

## **APPENDIX TO THE MINUTES OF FACULTY MEETING OF NOVEMBER 30, 2004**

### **Rationale for Teacher Cadets Program:**

The School of Education and Francis Marion University are re-establishing a Teacher Cadets Program. In order to facilitate the development of this program and standardize the process for admission, we recommend that Teacher Cadets be accepted to FMU for the EDU 290 course only and that the cadet's high school recommend the student for the program. The high school recommendation will be based on The Center for Educator Recruitment, Retention, and Advancement (CERRA) criteria for eligibility in the Teacher Cadet Program.

According to CERRA, the student must:

- Have at least a 3.0 average in a college preparatory curriculum,
- Be recommended in writing by five teachers, and
- Submit an essay on why he/she wants to participate in the class.

Please be advised that all eligible Teacher Cadets are academically talented students. The average SAT score for 2002-2003 program participants was 1075. Separate application must be made to FMU for other type admission such as concurrent or degree seeking.

### **Rationale for Proposal from the Department of Mass Communication:**

Rationale for the Addition of MCOM 305: This course addresses what we believed to be our most pressing curriculum need; a course that teaches content packaging skills to our journalism and public relations students. Students who plan to work in newspapers, magazines, public relations and the internet are increasingly required, in a marketplace where visual communication has taken on greater importance, to communicate beyond words alone by producing effective display of page elements.

### **Rationale for Proposal from the Department of English, Modern Languages, and Philosophy:**

- Changing the title of the program from Professional Writing Option to Professional Writing Program matches the use of the same term in the current Liberal Arts Program, which is also listed on page 79. Other changes in both titles from "Option" to "Program" are also requested for consistency.
- The criteria that students must meet to qualify for the Professional Writing Internship (ENG 498) was established by the Professional Writing Advisory Committee and approved by the English department in fall 2000. Publicizing the department's established GPA requirements on pages 79, 81, and 85 helps students prepare for the internship and emphasizes their need to maintain an acceptable grade point average. The

duplication of the information reinforces the verbal information students receive from advisors and increases the likelihood that students will be aware of the GPA requirements. The specific 2.33 overall GPA corrects a typographical error in the current catalog that indicates the required GPA is 2.3.

## **Rationale for Proposal from the Department of Chemistry:**

### **Rationale, Justification and Resources for Proposed New Course in Advanced Biochemistry:**

The rationale for the proposed new course in advanced biochemistry, CHEM 408 (Biochemistry II), is based strictly on the advanced chemistry course requirement of the American Chemical Society (ACS) in our national **ACS-CERTIFIED B.S degree in Chemistry**.

In order to gain re-certification of our professional degree program on a five-year cycle, the department must submit all course materials including catalog descriptions, syllabi, exams and research papers where appropriate for 36 hours of core courses and 9 hours of advanced-level courses to include at least two advanced lecture courses and two hours of research credit.

On our current cycle of approval, ACS requires that CHEM 402 be included in the core curriculum and not in the advanced-level hours as at present. To replace the CHEM 402 in the advanced course requirement, we are adding Biochemistry II and keeping the CHEM 405 (Advanced Organic Chemistry) as already approved by ACS. With the current CHEM 404 (Biochemistry I) as a necessary prerequisite to Chem 408, the addition of 6 hours of biochemistry would give 48 total hours of chemistry in the program. A total of 132 total hours will be required for graduation in this certified-degree program. The deletion of Physics 314 from the required physics courses allows the total hours to increase by only three. The remaining three courses of Physics 200, 201 and 202 readily satisfy the ACS requirement of a minimum of two calculus-based physics courses for certification.

The justification for adding two biochemistry courses to the certified-degree program to include the new CHEM 408 is to be able to provide our chemistry majors with a professionally certified degree that will enhance their preparation for graduate study in chemistry and chemical research.

With respect to required resources to support the new CHEM 408, no additional capital equipment, faculty, or staff will be necessary. The expected small enrollment of 4-8 will necessitate that it will normally be offered in the Spring semester on an every-other-year basis.

## **Current Grade Calculation Procedure From the Office of the Registrar (as information only):**

## **How Grades are Calculated for Graduation Requirements**

Page 57 of the University Catalog under **GRADE POINT AVERAGE** states:

“A cumulative grade point average of 2.0 or higher is required for graduation on all work attempted at FMU (including four-year cooperative programs). In addition, a student must maintain an average of 2.0 or higher in his/her major courses in order to meet graduation requirements. Some programs may require a higher GPA for admission, continuance in the program, and/or graduation.”

### **Computing the overall GPA:**

The GPA is calculated based on all work attempted. Courses that are repeated are calculated based on the repeat policy as stated on page 58 of the University Catalog:

### **REPEATING COURSES**

A student may repeat courses to improve his/her grade point average. The grade earned after the first enrollment of a course will replace the grade originally earned when calculating the student's grade point average, provided that the repeat grade is higher than the original grade. All grades earned after the first repetition of a course will be included in the calculation of grade point average....

### **Computing the major GPA:**

The major GPA is calculated by using the highest grade earned in each major course. This major GPA must be 2.0 or higher.

For at least the last 15 years, we have calculated the major GPA by using highest grade earned in each major course regardless of the number of attempts.

### **EXAMPLE:**

A student majoring in Mathematics with an overall GPA of 2.431:

Major courses and grades earned:

Math 201	F, D+, D, B
Math 202	D, C
Math 203	D, C
Math 304	B
Math 306	F, D

Math 311	F, F, F, C
Math 499	C
Math 405	D
Math 230	D, D+
Math 315	A
Math 530	B+

---

To calculate the major GPA we used these grades:

Math 201	B
Math 202	C
Math 203	C
Math 304	B
Math 306	D
Math 311	C
Math 499	C
Math 405	D
Math 230	D+
Math 315	A
Math 530	B+

This student's major GPA is a 2.27

**EXAMPLE:**

Using all major courses to determine major GPA (using our repeat policy):

Math 201	D+, D, B
Math 202	C
Math 203	C
Math 304	B
Math 306	D
Math 311	F, F, C
Math 499	C
Math 405	D
Math 230	D+
Math 315	A
Math 530	B+

This student's major GPA is a 1.83.

