, S.J., Kozier, B. & Erb, G. (2008). *Kozier & Erb's Fundamentals of nursing: Concepts, process, and practice* (8th end). Pearson Education, Inc., Upper Saddle River: New Jersey.

Berman, A., Synder, S.J., Kozier, B., & Erb, G. (2008). *Study guide for: Kozier & Erb's Fundamentals of Nursing: Concepts, process, and practice* (8th end). Pearson Education, Inc., Upper Saddle River: New Jersey.

Dudek, S.G. ((2008). *Nutrition essentials for nursing practice* (6th Ed.). Lippincott Williams & Wilkins.

Kee, J.L. (2005). *Laboratory and diagnostic tests* (7th Ed.). Pearson Education, Inc., Upper Saddle River: New Jersey.

Olsen, J.L., Giangrosso, A.P., Shrimpton, D. & Dillon, P. (2008). *Medical dosage calculations* (9th Ed.).

Smith, S.F., Duell, D.J., Martin, B.C. (2008). *Clinical nursing skills: Basic to advanced skills* (7th Ed.). Pearson Education, Inc., Upper Saddle River: New Jersey.

Taylor, E.J. (2002). *Spiritual care: Nursing theory, research, and practice* (1st Ed.). Pearson Education, Inc., Upper Saddle River, New Jersey.

Thompson, J.M., McFarland, G.K., Hirsch, J.E., & Tucker, S.M. (2002) *Mosby's clinical nursing* (5h Ed.). Mosby, Inc., St. Louis: Missouri.

Wilson, B.A., Shannon, M.T., Shields, K.M., & Stang, C.L. (2008). *Prentice Hall: Nurses drug guide 2008*. Pearson Education, Inc., Upper Saddle River: New Jersey.

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

In this course students are provided the opportunity to experience nursing at its core, caring for people within their health experience and the total environment, helping to bring them to

wholeness and healing. The concepts included in this course will assist the student to develop critical thinking skill in the performance of nursing interventions and provide human care within the Healing Arts and Science Lab as well as the clinical setting presented is as follows:

Topical Outline:

- 1. Alterations in the neurosensory system.**
2. Alterations in the respiratory system.
3. Alterations in Acid base imbalances.
4. Alterations in cardiovascular/peripheral vascular systems.
5. Alterations in musculoskeletal system.
6. Alterations in cellular proliferation/immunity and hematological system.

When completed, forward to the Office of the Provost.

9/03

Francis Marion University

Department of Nursing



Proposed Course Syllabus

Nursing 310:

Adult Health I

October 9, 2008

NURS 310 Adult Health I (6: 3-9) (Prerequisite: NURS 301, 303,305 and 309. Corequisite: 306 and 307). This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in neurosensory, respiratory, acid base imbalances, cardiovascular/peripheral vascular, musculoskeletal, cellular proliferation, immunity, and hematological systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying health assessment data and pathophysiology content to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience **includes but is not** limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Course Number: NURS: 310

Course Title: Adult Health I and Fundamentals

Credit Hours: 6 semester hours (3, 0, 3)

3.00 hours theory per week x 14 weeks

9.6 hours clinical/lab per week x 14 weeks

Semester and Year:

Prerequisites: Admission to the Upper Level BSN Curriculum

Students who do not have academic credit for these courses must withdraw from this course.

A student cannot drop any of the concurrent courses and remain in the nursing curriculum.

Course/ Clinical Coordinator: TBA

Clinical Faculty: TBA

Course Overview:

Nursing at its core is caring for people within their health experience and the total environment, bringing them to wholeness and healing. Performance of nursing interventions and human care concepts are demonstrated and practiced within the Healing Arts and Science Lab as well as the clinical setting.

Course Objectives: At the completion of this course, the student as evaluated by the faculty will be able to:

1. Exhibit psychomotor, critical thinking, and organizational competencies required in the provision of basic nursing care to hospitalized adult patients.
2. Demonstrate professional, ethical, legal, and personal accountability and responsibility for the delivery of nursing care to hospitalized adult patients.

3. Demonstrate communication and interpersonal skills during assessment, intervention, and evaluation of patient care.
 4. Use therapeutic communication within the nurse-patient relationship.
 5. Establish and maintain effective collaborative relationships within the interdisciplinary team.
 6. Adapt communication modalities for patients with special needs, i.e., sensory deficits.
 7. Assess and manage physical and psychological symptoms related to illness and treatment.
 8. Demonstrate sensitivity to personal, spiritual and cultural influences on the patient's responses to the illness experience.
 9. Apply evidence-based guidelines for individuals across the adult lifespan within the context of culture, beliefs and environment.
10. Conduct comprehensive nursing assessments of hospitalized adult patients incorporating personal, family, cultural, spiritual and environmental variables.
 11. Access and utilize informational technology from numerous sources to enhance patient care delivery, patient education, and one's own knowledge base.
 12. Delineate evidence-based clinical practice guidelines related to health promotion, risk reduction, and disease prevention for patients within the context of culture and environmental variables.
 13. Apply pathophysiological and nutritional concepts and ethical principles for individuals across the lifespan within the context of culture, beliefs and environment.

Topical Outline: calendar of class dates and topics

Teaching Strategies:

The class will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre and post conferences.

Method of Evaluation:

This nursing course has a clinical and classroom component. In order to successfully complete the course, the student must pass both theory and clinical practice concurrently.

A. Classroom grading scale:

Alphabetic	Merit Grade	Raw Score
A	4.0	94-100
B +	3.5-3.9	90-93
B	3.0-3.4	87- 89
C+	2.5-2.9	83-86
C	2.0-2.4	80-82
D	1.0-1.9	75-79
F	No credit	74-0

In all nursing courses that include a clinical component, 85% of the total course grade will be derived from scheduled unit tests

and final examination.

B. Progression in the nursing curriculum: The student must achieve an average grade of **80 (C)** on all course requirements to progress. Satisfactory clinical performance must be achieved.

C. Class criteria:

1. **Math Calculation Test at 90 %-** Does not equate to percentage of any course grade. Must pass to proceed in all NURS courses.
2. **Four (4) Unit Tests @ 15% each = 60%**
3. **One (1) Cumulative Final @ 25% = 25%**
4. **Quizzes and/or critical thinking exercises = 10% Announced or Unannounced.**
5. **Reflective Writing Assignments = 5 %- guidelines will be available on Blackboard**
6. **Clinical: Pass/Fail.** Does not equate to percentage of any course grade
7. **Math Calculation Test for Adult Health II** prior to the end of the semester. Must achieve a score of 90% .

D. Clinical Criteria:

Student performance in the clinical area will be evaluated utilizing processes outlined in the Clinical Evaluation tool. The student must achieve a satisfactory level of performance in the lab/clinical in order to progress. When a student's clinical performance in any clinical situation indicates that a student is unable or unwilling to perform at a safe and/or professional level of practice, the clinical faculty, in consultation with the faculty course coordinator, will remove the student from the clinical area. The incident will be reviewed by the clinical faculty, course coordinator and appropriate disciplinary action taken. Refer to the Department of Nursing Student Handbook.