In order to earn a 2.0 in his major using the repeat policy this student would have to repeat the one class he earned a D (and has only taken one time) and earn a grade of A or repeat the two courses (that he has only taken one time) and earn a B in the course he earned a D and earn a B in the course he had earned a C.

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

**Department/School: Mass Communication Date: 22 August 2004**

Course No. or level: 305 Title: Page layout and design  
Semester hours: 3 Clock hours: 3 Lecture: 3

Prerequisites: None

Enrollment expectation: 20

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

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

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

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

Name of person preparing course description: William F. Loewenstein III, Assistant. Professor

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

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

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

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

Catalog description:

- Purpose: 1. Provides instruction in the basics of designing pages for newspapers, magazines, newsletters and web pages. Introduces students to the terminology and tools of page layout and design, including basic typography, headlines, photos, cutlines, text shapes, grids, modular design, photo spreads, photo illustrations, charts and graphs, use of color, and transforming print pages into web pages.
- 2. The course provides students with an opportunity to learn the skills necessary to work in various areas of mass communications, including newspapers, magazines, public relations, and the Internet.

Teaching method planned: Students will, through lectures and exercises and critiques, learn to design publications normally produced by mass communication professionals both in print and on the Internet.

Textbook and/or materials planned (including electronic/multimedia): "The Newspaper Designer's Handbook, 5<sup>th</sup> ed., by Tim Harrower, McGraw-Hill higher Education, ISBN 0-07-240761-1, with Student CD-ROM

Course Content: Students will learn, through lectures and exercises, the elements of good publication design, including terminology, how the elements of a newspaper or magazine article, including the text, photos, cutlines and headlines go together to make an informative and pleasing presentation for the reader. Examples will be used from

various media showing both good and bad design. Students will have the opportunity to experiment with their own page designs and learn how to improve the look and flow of publications and websites through presentations and critiques.

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

9/03

**Page Layout and Design, MCOM 305**  
Monday, Wednesday, Friday, 8:30-9:20 a.m., \_\_\_ Rm. \_\_\_  
Section \_\_\_, 3 credits  
Francis Marion University, Florence, SC  
Course Description and Syllabus –Spring 2005

**Instructor:** Bill Loewenstein

Office: Cauthen Educational Media Center, Rm. 111F

Phone: Office – (843) 661-1542

Office Hours: \_\_\_

E-mail: [wloewenstein@fmarion.edu](mailto:wloewenstein@fmarion.edu)

**Textbook:** “The Newspaper Designer’s Handbook, 5<sup>th</sup> ed., by Tim Harrower, McGraw-Hill Education, ISBN 0-07-240761-1, with Student CD-ROM

**Course description:** Provides instruction in the basics of designing pages for newspapers, magazines, newsletters and web pages. Introduces students to the terminology and tools of page layout and design, including basic typography, headlines, photos, cutlines, text shapes, grids, modular design, photo spreads, photo illustrations, charts and graphs, use of color, and transforming printing pages into web pages. Students will learn the skills necessary to work in various areas of mass communications, including newspapers, magazines, public relations, and the Internet.

**Opportunities to demonstrate learning:**

Attendance, participation, and exercises:	20 percent
Newspaper critique and oral presentation:	10 percent
Magazine critique and oral presentation:	10 percent
Newsletter critique and oral presentation:	10 percent
Website critique and oral presentation:	10 percent
Final newsletter project:	20 percent
Final exam:	20 percent

(Critiques and presentations will be 3-5 minutes with a 3-5 page typewritten, double-spaced critique to the instructor.)

**Grading scale:** Grades will be determined according to the following grading scale:

A = 4.0 = 100-91	C+ = 2.5 = 80-76	D = 1.0 = 65-61
B+ = 3.5 = 90-86	C = 2.0 = 75-71	F = 0 = 60-0
B = 3.0 = 85-81	D+ = 1.5 = 70-66	

**Attendance and participation:** Attendance and participation are very important since we will be working in a collaborative environment where all students will be helping to provide feedback to each other. Please make it a priority to be here on time for every class and stay for the entire class session. Any assignments not completed on time will be dropped one full grade for each class session they are late. Make-up work is the responsibility of the student and should be done promptly after having made arrangements with the instructor. All work must be turned in by the last class session. It is your responsibility to attend all scheduled classes. If you are absent more than twice the number of required classes per week a grade of F or W will normally be assigned.

**Page Layout and Design, tentative class schedule**

- Week 1:** Introduction to the class  
The Newspaper Designer’s Handbook, Introduction
- Week 2:** The Newspaper Designer’s Handbook, Chapter 1, Fundamentals  
Chapter 1 exercises
- Week 3:** The Newspaper Designer’s Handbook, Chapter 2, Story Design



Chapter 2 exercises

- Week 4:** The Newspaper Designer's Handbook, Chapter 3, Page Design  
Chapter 3 exercises
- Week 5:** The Newspaper Designer's Handbook, Chapter 4, Photos and Art  
Chapter 4 exercises
- Week 6:** The Newspaper Designer's Handbook, Chapter 5, Nuts and Bolts
- Week 7:** The Newspaper Designer's Handbook, Chapter 6, Graphics and Sidebars
- Week 8:** The Newspaper Designer's Handbook, Chapter 7, Special Effects
- Week 9:** The Newspaper Designer's Handbook, Chapter 8, Redesigning
- Week 10:** The Newspaper Designer's Handbook, Chapter 9, Web Design
- Week 11:** Newspaper critiques and oral presentations due
- Week 12:** Magazine critiques and oral presentations due
- Week 13:** Newsletter critiques and oral presentations due
- Week 14:** Website critiques and oral presentations due
- Week 15:** Final newsletter project due  
Review
- Week 16:** Final exam

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

Department/School Chemistry Date October 18, 2004

Course No. or Level 408 Title Biochemistry II

Semester hours: three(3) Clock hours: \_\_\_\_\_ Lecture 3 per wk Laboratory None

Prerequisites: Chemistry 301 and 404 (Biochemistry I); Corequisite: Chemistry 302 or permission of department

Enrollment expectation 4-8

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

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

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

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

Name of person preparing course description Dr. Barbara L. Hankinson

Department Chairperson's /Dean's Signature Dr. Fred R. Clayton, Jr, Chair

Date of Implementation Spring 2005

Date of School/Department approval August 24, 2005

Catalog description: See Course Description for Catalog attached to Course Syllabus

Purpose: 1. For Whom (generally?) Required of ACS-certified chemistry degree students; optional for premedical and pre dental chemistry or biology majors

2. What should the course do for the student? Provide them with advanced principles concerning the structure, function, analysis, and reactions of biological molecules

Teaching method planned: Lecture and demonstration using multimedia including online computer projection

Textbook and/or materials planned(including electronic/multimedia):*Lehninger Principles of Biochemistry*, Fourth Edition; D. L. Nelson and M. M. Cox; Worth Publishers Inc.; 2004

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

Course Description included with attached Course Syllabus gives details.

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

9/03

**COURSE SYLLABUS FOR CHEMISTRY 408**

**TITLE OF COURSE:** Chemistry 408: Biochemistry II  
**PREREQUISITE:** Chemistry 301 and 404; corequisite 302 or permission of department  
**SEMESTER:** Spring 2005  
**TIME:** TuTh 11:20, LSF 302  
**INSTRUCTOR:** Dr. B. L. Hankinson  
**OFFICE:** LSF 303-B  
**TELEPHONE:** 661-1449  
**E-MAIL:** bhankinson@fmarion.edu  
**WEB PAGE:** <http://www.fmarion.edu/academics/Chemistry>  
**OFFICE HOURS:** Posted on Office Door  
**REQUIRED TEXT:** *Lehninger Principles of Biochemistry*, Fourth Edition; D. L. Nelson, and M. M. Cox; Worth Publishers Inc.; 2004

**EVALUATION METHODS:** Each student's evaluation will be based on a combination of four classroom examinations, journal discussions, literature assignments, projects (ex. molecular modeling) and one final comprehensive (ACS) examination.

4 hour tests-10% each -	40%
Journal discussions:	10%
Literature assignments	15%
Projects	15%
ACS exam -	<u>20%</u>
TOTAL	100%

Note: There are NO make-up tests for any missed test. If a student misses a test, the exam will then count for 30% of your grade. If a student misses more than one test, the student will be dropped from the course.

FINAL EXAM: THE FINAL EXAM WILL BE GIVEN ON \_\_\_\_\_ IN LSF L302. THE FINAL EXAM IS A STANDARDIZED AMERICAN CHEMICAL SOCIETY EXAM IN BIOCHEMISTRY.

*Failure to take the exam will result in an F for the course.*

**Grade Assignment based on Numerical Average:**

Final Average	Grade
90 - 100	A
88 - 89	B +
80- 87	B

78 - 79	C+
70- 77	C
68 - 69	D +
60- 67	D
Less than 60	F

**IMPORTANT DATES:**

January 11 : Classes begin

January 17 : Martin Luther King Jr. Holiday—Classes WILL NOT meet

January : Last day to drop without penalty

February : Last day to drop with W

March 7 - 11: Spring Break - no classes

March : Midterm

April : Last day to withdraw

April 25 : Last day of classes

April 26: Reading Day

April \_\_: **CHEM 408 FINAL EXAM, 8:30 a.m.**

**OBJECTIVES FOR THE COURSE:**

The student will be able to

1. Work hands on with bioinformatics and biocomputing resources for molecular modeling and simulation of biomolecules
2. Interpret spectra of biological molecules to characterize structure, dynamics and concentrations of biomolecules
3. Examine mechanisms of regulation of metabolism
4. Understand the role of metals in biological systems
5. Be familiar with glycolysis and the catabolism of hexoses
6. Be familiar with the reactions of the citric acid cycle and their regulation
7. Understand the oxidation and regulation of fatty acids
8. Examine amino acid oxidation, nitrogen excretion, and the urea cycle
9. Be familiar with the pathways of amino acid degradation
10. Understand electron-transfer reactions in mitochondria
11. Be familiar with the synthesis of ATP
12. Examine the regulation of oxidative phosphorylation
13. Understand general features of photophosphorylation
14. Be familiar with mechanisms for carbohydrate, lipid, amino acid, and nucleotide biosynthesis

15. Examine in-depth information pathways including DNA, RNA, and protein metabolism
16. Study various aspects of molecular virology
17. Understand the role of biochemicals in metabolic reactions, their chemical effects on the environment, and their uses in various disciplines and technologies.
18. Be familiar with various technologies used in the manufacture, purification, and analysis of the various classes of biomolecules.
19. Demonstrate appropriate computer skills, such as using spreadsheets, graphing programs, and accessing information through the Internet.
20. Develop critical thinking skills and be able to apply information from the lecture and literature to solving real-world type problems.