E. Departmental Criteria: The student must:

5. Maintain current AHA BLS: Health Care Provider status and malpractice insurance coverage.
6. Maintain a current immunization record and/or testing as mandated by the Department of Nursing and clinical agencies.
7. Function within the current Department of Nursing Policies for the year 2008-2009 as outlined in the Department of Nursing Handbook.

8. Notify Course Coordinator and clinical faculty if allergic to Latex products.

Attendance Policy:

A. Classroom:

100% attendance is expected. Three (3) late arrivals and/or early departures from class will constitute an absence from the class session in all nursing courses. Please note that if a student arrives late for class, they **will not be admitted** until the first break. If a student arrives late from a scheduled break, they will not be admitted to the remainder of the class for that day. Refer to DON Student Handbook for guidelines.

B. Scheduled Tests/Exams:

Any student who misses a scheduled course test/final exam will be required to take an alternate test/exam covering the assigned material containing 50 items within one week of the scheduled test/exam. **Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure or be assigned to complete a cumulative make-up exam at the end of the semester.**

C. Clinical:

100% attendance is expected. All missed clinical time must be made up prior to the first day of Final Exams. If more than one clinical session is missed, a clinical failure for the course may be recommended by the faculty. Failure of the student to notify the clinical instructor prior to a clinical absence may result in a recommendation of clinical failure.

- D. 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.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

Primary Textbooks: refer to master list

Materials Students Need to Provide for this Course:

1. One wristwatch with a second hand.
2. One pen light.
3. One pair of bandage scissors.
4. One black ink pen.
5. One lead pencil.
6. One hemostat.
7. One stethoscope with bell and diaphragm (from approved list).
8. Active E-mail account and Microsoft Office (Word, Power point, Excel).

9. Provide computer paper, disk and CDs for personal use.
10. Additional requirements may apply depending on policy of agencies utilized for clinical experience.

Dress Code:

Adhere to the DON policy regarding professional dress code. Refer to the DON Student Handbook.

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (University Student Handbook).

Student Regulations:

The University considers all students to be adults who are capable of recognizing their responsibility to the school they have chosen. Consequently, the University has adopted the policy on “**Student Rights and Responsibilities**” which can be found in the University Student Handbook. The FMU Student Handbook is published every year and made available to students. It is the responsibility of each student to obtain a copy, become familiar with the contents, and abide by the policies and procedures contained within the handbook (University Catalog).

Academic Dishonesty:

See Standards of Conduct found in the FMU Student Hand Book: Rights and Responsibilities Standards of Conduct.

Code of Ethics:

Students must abide by the Code of Ethics for Nurses with Interpretative Statements (American Nurses Association) (2001).

South Carolina Nurse Practice Act:

Students must abide by the South Carolina Nurse Practice Act (South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2005).

Math Competency Testing:

Refer to the Department of Nursing Student Handbook.

Standardized Achievement Testing: Not required to exit Adult I and Fundamentals.

Computer Use:

Students must follow the Acceptable Computer Use Policy (University Student Handbook and the DON Student Handbook). Students may not load any hardware or software to the computers located in the Student Lounge area and/or in any classroom.

Grievance Procedures:

Refer to the DON Student Handbook and/or contact the Department's Director of Student Services.

FRANCIS MARION UNIVERSITY
BSN Nursing Program
NURS 310 : Adult Health I

I have read and understand the items listed below and have had an opportunity to clarify any questions and /or concerns. I agree to abide by all aspects of the stipulations set forth in the following:

CHECK THOSE THAT APPLY

- General Departmental Policies (Nursing Student's Handbook) including but not limited to:
- HIPPA Policy
 - Confidentiality Policy
 - Fire Safety- Follow FMU Guidelines
 - Transmittable Disease Policy (infection control)/ Universal Precautions
 - Unsafe/Unethical Practice
 - Drug and Alcohol Abuse
 - Smoking Policy
- Clinical Guidelines/Expectations
- Francis Marion University current Catalog and Student Handbook
- Course Syllabus/Outline
- Other: _____

Student Signature _____ Date: _____

Faculty Signature _____ Date: _____

Detail Pages

<p><u>Care of the Patient with Respiratory Dysfunction</u></p> <p>Upon completion of this learning experience, the student will be able to discuss:</p> <ul style="list-style-type: none"> • Nursing care of patients with upper airway disorders, infections. • Nursing care of patients with chest and lower respiratory tract dysfunction. • Nursing care of patients with occupational lung disease. • Methods of secretion removal. • Basic principles of oxygen delivery. • Interpret arterial blood gases and plan appropriate care. • The use the nursing process as a framework for care of the patient with COPD. • Develop a teaching plan for patients with COPD. • Describe the risk factors for and measures appropriate for prevention and management of pulmonary embolism. • Describe the nursing care for a patient with an endotracheal tube and for a patient with a tracheostomy. • Describe the complications of chest trauma and their clinical manifestations and nursing management. • Explain the principles of chest drainage and the nursing responsibilities related to the care of the patient with a chest drainage system 	<p>Kozier & Erb</p> <p>Smelter & Bare:</p>	<p>Paper & Pencil Test</p> <p>Weekly Quizzes</p> <p>Lab and Clinical Conferences and /or Case studies</p>
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<ul style="list-style-type: none"> Describe the patient education and home care considerations for patients who have had thoracic surgery. 		
<p><u>Care of the Patient with Cardiovascular Dysfunction</u></p> <p>Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> Describe the assessment and evaluation of a patient with hypertension. Describe nursing care of the patient with angina pectoris including management of dietary modifications and pharmacotherapy. Use the nursing process as a framework for care of patients with acute coronary syndrome (myocardial infarction) Describe the nursing care of the patient who has had an invasive interventional procedure for treatment of coronary artery disease i.e., angioplasty, coronary stents Describe the nursing care of the patient undergoing a coronary artery bypass graft. Describe the nursing care of the patient with complications from heart disease: <ul style="list-style-type: none"> Chronic Heart Failure Pericardial Effusion Myocardial Infarction Define valvular disorders of the heart and describe the pathophysiology, clinical manifestations, and 	<p>Smelter & Bare:</p>	<p>Paper & Pencil Test</p> <p>Weekly Quizzes</p> <p>Lab and Clinical Conferences and /or Case studies</p>