**COURSE CONTENT:** The course content is given in terms of chapters to be covered during the semester. The chapters are listed in the order to be studied. Some material will be covered through current literature.

Homework problems, literature assignments, or other types of outside assignments will be assigned for each chapter. It is recommended that all assigned problems be worked. Any material covered in a problem may appear in some form on a test. Solutions to assigned problems from the text will NOT be posted. Answers may be found in the back of your textbook.

All students are expected to have non-programmable scientific calculators for use in working problems and for taking examinations. The use of programmable and alpha-capable calculators will NOT be permitted on examinations.

- I. Review Material
  - A. Fundamental building blocks
    1. Amino Acids (Chapter 5)
    2. Sugars (Chapter 9)
    3. Nucleotides (Chapter 10)
    4. Lipids (Chapter 11)
  - B. Biopolymers
    1. Peptides/proteins (Chapter 5, 6, 7)
    2. Carbohydrates (Chapter 9)
    3. Nucleic acids (Chapter 10)
    4. Lipids (Chapter 11)
  - C. Kinetics and Bioenergetics of enzymatic reactions in metabolic pathways (Chapter 8 and 14)
  - D. Solution Properties of Macromolecules (Chapter 4)
  - E. Acid-Base Equilibria (Chapter 4)
- II. Inorganic Chemistry of Biological Systems (Literature)
  - A. Role of Metals
    1. Classical Bioinorganic Chemistry
      - a. Ion Transport

- b. Nucleic Acids
      - c. Metalloproteins
    - 2. Non-classical Bioinorganic Chemistry
      - a. Metal-containing drugs
      - b. Anti-tumor agents
      - c. Molecular biology tools
  - B. Metal Complex/Biopolymer Interactions and Reaction Mechanisms
  - C. Cell Toxicity
    - 1. Metal toxicity
    - 2. Oxygen toxicity, superoxide dismutase
  - D. Experimental Techniques
    - 1. Optical spectroscopy
    - 2. Magnetic resonance
    - 3. Electrochemical methods
    - 4. Measurement of macromolecule-ligand binding affinities
  - E. Current Literature – Case Studies
    - 1. Carbon monoxide dehydrogenase/acetyl-coenzyme A synthase
    - 2. Cytochrome c oxidase
    - 3. Nitrogenase
- III. Regulation of Metabolism (Literature, Chapter 8, Chapter 14)
  - A. Mechanisms of regulation of enzyme activities
  - B. Model systems for Allosteric Control
  - C. Phosphorylation Cascades in Metabolic Control
  - D. Role of ATP in Metabolism
  - E. Experimental methods for studying metabolism
- IV. Glycolysis and Fermentation (Chapter 15)
  - A. Overview of phases
  - B. Feeder pathways
  - C. Regulation of carbohydrate catabolism
  - D. Pentose phosphate pathway
- V. Citric Acid Cycle (Chapter 16)
  - A. Production of acetate
  - B. Reactions of the citric acid cycle
  - C. Regulation of the Citric acid cycle
  - D. Entry and exit of metabolites
  - E. Glyoxalate cycle
- VI. Oxidation of Fatty Acids (Chapter 17)
  - A. Digestion, mobilization, and transport of fatty acids
  - B.  $\beta$  oxidation
  - C. Ketone Bodies

- VII. Amino Acid Oxidation and the Production of Urea (Chapter 18)
  - A. Metabolic fates of amino groups
  - B. Nitrogen cycle and nitrogen fixation
  - C. Nitrogen excretion
  - D. Pathways of amino acid degradation
  - E. Urea cycle
  
- VIII. Oxidative Phosphorylation and Photophosphorylation (Chapter 19)
  - A. Electron transfer reactions in mitochondria
  - B. ATP synthesis
  - C. Regulation of Oxidative phosphorylation
  - D. Photosynthesis
  - E. ATP synthesis by phosphorylation
  
- IX. Biosynthesis of Biomolecules
  - A. Carbohydrates (Chapter 20)
    - 1. Gluconeogenesis
    - 2. Biosynthesis of glycogen, starch, sucrose, and other carbohydrates
    - 3. Photosynthesis carbohydrate synthesis
  - B. Lipids (Chapter 21)
    - 1. Biosynthesis of fatty acids and eicosanoids
    - 2. Biosynthesis of triacylglycerols
    - 3. Biosynthesis of membrane phospholipids
    - 4. Biosynthesis of cholesterol, steroids, and isoprenoids
  - C. Amino acids, Nucleotides, and Related Molecules (Chapter 22)
    - 1. Overview of nitrogen metabolism
    - 2. Biosynthesis of amino acids
    - 3. Biosynthesis and degradation of nucleotides
  
- X. Biophysical Chemistry of DNA (Chapter 24 – 26)
  - A. Molecular basis of replication, transcription, and translation
  - B. Genomics
  - C. DNA damage and repair
  - D. Recombination
  - E. Mutagenesis
  - F. Structure-function relationship of DNA and RNA
  - G. Ribozymes
  - H. Nucleic Acid-Protein Interactions
  - I. Enzymes involved in modification of nucleic acids
  - J. Current primary literature and review
  
- XI. Protein Metabolism (Chapter 27)
  - A. Genetic Code



- B. Protein synthesis
  - C. Protein targeting and degradation
- XII. Various Aspects of Molecular Virology (Literature)
- A. HIV
  - B. Herpes
  - C. Papilloma

### **ATTENDANCE POLICY**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he or she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters, or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences will have been excused for cause by the instructor.

Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform students, at the beginning of each course, of all attendance policies. The instructor may utilize a warning of excessive absences or compulsory attendance at his or her discretion.

It is the responsibility of the student to ascertain at the beginning of each course the instructor's policy of missing classes, announced tests, and laboratory sessions. If a student violates the stated attendance policy, the instructor will notify the Dean of the College to drop the student from the class with the appropriate grade.

It is the responsibility of a student to make up work missed because of absence from announced tests and laboratory sessions. However, announced tests and laboratory sessions may be made up only at the discretion of the instructor.

### **Course Description**

CHEM 408 Biochemistry II: Advanced principles of the structure, function, and analysis of biological molecules; chemical reactions of biomolecules including kinetics, mechanisms, and thermodynamics; regulation of chemical reactions and response to external signals by cells. Also includes advanced studies of select topics in biochemistry including bioinorganic chemistry, photochemistry, and molecular virology.

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

**Department/School:** Nursing **Date:** October 5, 2004

**Course No. or Level:** NURS 301

**Title:** Health Assessment

Semester hours 4 Clock hours: Lecture 3 Laboratory 1

Prerequisites none

Enrollment expectation 32

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

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

substitute \_\_\_\_\_  
(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: Karen Thompson, RNC, MN, WHNP

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

Date of Implementation: To appear in FMU catalog 2005-2006. To be taught on FMU campus Fall 2005.

Date of School/Department approval: September 2004

Catalog description.

Skills to conduct a comprehensive health assessment of individuals are learned and practiced. The major focus is on assessment of the healthy adult client, with inclusion of common variations. Assessment of children and the elderly is also addressed. Communication skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies

for health promotion. Beginning professional nursing behaviors nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

Purpose:

1. For Whom (generally?)

Generic baccalaureate nursing students.

2. What should the course do for the student?

This course teaches students to gather health information through an interview/history taking process as well as to use observation, palpation, auscultation, and a variety of techniques in gathering health status information. Techniques to be used with individuals and families are taught.

Teaching method planned: Films, lecture, laboratory practice with a student partner. Demonstration/return demonstrations.

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

Dudek, S.G. (2000). *Nutrition Handbook for Nursing Practice*. (4<sup>th</sup> ed.). Philadelphia: Lippincott.

Jarvis, C. (2004). *Physical Examination & Health Assessment* (4<sup>th</sup> ed.). St. Louis: Saunders.

Jarvis, C. (2004). *Student Laboratory Manual for Physical Examination & Health Assessment* (4<sup>th</sup> ed.). St. Louis: Saunders.

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

Students learn to complete a health history for individuals and families, analyze the information and identify risk factors.

Communication skills

Head to toe assessment skills

Normal and abnormal heart and breath sounds assessing for nutritional needs

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

9/03

FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING

FALL 2004

**COURSE NUMBER:** NURS-301

**COURSE TITLE:** Health Assessment

**COURSE CREDIT:** 4 semester hours (4:3-3)

**Prerequisites:** none (First semester course)

**FACULTY AT FMU:**

Karen E. Thompson, RNC, MN, WHNP  
Course Coordinator  
FMU Office MSB 201C  
Office # (843) 661-4656  
Home (843) 669-8376  
Cell (843) 319-8852  
Pager # (843) 676-2023  
[kthompson@fmarion.edu](mailto:kthompson@fmarion.edu)

Marty Hucks, RN, MN, FNP-C  
MSB 201 E  
Office (843) 661-1695  
Home (843) 678-9962  
Pager (843) 676-2092  
[jhucks@fmarion.edu](mailto:jhucks@fmarion.edu)

**COURSE  
DESCRIPTION:**

Skills to conduct a comprehensive health assessment of individuals are learned and practiced. The major focus is on assessment of the healthy adult client, with inclusion of common variations. Assessment of children and the elderly is also addressed. Communications skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies for health promotion. Beginning professional nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

**COURSE  
OBJECTIVES:**

At the conclusion of the course, the student will be able to:

1. Conduct and document a comprehensive health history.
2. Analyze assessment data for variables that influence health and health behaviors.
3. Perform a risk assessment of the individual including lifestyle, family, and genetic history and other risk factors.
4. Demonstrate and document physical assessment skills.

5. Demonstrate effective communication with individuals in nursing assessment activities.
6. Demonstrate behaviors of a beginning professional nurse.
7. Conduct and document a basic nutritional assessment.
8. Use information technologies to enhance own knowledge base.
9. Discuss health assessment of the family.

**TEACHING**

**STRATEGIES:** Lecture/discussion  
 Demonstration/return demonstration  
 Audiovisual aids  
 Blackboard @ FMU  
 Weekly faculty-supervised laboratory sessions

**EVALUATION**

**METHODS:** Satisfactory completion of:

Test #1	20%
Test #2	20%
Test #3	20%

Assessment

Comprehensive Health History	10%
<b>Due Dates: 10/4 or 10/6</b>	
Final Demonstration (Failure results in failure in the course)	20%
Clinical Performance	P/F
Clinical Lab Manual	<u>10%</u>
	100%

**TESTS:**

1. Test grades comprise 60% of the N-315 final grade if all other course evaluations are successful. Students must receive a test grade average of 75% or better in order to successfully complete a nursing course. Students who earn a 75% or greater average on tests will have all coursework computed into their course grade. All students are required to take the Standardized Assessment Exam at the completion of this course.
2. Exam questions will be derived from assigned readings, lecture, student laboratory manual, and learning labs, and audiovisual references.
3. Students are expected to take all tests at the scheduled time. If a student is unable to take a test at the scheduled time it is the student's responsibility to discuss the reason with the course coordinator **PRIOR** to the test. If unable to reach the

course coordinator, the student is to leave a message on the coordinator's office voice mail. A medical excuse or documentation of the reason you missed the exam must be given to the course coordinator upon return to classes.

4. It is the student's responsibility to make arrangements to make up the test **WITHIN ONE WEEK** of the scheduled test date. No grades will be posted until all students have completed the exam.