<p>management of patients with mitral and aortic disorders.</p> <ul style="list-style-type: none"> • Describe the types of cardiac valve repair and replacement procedures used to treat clients with valvular disorders. • Use the nursing process as a framework for care of patients with basic dysrhythmias. • Compare the different types of pacemakers, their uses, possible complications and nursing implications. • Use the nursing process as a framework for care of patients with pacemakers and AICD. 		
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<p><u>Care of the Patient with Peripheral Vascular Dysfunction</u></p> <p>Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> • Discuss the nursing care of the patient with peripheral vascular disease: acute and chronic. <ul style="list-style-type: none"> ○ Arterial ○ Venous • Discuss the nursing plan of care for the patient with peripheral edema. 	<p>Smelter & Bare:</p>	<p>Paper & Pencil Test</p> <p>Weekly Quizzes</p> <p>Lab and Clinical Conferences and /or Case studies</p>
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<p><u>Care of the Patient with Neurosensory Dysfunction</u></p> <p>Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> ○ List five systemic disorders that have an impact on the eye and vision. ○ Describe how to correctly instill ophthalmic drops and ointment into the eye. ○ Explain the consequences of increased intraocular pressure. ○ Prioritize educational needs for the patient after cataract surgery with and without lens replacement. ○ Discuss the pathologic basis, symptoms, and nursing care priorities for primary open-angle glaucoma and acute angle-closure glaucoma ○ Explain how diabetes mellitus and hypertension affect vision. ○ Identify nursing interventions to promote home safety for the patient with impaired vision. ○ Identify 5- 10 drugs that have an impact on hearing. ○ Describe how to correctly instill medications into the ear. ○ Prioritize educational needs for a patient with Meneire’s disease. ○ Prioritize nursing care needs for the patient after tympanoplasty. ○ Discuss the holistic care of a patient experiencing headaches. 		<p>Paper & Pencil Test</p> <p>Weekly Quizzes</p> <p>Lab and Clinical Conferences and /or Case studies</p>
<p><u>Care of the Patient with Musculo-Skeletal Dysfunction</u></p> <p>Upon completion of this learning experience, the student will be able to:</p>		<p>Paper and Pencil Tests</p>

<ul style="list-style-type: none"> • Discuss the nursing care of the patient with musculoskeletal disorders. • Discuss the nursing care of the patient with musculoskeletal trauma. • Teaching needs of the patient with a cast. • Types of traction and care of the patient in traction. • Discuss principles and methods of fracture reduction, immobilization and management of open fractures. • Discuss complications of fractures • Discuss the rehabilitative and health education needs of the patient with an amputation. • Demonstrate an understanding of the theoretical and practical components of stump and prosthesis care. 		<p>Lab and Clinical Conferences and /or Case studies</p>
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<p><u>Nursing Management of the Patient with Problems of the Immune System</u> Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> • Discuss the prevention, pathophysiology, clinical manifestations, treatment, and nursing care of the patient with HIV. • Describe the medical and nursing management of anaphylaxis. • Use the nursing process as a framework for the care of the patient with Systemic Lupus Erythematosus 	<p>Lecture Handouts Reading Assignments Articles Clinical assignments to correlate</p>	<p>Unit Test Online Quizzes Case Studies</p>
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<p><u>Nursing Management of the Patient with Hematological problems.</u> Upon completion of this learning experience, the student will be able to:</p>	<p>Lecture Handouts Reading Assignments Articles</p>	<p>Unit Test Online Quizzes Case Studies</p>
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<ul style="list-style-type: none">• Discuss the nursing care of the patient with anemia.• Use the nursing process as a framework for the care of the patient with leukemia.• Describe the medical and nursing management of the patient with lymphoma.	Clinical assignments to correlate	
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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE**

Department/School: Nursing Department_ **Date:** October 9, 2008

Course No. or Level: Third semester of Upper Division **Title:** Nursing 407
Adult Health II

Semester hours: 6 Clock hours: Lecture 3 Laboratory 9

Prerequisites: Satisfactory completion of all 300 level courses

Enrollment expectation: 45-50

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

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

This course is a new course however selected content from Nursing 308 Adult Health II has been included in this course. This will provide additional class room hours in the med-surg sequence to integrate concepts of pathophysiology and nutrition. Systems included in the course are: Advanced fluid and electrolyte concepts, GU/renal, gastrointestinal, metabolic and endocrine systems. The management of these disorders and nursing interventions are included. This course includes 9 hours of clinical experience per week which will enhance the student's clinical practice. Clinical experience in acute care settings will take place under the direct supervision of a nursing faculty member.

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: **Curriculum Committee, Susan Grubbs, Chairperson**

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation: **Fall semester, 2010**

Date of School/Department approval _____

Catalog description:

NURS 407 Adult Health II (6: 3-9) (Prerequisite: All 300 level courses. Corequisite: none. This is the third of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in neurological, advanced fluid and electrolyte imbalances/burns, gu/ renal, gastrointestinal , metabolic and endocrine systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying health assessment data, nutritional concepts and pathophysiology content to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience **includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.**

Purpose:

1. For Whom (generally?: **Nursing students in the third semester or the Upper Division of the curriculum.**

2. What should the course do for the student?

This course will be framed for the student to integrate content from pharmacology, pathophysiology, and nutrition and health assessment applicable to the care of patients from diverse ethnic, cultural, and geographic backgrounds with diseases/conditions of selected body systems.

Teaching method planned:

The class will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre and post conferences.

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

Hogan, M. A., Gingrich, M. M., Overby, P., & Ricci, M. J. (2007). *Fluids, electrolytes, & acid-base balance* (2nd Ed.). Prentice Hall: Upper Saddle River, New Jersey.

Phillips, L. D. (2005). *Manual of I.V. therapeutics* (4th Ed.). F. A. Davis Company: Philadelphia.

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Berman, A., Synder, S.J., Kozier, B., & Erb, G. (2008). *Study guide for: Kozier & Erb's Fundamentals of Nursing: Concepts, process, and practice* (8th end). Pearson Education, Inc., Upper Saddle River: New Jersey.

Dudek, S.G. ((2008). *Nutrition essentials for nursing practice* (6th Ed.). Lippincott Williams & Wilkins.

Kee, J.L. (2005). *Laboratory and diagnostic tests* (7th Ed.). Pearson Education, Inc., Upper Saddle River: New Jersey.

Olsen, J.L., Giangrasso, A.P., Shrimpton, D. & Dillon, P. (2008). *Medical dosage calculations* (9th Ed.).

Smith, S.F., Duell, D.J., Martin, B.C. (2008). *Clinical nursing skills: Basic to advanced skills* (7th Ed.). Pearson Education, Inc., Upper Saddle River: New Jersey.

Taylor, E.J. (2002). *Spiritual care: Nursing theory, research, and practice* (1st Ed.). Pearson Education, Inc., Upper Saddle River, New Jersey.

Thompson, J.M., McFarland, G.K., Hirsch, J.E., & Tucker, S.M. (2002) *Mosby's clinical nursing* (5h Ed.). Mosby, Inc., St. Louis: Missouri.

Wilson, B.A., Shannon, M.T., Shields, K.M., & Stang, C.L. (2008). *Prentice Hall: Nurses drug guide 2008*. Pearson Education, Inc., Upper Saddle River: New Jersey.

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

In this course students are provided the opportunity to experience nursing at its core, caring for people within their health experience and the total environment, helping to bring them to wholeness and healing. The concepts included in this course will assist the student to develop critical thinking skill in the performance of nursing interventions and provide human care within the clinical setting to promote, maintain, and restore health in patients with alterations in the following systems:

1. Alterations in the neurological system.

2. **Alterations in advanced fluid and electrolyte imbalances/burns.**
3. **Alterations in the GU/renal system.**
4. **Alterations in the gastrointestinal system.**
5. **Alterations in the metabolic system.**
6. **Alterations in the endocrine system.**

When completed, forward to the Office of the Provost.