**REQUIRED TEXT:**

Dudek, S.G. (2000). *Nutrition handbook for nursing practice*. (4<sup>th</sup> ed.). Philadelphia: Lippincott.

Jarvis, C (2004). *Physical Examination & Health Assessment* (4<sup>th</sup> ed.). St. Louis: Saunders.

Jarvis, C. (2004). *Student Laboratory Manual for Physical Examination & Health Assessment* (4<sup>th</sup> ed.). St. Louis: Saunders.

**LABORATORY FACULTY:**

Carol Ann Berry, MSN, APRN  
Family Nurse Practitioner  
Home 843-317-9548  
Work 678-9777 (ask for Nancy)  
e-mail [louinc@earthlink.net](mailto:louinc@earthlink.net)

Rhonda Brogdon, MBA, BSN, RN  
Home 843-396-9145  
Cell 843-601-2774  
Beeper 843-676-2078

**LABORATORY SESSIONS:**

Weekly lab sessions are conducted to assist students in acquiring the cognitive and psychomotor skills necessary to perform a health history and physical assessment on a client. A faculty member will be present at all labs to provide guidance and feedback. Students will be paired with a partner who will act as the client during practice periods.

It is expected that each student will read the assigned lab chapter for the week's experience and answer the question in the Lab Manual before coming to the skill's laboratory. This will reinforce the lectures, expose any areas needing questioning for the clinical instructor, and prime the student for the skill's laboratory experience.

Laboratory skill's assessment forms will be located in the Lab Manual and should be brought to lab. These will be added to your journal and graded.

It is your professional responsibility to attend all labs and to be prepared for labs. It is expected that you wear lab jackets, be professionally dressed and bring your own equipment and syllabus to each lab. Necessary equipment includes: stethoscope.

If you are unable to attend a lab, you need to inform the lab instructor prior to the lab. The hours missed must be made up and will be at the discretion of the course coordinator/clinical instructor.

**CLINICAL EVALUATION:**

At the end of the semester, each student's performance in lab sessions will be evaluated based on the skills, knowledge and values believed necessary for professional nursing practice by the American Association of College of Nursing (1998) in The Essentials of Baccalaureate Education for Professional Nursing Practice. Failure of clinical performance will result in failure in the course.

### **LAB JOURNALS:**

Each student will keep a journal in which s/he will document the history and physical assessment findings practiced each week in lab. This documentation will be reviewed by the instructor periodically during the semester and **GRADED at the end of the semester for 10% of the course grade. FINAL DUE DATE to be announced.**

### **FINAL DEMONSTRATION:**

At the end of the semester, each student will be evaluated at a final demonstration of physical assessment skills (Check-Off) by a faculty member who will observe the student performing a complete, comprehensive assessment of the body. Guidelines for the evaluation are found in "Blackboard". The grade will comprise 20% of the student's final grade.

A student receiving a failing grade will have one additional opportunity during exam week to demonstrate satisfactory examination of the system or systems failed. The total demonstration grade for a student repeating any system will not exceed 75%. Failure to demonstrate satisfactory assessment skills on a repeat exam will result in failure of NURS 301.

### **POLICIES:**

Students are responsible for adhering to all course policies and all policies in the Student Handbook.

### **Plagiarism Statement**

Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or Internet sites and documents.

Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some Internet documents, it still must be fully referenced.

Charges of plagiarism will result if you fail to provide adequate documentation of another person's words or ideas, whether published or unpublished. Additionally, the purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the University Honor Council.

Plagiarism of a portion of any assignment, either written or verbal, will result in the grade of zero being given for the entire assignment. Additionally, the faculty member may refer the event to the College of Nursing Honor Council for further action. Suspension or dismissal from the university is an option provided for by the University's Honor Code for cases of academic misconduct.

If there is any portion of this policy that is unclear to you or that you wish to discuss further, please contact your course faculty member as soon as possible. To not do so indicates that you fully understand this policy.

*Note: The course coordinator reserves the right to make changes or adaptations to this syllabus during the academic semester as deemed necessary.*

**NURS 301 Lecture Schedule  
And Required Readings**

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
8/25/04 Thompson	Orientation and Interviewing Techniques and the Health History;	Chapter 4 & 6
8/31/04 Thompson	Functional Assessment; Review of Systems; Family Assessment & Culture	Chapter 1, 2, 3,
9/7/04 Hucks	Exam Techniques & General Survey; Mental health assessment; Pain Assessment	UNIT II: Chapter 7, 9, 10, 11
9/14/04 Thompson	Nutrition Skin, Hair & Nails Assessment	Dudek- Sectors I & Chapters 8. Jarvis –Chapters 12
9/21/04 Hucks	HEENT	Chapter 13, 14, 15, 16
9/28/04 Thompson	<b>EXAM #1</b> Domestic Violence Lecture	Chapter 5
10/5/04 Thompson	Breast Assessment Thorax & Lungs Assessment	Chapter 17 Chapter 18
10/12/04 Thompson	Abdominal Assessment	Chapter 21
10/19/04 Hucks	Cardiovascular and Peripheral vascular Assessment & Lymphatic System	Chapter 19, 20
10/26/04 Thompson	Musculoskeletal Assessment	Chapter 22
11/2/04 Hucks	<b>EXAM #2</b> Geriatric Considerations	
11/9/04 Hucks	Neurological Assessment	Chapter 23
11/16/04 Thompson	Reproductive System Putting it all together	Ch. 24, 25, 26 Ch. 28
11/23/04 <i>to be announced</i>	Pediatric	
11/30/04 Thompson	Pregnant Female	Chapter 27
12/7/04	<b>EXAM #3</b>	
To be announced	Standardized Assessment Exam	

Lab sessions will be based on the week's lecture.



**Laboratory Groups NURS 301**

<p><b>A NURS 301</b>  <b>Rhonda Brogdon</b>  <b>Monday 1-4pm</b></p>	<ol style="list-style-type: none"> <li>1. Erin Jones</li> <li>2. Kelbe Kelley</li> <li>3. LaChelle Kennedy</li> <li>4. Catherine McCaskill</li> <li>5. Lindsey McKay</li> <li>6. Christina McLain</li> <li>7. Michael Minette</li> <li>8. Jessica Phillips</li> <li>9. Natasha Poston</li> <li>10. Blake Putnam</li> <li>11. Elizabeth Watford</li> <li>12. Sandra Watson</li> </ol>
<p><b>B NURS 301</b>  <b>Rhonda Brogdon</b>  <b>Monday 4-7pm</b></p>	<ol style="list-style-type: none"> <li>1. Ashley Baldwin</li> <li>2. Hope Camper</li> <li>3. Kristin Carabo</li> <li>4. John Chakides</li> <li>5. Bradley Coleman</li> <li>6. Leslie Covalli</li> <li>7. Regina Egleton</li> <li>8. Bambi Floyd</li> <li>9. Sherrilyn Graham</li> <li>10. Leanne Harter</li> <li>11. Brandi Johnson</li> </ol>
<p><b>C NURS 301</b>  <b>Carol-Ann Berry</b>  <b>Weds. 9 a.m.-12:00</b></p>	<ol style="list-style-type: none"> <li>1. Heather Altman</li> <li>2. Amelia Askins</li> <li>3. Katherine Baird</li> <li>4. Heather A. Floyd</li> <li>5. Ashley N. Lowder</li> <li>6. Laventrice Marshall</li> <li>7. Michael Mayberry</li> <li>8. Brenda Mumford</li> <li>9. Stephanie Regalado</li> <li>10. Christopher Snead</li> <li>11. Ryan Supler</li> <li>12. Lindsey Ward</li> </ol>



**CLINICAL CALENDAR****WEDNESDAY**

<b>DATE</b>	<b>SKILL</b>
9/1/04	Interview & Health History Chapt 6 worksheet
9/8/04	General Survey Ch 7, 9 & 10
9/15/04	Nutrition Ch 8, Skin, Hair & Nails Ch 12
9/22/04	HEENT Ch. 13, 14, 15, 16
9/29/04	Catch-up / review
10/6/04	Breast Ch. 17                      Lungs & Thorax Ch. 18
10/13/04	Abdomin Ch. 21
10/20/04	Cardio & Peripheral vascular & Lymphatics Ch. 19 & 20
10/27/04	MS Ch. 22
11/3/04	Catch-up / review
11/10/04	Neurologic Ch. 23
11/17/04	Putting it all together. Practice for final check-off
11/24/04	Final Check-off
12/1/04	Final Check-off
12/8/04	EXAM WEEK

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 302

**Title:** Principles of Pathophysiology

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites none

Enrollment expectation 32

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

Same as NURN302

modification \_\_\_\_\_

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

substitute \_\_\_\_\_

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

alternate \_\_\_\_\_

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

Name of person preparing course description: Diane Santiago

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

Date of Implementation: To appear in FMU catalog 2005-2006. To be taught on FMU campus Fall 2005.

Date of School/Department approval: September 2004

Catalog description.

This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on body system functioning. Coping and adaptation, as normal human responses to potential or actual health problems, are emphasized as well as selected diseases, evaluation, and treatment processes.

Purpose:

1. For Whom (generally?)

This course is taught for beginning baccalaureate nursing students and RN to BSN students (RN to BSN students may exempt the course by examination).

2. What should the course do for the student?

Teaches the relationship between normal physiology and altered or disease states. Clinical manifestations or signs and symptoms are covered. Environmental influences that result in altered physiology are discussed. Foundation content in responding to care needs of the ill.

Teaching method planned: Lecture/discussion

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

Porth, C.M. (2004). Pathophysiology: Concepts of Altered Health States (7<sup>th</sup> ed.). Philadelphia: Lippincott

Porth, C.M. & Prezbindowski, K.S. (2004). Study guide to accompany concepts in altered states. Lippincott, Williams & Wilkens

Taber's Cyclopedic Medical Dictionary, 19<sup>th</sup> ed., F.A. Davis

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

- Introduction to General Pathology
- Infection and inflammation
- Disturbances of immune mechanisms
- Alterations in cell differentiation: Neoplasia
- Alterations in hematopoietic function
- Maintenance of the internal environment
- Alterations: Organs and Systems

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

9/03

**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**Course Number:** NURS 302  
**Course Title:** Principles of Pathophysiology  
**Credit Hours:** 3 Semester Hours (3:3)  
**Prerequisites:** Enrollment in B.S.N degree program

**Faculty:** Diane M. Santiago, RN, MS  
MSB 201 C  
Contact Numbers: Office: 661-4658  
Home: 673-0068  
Beeper: 676-2093  
[dsantiag@fmarion.edu](mailto:dsantiag@fmarion.edu)

**Course Description:** This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on body system functioning. Coping and adaptation, as normal human responses to potential or actual health problems, are emphasized as well as selected diseases, evaluation, and treatment procedures.

**Course Objectives:** At the conclusion of the course, the student will be able to:

1. Describe the physiologic control mechanisms, which underlie common alterations that occur during the life cycle.
2. Describe the pathophysiologic changes and clinical manifestations that characterize selected health alterations.
3. Examine the compensatory mechanisms that act to reestablish the steady state of the individual in response to episodes of dysfunctional health.
4. Discuss predictable health alterations that derive from adverse environmental influences on the body and the breakdown of physiologic control mechanisms.