9/03

Francis Marion University

Department of Nursing



Proposed Course Syllabus

Nursing 407:

Adult Health II

October 9, 2008

NURS 407 Adult Health II (6: 3-9) (Prerequisite: All 300 level courses. Corequisite: None)). This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in neurological, advanced fluid and electrolytes/burns, GU/renal, gastrointestinal, metabolic, and endocrine systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying health assessment data and pathophysiology content to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience **includes but is not** limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Course Number: NURS: 407

Course Title: Adult Health II

Credit Hours: 6 Semester Hours, (3, 0, 3)

3.2 hours theory per week x 14 weeks

11.25 hours of clinical x 12 weeks

Semester and Year:

A student cannot drop any of the concurrent courses and remain in the curriculum.

Course Coordinator:

Karen Gittings, MSN, BSN, RN, CCRN

Nursing Instructor

Office Number: LNB 105

Office Phone Number: 843-661-1688

Email: kgittings@fmarion.edu

Beeper: 843-676-2020

Cell Phone: 843-615-0694

Clinical Faculty : TBA

Course Objectives: At the completion of this course, the student as evaluated by the faculty will be able to:

1. Synthesize theories and knowledge from the liberal arts, sciences, and nursing in order to refine critical thinking skills for making clinical judgments from a multidimensional perspective in preparation for the professional role.
2. Apply concepts and skills considered essential to professional

nursing practice in conducting a comprehensive assessment of the physical and psychosocial health status of individuals in a variety of settings.

3. Effectively coordinate and manage the nursing care of individuals/families with complex health needs in a variety of settings through comprehensive utilization of human and institutional resources.
4. Incorporate concepts and theories of leadership and management in coordinating care for a selected group of patients.
5. Develop a comprehensive plan of care with other members of the interdisciplinary health care team, demonstrating skills of collaboration, leadership, and decision-making.
6. Integrate evidenced-based nursing research into the nursing care of individuals/families across the life span within the context of their culture and environment.
7. Evaluate clinical outcome measurements for a select group of patients relative to improvement in quality of care and cost- effectiveness.
8. Integrate into a personal philosophy the knowledge, skills, and values that are essential to professional nursing practice.
9. Demonstrate application of leadership and management principles in simulated and actual health care delivery situations.
10. Utilize audiovisual material to present information in verbal presentations.

Course Overview:

Nursing at its core is *caring* for people within their health experience and the total environment, bringing them to wholeness and healing.

Performance of nursing interventions and human *care* concepts are demonstrated and practiced in the clinical setting.

Topical Outline: calendar of class dates and topics

Teaching Strategies:

The class will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre and post conferences.

Method of Evaluation:

This nursing course has a clinical and classroom component. In order to successfully complete the course, the student must pass both theory and clinical practice concurrently.

A. Classroom grading scale:

Alphabetic	Merit Grade	Raw Score
A	4.0	94-100
B +	3.5-3.9	90-93
B	3.0-3.4	87-89
C+	2.5-2.9	83-86
C	2.0-2.4	80-82
D	1.0-1.8	75-79
F	No credit	74 or less

In all nursing courses that include a clinical component, at least 85% of the total course grade will be derived from scheduled unit tests/quizzes/final exam.

B. Progression in the nursing curriculum: The student must achieve an average grade of 80 (C) in all course requirements to progress. Satisfactory clinical performance must also be achieved.

C. Class criteria:

1. **Four (4) Unit Tests @ 16% each = 64%**
2. **One (1) Cumulative Final Exam @ 18%**
3. **One Case Study Paper @ 10%**
4. **Unit Quizzes = 5% Total**
5. **NCLEX Review Quizzes = 2% Total.** Must complete **all** of these quizzes with at least a score of 90; may retake quizzes as many times as needed to achieve the passing score of 90.
6. **Reflective Writing @ 1%**

7. **Clinical: Pass/Fail.** Does not equate to percentage of any course grade. The student must achieve a satisfactory level of performance in order to progress.
8. **Math Calculation Progression Test (90%).** Mandatory. Does not equate to percentage of any course grade. Must pass with a 90% to progress in all nursing courses. Refer to DON Student Handbook.
9. **Med-Surg. Standardized Progression Test (HESI).** Mandatory. Does not equate to percentage of any course grade. If the student fails to achieve the acceptable passing achievement score of 875 for the HESI test, the student must meet with the course coordinator and/or designee within 2 working days of the administered exam to develop a remediation plan. The student is then required to retake the HESI test approximately one month after initial testing and implementation of the remediation plan. Students are required to pay the testing fees for 2nd or 3rd HESI tests. After remediation and a second failure to achieve the acceptable passing score of 875, the student will be assigned an Incomplete for NURS 308: Adult Health II and will not be allowed to progress to the next semester. The student may audit this course the next semester offered and retake a 3rd HESI test at the student's expense. If the student fails to

achieve the acceptable passing score, then the Incomplete will revert to an F, in accordance with the University policy. Refer to DON Student Handbook: Progression Policies.

D. Clinical Criteria:

Student performance in the clinical area will be evaluated utilizing processes outlined in the Clinical Evaluation tool for each course. The student must achieve a satisfactory level of performance in clinical in order to progress. When a student's clinical performance in any clinical situation indicates that a student is unable or unwilling to perform at a safe and/or professional level of practice, the clinical faculty, in consultation with the faculty course coordinator, will remove the student from the clinical area. The incident will be reviewed by the clinical faculty, course coordinator and the Department Chair and appropriate disciplinary action taken. Refer to the Department of Nursing Student Handbook.

E. Departmental Criteria: The student must:

9. Maintain current AHA BLS: Health Care Provider status and malpractice insurance coverage.
10. Maintain a current immunization record and/or testing as mandated by the Nursing Department and clinical agencies.
11. Function within the current Nursing Departmental Policies for the academic year 2008-2009 as outlined in the current Department of Nursing Handbook.
12. Notify Course Coordinator and clinical faculty if allergic to Latex products.

Attendance Policy:

A. Classroom:

100% attendance is expected. Three (3) late arrivals and/or early departures from class will constitute an absence from the class session in all nursing courses. Refer to the Department of Nursing Student Handbook for guidelines. Absences in excess of 10% may result in a recommendation for a course failure.

B. Scheduled Tests/Exams:

Any student who misses a scheduled course test will be required to take an alternate test/exam covering the assigned material within one week of the scheduled test/exam. **Any student who misses more than one (1) scheduled course test/exam may receive a recommendation for course failure.**

C. Clinical:

100% attendance is expected. All missed clinical time must be made up prior to the first day of Final Exams. If more than one clinical session is missed, clinical failure may be recommended by the faculty. Clinical make-up will be an entire clinical day and will require pick-up as well as all required paperwork.

D. 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.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

Primary Textbooks: refer to master list

Materials Students Need to Provide:

1. One wristwatch with a second hand. Refer to dress code guidelines in the DON Student Handbook
2. One pen light
3. One pair of bandage scissors and hemostats
4. One black ink pen and lead pencil
5. One stethoscope with bell and diaphragm (from approved list)
6. Active E-mail account and Microsoft Office (Word, PowerPoint, Excel)
7. Computer paper, disk, and CDs for personal use.
8. Additional requirements may apply depending on policy of agencies utilized for clinical experience
9. Any student who comes unprepared for clinical will be subject to a written academic warning and dismissal from the clinical area

Dress Code:

Follow Departmental and Agency policy regarding professional dress code. Dress Code applies to any activities in which the student is representing Francis Marion University Department of Nursing.

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (University Student Handbook).

Student Regulations:

The University considers all students to be adults who are capable of recognizing their responsibility to the school they have chosen. Consequently, the University has adopted the policy on “**Student Rights and Responsibilities**” which can be found in the University Student Handbook. The Student Handbook is published every year and made available to students. It is the responsibility of each student to obtain a copy, become familiar with the contents, and abide by the policies and procedures contained within the handbook.

Academic Dishonesty:

Failure to cite references in any course assignments may result in discipline.

See Standards of Conduct found in the University Student Handbook: Rights and Responsibilities Standards of Conduct.

Code of Ethics:

Students must abide by the Code of Ethics for Nurses with Interpretative Statements: American Nurses Association (2001).

South Carolina Nurse Practice Act:

Students must abide by the South Carolina Nurse Practice Act (South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2005).

Computer Use:

Students must follow the Acceptable Computer Use Policy (University Student Handbook and the DON Student Handbook).

Grievance Procedures:

Refer to the Nursing Department’s Student Handbook and/or contact the Department’s Student Services Counselor.

Unit Details Sheets:

See Enabling Objectives

All assignments include reviewing appropriate content in the following:

- visiting websites that are posted on Blackboard specific to each area of content.
- weekly quizzes, case studies, and clinical presentations.

Black Board Contents:

It is the student's responsibility to have an active e-mail account that will allow for access to Blackboard. Information will be posted by faculty to include but not limited to:

- Announcements
- Used to electronically post individual test results. Final course grades are not reflected on Blackboard. Please contact the course coordinator if you have any questions.
- Course Information
- Syllabus
 - ✓ Course Calendar-Modules
 - ✓ Course and College Policies
 - ✓ Lecture Schedule & Objectives Staff Information
- Course and Clinical Faculty
- Information
 - ✓ Test Taking Tips
- Lectures
 - ✓ Handouts
 - ✓ Assignments
- Labs
 - ✓ Care Plan
 - ✓ Nursing Care Plan Worksheet
 - ✓ Clinical Assignments and Groups
- External Links
 - ✓ Helpful on-line resource materials

FRANCIS MARION UNIVERSITY
BSN Nursing Program
NURS 407: Adult Health II

I have read and understand the items listed below and have had an opportunity to clarify any questions and/or concerns. I agree to abide by all aspects of the stipulations set forth in the following:

CHECK THOSE THAT APPLY

- General Departmental Policies (DON Student Handbook)
- HIPPA Policy
 - Confidentiality Policy
 - Fire Safety- Follow FMU Guidelines
 - Transmittable Disease Policy - Infection Control/ Universal Precautions
 - Unsafe/Unethical Practice
 - Drug and Alcohol Abuse Policy
- Clinical Guidelines/Expectations
- Course Syllabus/Outline
- Standardized Testing Progression Policy (DON Student Handbook) – **New Progression Policy effective with Fall 2008 Semester**
- Francis Marion University Student Handbook and Catalog
- Other:

Student Signature _____ Date: _____

Faculty Signature _____ Date: _____

DETAIL PAGES

<p><u>Nursing Management of the Patient with Advanced Fluid and Electrolyte Disorders and Burn Injuries</u></p> <p>Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> • Differentiate between osmosis, diffusion, filtration, and active transport. • Identify the effects of aging on fluid and electrolyte regulation. • Plan effective care for the patients with: <ul style="list-style-type: none"> ✓ FVD, FVE ✓ hypernatremia/hyponatremia ✓ hyperkalemia/ hypokalemia • Describe the pathophysiology, etiology, and clinical manifestations with electrolyte imbalances. • Describe the etiology, clinical manifestations, medical management, and nursing interventions for the following imbalances: Sodium, Potassium, and Calcium. • Explain the role of the lungs, kidneys, and chemical buffers in maintaining acid-base balance. • Compare metabolic alkalosis/acidosis and respiratory alkalosis/acidosis with regard to causes, clinical manifestations, diagnoses, and management. • Interpret arterial blood gases and plan appropriate care. • Describe measures to prevent complications of intravenous therapy. • Discuss the overall management of patients with a burn injury. • Use the nursing process as a framework for care of the burn patient. 	<p>Lecture Handouts Reading Assignments Articles Clinical assignments to correlate</p>	<p>Unit Test Online Quizzes Case Studies</p>
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Topic/Objectives	Resource	Evaluation
<p>Nursing Management of the Patient with <u>Genitourinary and Renal Dysfunction</u> Upon completion of this learning experience, the student will be able to:</p> <p>Genitourinary</p> <ul style="list-style-type: none"> • Discuss the common components of a urinalysis. • Describe the cause and treatment of incontinence. • Discuss the significance of urinary tract infections. • Describe the measures used to prevent recurrence of UTIs. • List three predisposing factors in stone formation. • Describe how urinary tract stones are formed and methods of removal. • Discuss common nursing problems associated with urolithiasis (renal calculi). • Discuss the common medical and surgical treatment of prostatic hyperplasia (hypertrophy) and cancer. 	<p>Lecture Handouts Reading Assignments Articles Clinical assignments to correlate</p>	<p>Unit Test Online Quizzes Case Studies</p>
<p>Renal</p> <ul style="list-style-type: none"> • Review the pathophysiology of renal failure. • Distinguish between prerenal, renal, and postrenal causes of renal failure. • Relate the significance of abnormal laboratory findings. • Discuss serum creatinine levels, calculate filtration rate and appropriate treatment measures. <p>Discuss the special skin care and dietary issues of patients with renal failure.</p> <ul style="list-style-type: none"> • Describe the etiology, clinical manifestations, management, and nursing interventions for the following imbalances: phosphorus, magnesium, and chloride. 	<p>Lecture Handouts Reading Assignments Articles Clinical assignments to correlate</p>	<p>Unit Test Online Quizzes Case Studies</p>

<ul style="list-style-type: none"> • Describe common patient problems, expected outcomes and related nursing actions, e.g. fluid and electrolyte abnormalities, potential changes in body image. • Plan patient care appropriate for a chronic renal failure patient. • List the effects, dosage, and nursing implications of medications commonly used in the treatment of renal failure, e.g. phosphate binders, iron, MVI, calcium, bicarbonate, and synthetic erythropoietin. • Discuss assessment of a surgical access site. • Develop a postoperative plan of care for the patient undergoing kidney transplantation. 		
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Topic/Objectives	Resource	Evaluation
<p><u>Nursing Management of the Patient with Hepatobiliary and Gastrointestinal Diseases</u> Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> • Discuss the diagnostic tests for GI dysfunction. • Describe common GI problems of adults and older adults: <ul style="list-style-type: none"> ✓ Obesity ✓ Diet/Exercise ✓ Esophageal Disorders ✓ GERD ✓ Gastritis ✓ GI Ulcers ✓ Intestinal Obstruction ✓ Inflammatory Intestinal Disorders: Acute and Chronic ✓ Cancer • Discuss the nursing care of the patient with gastrointestinal disorders. • Describe the therapeutic interventions included in the plan of care for patients with GI dysfunction: behavioral, pharmacological, and surgical. • Explain liver function tests and the clinical manifestations of liver dysfunction in relation to pathophysiologic alterations of the liver. • Relate jaundice, portal hypertension, ascites, varices, nutritional deficiencies, and hepatic coma to 	<p>Lecture Handouts Reading Assignments Articles Clinical assignments to correlate</p>	<p>Unit Test Online Quizzes Case Studies</p>

<p>pathophysiologic alterations of the liver.</p> <ul style="list-style-type: none"> • Describe the medical, surgical, and nursing management of patients with esophageal varices. • Compare the various types of hepatitis and their causes, prevention, clinical manifestations, management, prognosis, and home health care needs. • Use the nursing process as a framework for care of the patient with cirrhosis of the liver. • Compare the surgical and non-surgical management of patients with cancer of the liver. • Describe the postoperative nursing care of the patient undergoing liver transplantation. • Use the nursing process as a framework for care of patients undergoing liver transplantation. • Use the nursing process as a framework for care of the patient with cholelithiasis and those undergoing laparoscopic or open cholecystectomy. • Differentiate between acute and chronic pancreatitis. • Use the nursing process as a framework for care of patients with acute pancreatitis. • Describe the nutritional and metabolic effects of surgical management of tumors of the pancreas. 		
<p>Nursing Management of the Patient with Endocrine Dysfunction Upon completion of this learning experience, the student will be able to:</p> <ul style="list-style-type: none"> • Describe nursing care of the patient with adrenal dysfunction: <ul style="list-style-type: none"> ✓ Addison's disease ✓ Cushing's disease • Describe nursing care of the patient with thyroid disorders: <ul style="list-style-type: none"> ✓ Hyper/hypothyroidism ✓ Grave's disease ✓ Cancer • Describe nursing care of the patient with diabetes to include: <ul style="list-style-type: none"> ✓ Type I ✓ Type II ✓ Hypoglycemia ✓ DKA ✓ HHNS ✓ Long-term Complications 	<p>Lecture Handouts Reading Assignments Articles Clinical assignments to correlate</p>	<p>Unit Test Online Quizzes Case Studies</p>
<p>Nursing Management of the Patient with Problems of the Nervous System Upon completion of this learning experience, the student will be able to:</p>	<p>Lecture Handouts Reading Assignments</p>	<p>Unit Test Online Quizzes Case Studies</p>

<ul style="list-style-type: none"> • Discuss the nursing care of the patient with an altered level of consciousness. • Use the nursing process as a framework for care of the patient with an increased intracranial pressure. • Use the nursing process to develop a plan of care for the patient experiencing seizures. • Discuss the nursing care of the patient with a spinal cord injury. <ul style="list-style-type: none"> ✓ Neurogenic Shock- overview ✓ Autonomic Dysreflexia • Discuss the various types of cerebrovascular disorders: causes, clinical manifestations, and medical management. • Use the nursing process as a framework for care of the patient recovering from an ischemic stroke. • Use the nursing process as a framework for care of patients with degenerative neurologic disorders. • Relate the principles of nursing management to the care of a patient with SIADH and DI. 	<p>Articles Clinical assignments to correlate</p>	
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FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Nursing Department **Date:** October 9, 2008

Course No. or Level: 4th semester if Upper Division. **Title:** Nursing 408 Adult Health III and Nursing Knowledge: Synthesis Practicum.

Semester hours: 7 Clock hours: Lecture 3 Laboratory 12

Prerequisites: **Completion of all 300 level courses and Nursing 401, 403, and 407. Prerequisite or corequisite: 401, 402, 404, and 405.**

Enrollment expectation: **45-50**

Indicate any course for which this course is a (an) modification (proposed change in course title, course description, course content or method of instruction.

This course is a modification Nursing 406 Nursing Knowledge: Synthesis Practice. Additional focus is to provide the student opportunities to explore advanced nursing concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as a provider of care for multiple patients across the life span in an acute care/critical care settings, as well as a coordinator of care.

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: **Curriculum Committee, Susan Grubbs, Chairperson**
Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation: **Spring semester, 2011.**

Date of School/Department approval _____

Catalog description:

NURS 408 Adult Health III and Nursing Knowledge: Synthesis Practicum (7: 3-12) (Prerequisite: Completion of all 300 level courses and NURS 401, 403, and 407); prerequisite or corequisite: 402, 404, 405). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. This course focus is to provide the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as a provider of care for multiple patients across the life span in an acute care/critical care settings, as well as a coordinator of care. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Purpose: 1. For Whom (generally?) **Nursing Students in the 4th semester of the Upper Division**

2. What should the course do for the student? **This course's focus is to provide the student the opportunities to explore advance nursing concepts and intense clinical practice as a provider of nursing care for multiple clients in an acute care setting, as well as a leader/manager/coordinator of care in a variety of health care settings.**

Teaching method planned:

The class will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre and post conferences.

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

HESI NCLEX RN Review

Comprehensive Review for NCLEX-RN Prentice Hall Nursing-Mary Ann Hogan (ISBN: 978-0-13-119599-8)

The Prentice Hall Nursing Reviews & Rationales Series

Med-Surg Success A Course Review for Applying Critical Thinking to Test Taking-F.A. Davis Company K Colgrove & J. Callicoatt (ISBN: 10-8036-1576-0)

Additional Books Required in Nursing 309, 310, and 407

Hogan, M. A., Gingrich, M. M., Overby, P., & Ricci, M. J. (2007). *Fluids, electrolytes, & acid-base balance* (2nd Ed.). Prentice Hall: Upper Saddle River, New Jersey.

Phillips, L. D. (2005). *Manual of I.V. therapeutics* (4th Ed.). F. A. Davis Company: Philadelphia.

Smeltzer, S. C., Bare, B. G., Hinkle, J. L., & Cheever, K. H. (2008). *Brunner & Siddhartha's Textbook of medical-surgical nursing* (11th Ed.). Lippincott Williams & Wilkins: Philadelphia.

Additional textbooks from Nursing 309.

Anderson, K.N., Anderson, L.E., & Glanze, W.D. (1998). *Mosby's medical, nursing, & allied health dictionary* (current Ed.). Mosby's, Inc., St. Louis: Missouri. Berman, A., Synder, S.J.; Kozier, B. & Erb, G. (2008). *Kozier & Erb's Fundamentals of nursing: Concepts, process, and practice* (8th end). Pearson Education, Inc., Upper Saddle River: New Jersey.

Berman, A., Synder, S.J., Kozier, B., & Erb, G. (2008). *Study guide for: Kozier & Erb's Fundamentals of Nursing: Concepts, process, and practice* (8th end). Pearson Education, Inc., Upper Saddle River: New Jersey.

Dudek, S.G. ((2008). *Nutrition essentials for nursing practice* (6th Ed.). Lippincott Williams & Wilkins.

Kee, J.L. (2005). *Laboratory and diagnostic tests* (7th Ed.). Pearson Education, Inc., Upper Saddle River: New Jersey.

Olsen, J.L., Giangrasso, A.P., Shrimpton, D. & Dillon, P. (2008). *Medical dosage calculations* (9th Ed.).

Smith, S.F., Duell, D.J., Martin, B.C. (2008). *Clinical nursing skills: Basic to advanced skills* (7th Ed.). Pearson Education, Inc., Upper Saddle River: New Jersey.

Taylor, E.J. (2002). *Spiritual care: Nursing theory, research, and practice* (1st Ed.). Pearson Education, Inc., Upper Saddle River, New Jersey.

Thompson, J.M., McFarland, G.K., Hirsch, J.E., & Tucker, S.M. (2002) *Mosby's clinical nursing* (5h Ed.). Mosby, Inc., St. Louis: Missouri.

Wilson, B.A., Shannon, M.T., Shields, K.M., & Stang, C.L. (2008). *Prentice Hall: Nurses drug guide 2008*. Pearson Education, Inc., Upper Saddle River: New Jersey.

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 designed to give the student the opportunity to facilitate their transition into the role and responsibilities of the professional nurse. Advanced nursing concepts, bioterrorism, disaster preparedness, and role of the nurse as provider of care, for multiple patients across the life span in acute care/critical care settings as well as coordinator of care. Course topics are:

- 1. ECG/Life threatening arrhythmias**
- 2. Ventilatory Management**
- 3. Mock Codes**
- 4. Arterial Blood Gases**
- 5. Parenteral Therapy**
- 6. Shock Management**
- 7. ARDS**
- 8. Disaster Preparedness**
- 9. Bioterrorism**
- 10. Evidence Based nursing**
- 11. NCLEX-RN preparation**

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

Francis Marion University
Department of Nursing



Proposed Course Syllabus
Nursing 408:
Adult Health III and Synthesis Knowledge
Practicum
October 9, 2008

NURS 408 Adult Health III and Synthesis Knowledge Practicum (6: 3-9) (Prerequisite: All 300 level courses and NURS 401, 403, and 407; prerequisite or corequisites: NURS 402,404,405. This is the third of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge, This course focus is to provide the student opportunities to explore advanced concepts, bioterrorism, disaster preparedness and experience the roles of the nurse as a provider of care for multiple patients across the life span in an acute care/critical care settings, as well as a coordinator of care. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

Course Number: NURS: 408

Course Title: Adult Health III and Synthesis Knowledge Practicum

Credit Hours: 6 semester hours (3,0,3)

3 hours theory per week x 14 weeks

9.6 hours clinical per week x 14 weeks

Corequisites: Successful completion of Medication Progression Calculation Test.

Course Coordinator:

Lynn D. Kennedy, M.N.,B.S.N,R.N.

Assistant Professor of Nursing

Office: LNB 128

Office Phone: 843-661-1694

Beeper: 676-2005

E-Mail: lkennedy@fmarion.edu

Home e-mail: lynrse3144@aol.com

Clinical Faculty : TBA

Course Overview:

Nursing at its core is caring for people within their health experience and the total environment, bringing them to wholeness and healing.

Performance of nursing interventions and human care concepts are demonstrated and practiced within the clinical setting.

Course Objectives: At the completion of this course, the student as evaluated by the faculty will be able to:

1. Synthesize theories and knowledge from the liberal arts, sciences, and nursing in order to refine critical thinking skills for making clinical judgments from a multidimensional perspective in preparation for the professional role.
2. Apply concepts and skills considered essential to professional nursing practice in conducting a comprehensive assessment of the physical and psychosocial health status of individuals in a variety of settings.
3. Effectively coordinate and manage the nursing care of individuals/families with complex health needs in a variety of settings through comprehensive utilization of human and institutional resources.
4. Incorporate concepts and theories of leadership and management in coordinating care for a selected group of patients.
5. Develop a comprehensive plan of care with other members of the interdisciplinary health care team, demonstrating skills of collaboration, leadership, and decision-making.
6. Integrate evidenced-based nursing research into the nursing care of individuals/families across the life span within the context of their culture and environment.
7. Evaluate clinical outcome measurements for a select group of patients relative to improvement in quality of care and cost- effectiveness.
8. Integrate into a personal philosophy the knowledge, skills, and values that are essential to professional nursing practice.
9. Demonstrate application of leadership and management principles in simulated and actual health care delivery situations.
10. Utilize audiovisual material to present information in verbal presentations.

Topical Outline: calendar of class dates and topics

Teaching Strategies:

The class will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role play, computer-assisted instructions, observation of student performance in the clinical setting, and pre and post conferences.

Method of Evaluation:

This nursing course has a clinical and classroom component. In order to successfully complete the course, the student must pass both theory and clinical practice concurrently.

A. Classroom grading scale:

Alphabetic	Merit Grade	Raw Score
A	4.0	95-100
B +	3.5-3.9	91-94
B	3.0-3.4	87-90
C+	2.5-2.9	84-86
C	2.0-2.4	80-83
D	1.0-1.8	75-79
F	No credit	74 or less

In all nursing courses that include a clinical component, 85% of the total course grade will be derived from scheduled unit Test/quizzes.

B. Progression in the nursing curriculum: The student must achieve an average grade of 80 (C) on all course requirements to progress. Satisfactory clinical performance must be achieved also.

C. Class criteria:

1. Test # 1 = 10% - on-line- open book
2. NCLEX-RN Practice Questions (HESI and Pearson) = 55%- Completion of all questions on the HESI CD and assigned questions from Prentice Hall Test Prep CD-ROM.
4. Evidence Base Paper = 10% - Guidelines TBA
5. End of Curriculum Evaluation = Guidelines TBA

6. On-line Quizzes – 15%

7. Critical Care/Emergency Department Objectives = 10%

7. **Clinical: Pass/Fail.** Does not equate to percentage of any course grade

8. Exit HESI Standardized Test - Exit Testing

The HESI Exit Exam (E2) is a national test that has strong psychometric properties and is predictive of success on the NCLEX-RN examination. The HESI test uses the same blueprint as is used by the National Council of State Boards of Nursing for the NCLEX-RN. In the last semester of the FMU BSN curriculum, students will be required to take the HESI Exit exam and to achieve a satisfactory score of 850 on it prior to graduation and registration for the NCLEX-RN licensure exam. Successful completion of the HESI Exit exam is required to receive endorsement by the DON Department Chair to write the NCLEX-RN licensure exam. Students are expected to submit proof of registration for a NCLEX-RN Review Course.

Students will have 2 opportunities during their final semester to pass the HESI Exit exam. The first exit exam is administered approximately 4 weeks before the end of the semester. All students are required to take this first HESI Exit exam as a requirement for NURS 408: Synthesis: Knowledge Practicum. A score of 900 or higher is required on the HESI Exit exam.

1. If a student fails to achieve a score of 900 or higher on any of the HESI tests, the student must meet with the course coordinator and/or designee within a week of the administered examination to develop a remediation plan.

2. The student is expected to provide weekly documentation to the course coordinator and/or designee that the steps of the remediation plan are being met.

3. A satisfactory score of 900 or higher on the second HESI Exit exam, documented completion of the remediation plan, and documented proof of completion of NCLEX-RN review course and a satisfactory score on the testing associated with the review course.

4. If a student fails the HESI Exit exam for the second time, the student must meet with his/her advisor and the Department Chair to determine further remediation needs. The student will not receive endorsement to write the NCLEX-RN licensure exam until the student demonstrates successful completion of the required remediation plan, a NCLEX-RN Review course, and a 3rd HESI Exit exam (this will be at the student's expense). Refer to the DON Student Handbook for further information.

The DON reserves the right to require additional testing and remediation at any point in the nursing curriculum.

D. Clinical Criteria:

Student performance in the clinical area will be evaluated utilizing processes outlined in the Clinical Evaluation tool for each course. The student must achieve a satisfactory level of performance in the clinical in order to progress. When a student's clinical performance in any clinical situations indicates that a student is unable or unwilling to perform at a safe and/or professional level of practice, the clinical faculty, in consultation with the faculty course coordinator, will remove the student from the clinical area. The incident will be reviewed by the clinical faculty, course coordinator and the Department Chair and appropriate disciplinary action taken. Refer to the Department of Nursing Student Handbook.

E. Departmental Criteria: The student must:

13. Maintain current BLS: Health Care Provider status and malpractice insurance coverage.
14. Maintain a current immunization record and/or testing as mandated by the Department of Nursing and clinical agencies.
15. Function within the policies and procedures set for the DON 2007-2008.
16. Notify Course Coordinator and clinical faculty if allergic to Latex products.

Attendance Policy:**A. Classroom:**

100% attendance is expected. Refer to the DON Student Handbook.

B. Scheduled Tests/Exams:

Any student who misses a scheduled course test/final exam will be required to take an alternate test/exam covering the assigned material containing 50 items within one week of the scheduled test/exam. Any student who misses more than one (1) scheduled course test/exam will receive a recommendation of course failure. Please refer to the DON Student Handbook with regard to point deduction for late assignments.

C. Clinical:

100% attendance is expected. All missed clinical time must be made up prior to the first day of Final Exams. If more than one clinical session is missed a clinical failure for the course may be recommended by the faculty. Failure of the student to notify the clinical instructor prior to a clinical absence may result in a recommendation of clinical failure.

D. 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.

E. Disclaimer:

Faculty members have the prerogative to schedule extra

learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

Primary Textbooks: Required

- Textbook used in all previous nursing courses will be utilized in this course.
- HESI NCLEX RN Review – Mandatory
- Comprehensive Review For NCLEX-RN- Prentice Hall Nursing- Mary Ann Hogan (ISBN: 978-0-13-119599-8)

Recommended Textbooks:

- The Prentice Hall Nursing Reviews & Rationales Series
- Med- Surg Success A Course Review for Applying Critical Thinking To Test Taking- F.A. Davis Company: K. Colgrove & J. Callicoatt (ISBN: 10-0-8036-1576-0)

Materials Students Need to Provide for this Course:

1. One wristwatch with a second hand.
2. One pen light.
3. One pair of bandage scissors and hemostat
4. One black ink pen and lead pencil
5. One stethoscope with bell and diaphragm (must choose from approved list)
6. Active E-mail account and Microsoft Office (Word, Power-point, Excel).
7. Provide computer paper, disk, and CDs for personal use.
8. Additional requirements may apply depending on policy of agency/s Utilized for clinical experience.

Dress Code:

Follow Departmental and Agency policy regarding professional dress code.

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (University Student Handbook).

Student Regulations:

The University considers all students to be adults who are capable of recognizing their responsibility to the school they have chosen. Consequently, the University has adopted the policy on “**Student Rights and Responsibilities**” which can be found in the University Student Handbook. The Student Handbook is published every year and made available to students. It is the responsibility of each student to obtain a copy, become familiar with the contents, and abide by the policies and procedures contained within the handbook (University Catalog).

Academic Dishonesty:

See Standards of Conduct found in the University Student Hand Book: Rights and Responsibilities Standards of Conduct.

Code of Ethics:

Students must abide by the Code of Ethics for Nurses with Interpretative Statements (American Nurses Association).

South Carolina Nurse Practice Act:

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

Computer Use:

Students must follow the Acceptable Computer Use Policy (University Student Handbook).

Grievance Procedures:

Refer to the Department of Nursing Student Handbook.

Black Board Contents:

It is the student's responsibility to have an active e-mail account that will allow for access to Blackboard. Information will be posted by faculty to include but not limited to:

- Announcements
- Course Information
- Syllabus
 - Course Calendar-Modules
 - Course and College Policies
 - Lecture Schedule & Objectives Staff Information
- Course and Clinical Faculty
- Tasks
- Information
 - Test Taking Tips
- Lectures
 - Handouts
 - Assignments
- Labs
 - Care Plan
 - Nursing Care Plan Worksheet
 - Clinical Assignments and Groups
- External Links
 - Helpful on-line resource materials

FRANCIS MARION UNIVERSITY
BSN Nursing Program
NURS 408: Adult Health III and Synthesis Knowledge Practicum

I have read and understand the items listed below and have had an opportunity to clarify any questions and /or concerns. I agree to abide by all aspects of the stipulations set forth in the following:

CHECK THOSE THAT APPLY:

- General Departmental Policies (Nursing Student’s Handbook) including but not limited to:
 - HIPPA Policy
 - Confidentiality Policy
 - Fire Safety- Follow FMU Guidelines
 - Transmittable Disease Policy (infection control)/ Universal Precautions
 - Unsafe/Unethical Practice
 - 2008 JCAHO Patient Safety Goals

Clinical Guidelines/Expectations

Course Syllabus/Outline

Francis Marion University Student Handbook and Catalog

Other: _____

Student Signature _____ Date: _____

Faculty Signature _____ Date: _____

Unit Detail :

Evidence - Based Nursing Practice Paper

Each student will describe/explain one protocol and/or practice that you presently follow or have previously followed, that you are unaware of the research evidence to support the nursing actions. Current **nursing** research articles will be utilized to identify the evidence – based research that supports or does not support this protocol/practice.

NCLEX- RN Preparation:

This activity requires that the student continue methodically preparing for the NCLEX RN licensing exam By answering test questions based on simulated clinical situations, similar to those items on the NCLEX -RN. The test questions on the practice disks simulate the NCLEX-RN CAT testing environment. Students who have practiced taking these questions on the computer (as well as through the use of review books) are better prepared for the NCLEX-RN examination following graduation. Students are encouraged to begin self-evaluation through practice testing on a **weekly basis** in preparation for the HESI Exit Exam. This test is given to assess your ability to synthesized and utilize the theoretical and clinical information presented in this baccalaureate program.

Leadership:

All students will have the opportunity to participate in a group presentation focused on a clinical dilemma related to leadership/management, an ethical issue related to client care, or a professional issue.

Grand Rounds Presentation

Each student will conduct one presentation to demonstrate comprehensive, in-depth analysis of a complex patient care situation. The patient selected will be one of the patients cared for by the student during the acute care experience.

Advanced Theoretical aspects of the following skills will be conducted. Opportunities to discuss/work with various aspects of these skills will occur in the clinical experiences.

1. ECG /life threatening arrhythmias
2. Ventilator management
3. Mock Code
4. ABGs.
5. Parenteral Therapy
6. Shock
7. ARDS