**Evaluation Methods:**

Unit Exams (4)	94%
On-Line Quizzes	6%

Since the study of pathophysiology is based on the principles of normal anatomy and physiology a clear understanding of these principles is crucial. To help motivate the student in the review of normal anatomy and physiology, **weekly, timed quizzes will be given on the blackboard website (<http://blackboard.fmarion.edu>.)** The quizzes may cover material other than anatomy and physiology. Students are encouraged to read the assigned material prior to taking the quiz and they may use a pathophysiology textbook and/or an anatomy & physiology textbook to answer these questions. However, the students should be completing these quizzes without the assistance of their classmates.

There will be a minimum of four unit tests. **The dates for the examinations are scheduled and there will be no individual change of exam dates or times.** See the policy in the Student Handbook regarding procedures for:

- Missed test date
- Test make-up arrangements.

**NOTE: Students must discuss with the course coordinator, PRIOR to scheduled test time if there are any extenuating circumstances, which make them unable to take the test at the scheduled time. Failure to do so will result in the loss of 10 points on the make-up exam. It is the student's responsibility to contact the instructor and schedule the time of the make-up exam. If the exam is not made-up within 1 week of the scheduled test date, the grade will be recorded as a zero.**

**SHOULD A STUDENT MISS AN EXAM THE INSTRUCTOR HAS THE PEROGATIVE TO ADMINISTER AN ALTERNATIVE FORM OF THE TEST.**

A grade of 75% based on written test grades is required for successful completion of the course.

**NOTE: If your final test average is less than 75%, the grade from the QUIZZES will not be included.**

**Any student receiving less than 75% on a written test must notify the instructor within 72 hours and arrange a meeting to discuss study "aids" or methods that may improve study habits.**

**ADA REQUIREMENT:**

If you have now or develop during the semester a physical or a learning disability and you want your instructors to make reasonable accommodations, you must complete the Disability Accommodation Request Form available from the Director for Counseling and Testing. The Director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The Director can be reached at 843-673-1828. After consulting with the Director for Counseling and Testing, students are encouraged to meet with instructors

to discuss their needs and, if applicable, any clinical safety concerns related to their disabilities.

### **Course/Student Expectations:**

1. Attendance and participation in class is expected. However, I do not take attendance because, as adults, I believe it is your responsibility to be in class. Therefore, you do not need to call or e-mail if you are unable to attend regular class.
2. If a student is absent from class, **IT IS THE STUDENT'S RESPONSIBILITY TO GET ANNOUNCEMENTS, HANDOUTS, LECTURE OBJECTIVES ETC...FROM A FELLOW STUDENT.**
3. Class starts promptly. Promptness is indicative of professional responsibility. Therefore, students are expected to be on time for class. To minimize disruptions to the instructor and students, late students will have to wait for a break before entering the classroom.
4. ***Cell phones and pagers must be turned off prior to class start. You will be asked to leave the classroom and return at break if this rule is violated.***
5. The instructor will make every effort to coordinate exam dates with other nursing courses. However, some overlap may be unavoidable.
6. Appointments with the instructor should be made during regular posted office hours. Please contact your instructor for any other time. Appointments **MUST** be made with the instructor, **WITHIN** seven (7) days of taking the exam, if a grade of 75% or below is made on any exam. Specific problems will be addressed and provisions made for extra learning activities to be conducted. This is designed to learn the material, not retest. No other provisions will be made for perusal of exams without instructor permission.

### **Study Tips/Suggestions:**

Pathophysiology is a foundation course and the basis for your nursing practice. Although there is a lot of material to cover, I consider this class to be a minimum level of knowledge for any nurse. I want each of you to be successful and will assist you in that endeavor but you must take responsibility for your own learning needs also.

Suggested study habits:

- Read the assigned materials **BEFORE** class. At the very least, familiarize yourself with the general topics to be covered for each class.
- If you like, bring your book to class and refer to it during the lecture. I will follow the book closely though not in a sequential manner throughout the semester.
- Use the online CONNECTION and associated websites for further depth and understanding.



- Go back and reread the assigned readings soon after the lecture, identify core concepts and interactions between various body systems. Begin to relate pathophysiology to your clinical experiences.
- If you are having difficulty with the material, reread the relevant sections, and if you are still having difficulty please contact me. I strongly encourage weekly study groups.

**Content Outline:**

- I. Introduction to General Pathology
- II. Infection and Inflammation
- III. Disturbances of Immune Mechanisms
- IV. Alterations in Cell Differentiation: Neoplasia
- V. Alterations in Hematopoietic Function
- VI. Maintenance of the Internal Environment
- VII. Alterations: Organs and Systems

**Required Texts:**

Porth, C.M. (2004). Pathophysiology: Concepts of altered health states

(7<sup>th</sup> edition). Philadelphia :Lippincott

Porth, C.M. & Prezbindowski, K.S. (2004). Study guide to accompany concepts in altered states

Lippincott, Williams & Wilkens

Taber's Cyclopedic Medical Dictionary, 19<sup>th</sup> Edition, F.A.Davis

**Recommended/Optional**

Fluids & Electrolytes Made Incredibly Easy - Springhouse-

**Additional articles and handouts will be placed on reserve in the library.**

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 303

**Same as** NURN 350

**Title:** Professional Nursing and Nursing Practice

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

Prerequisites none

Enrollment expectation 32

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

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

substitute  
(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: Diane Santiago

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

Date of Implementation: To appear in FMU catalog 2005-2006

Date of School/Department approval: September 2004

Catalog description.

This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on discussion of professional values and philosophies, core competencies and knowledge needed for professional practice, the socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice. Contemporary nursing and healthcare issues are addressed.

Purpose:

1. For Whom (generally?)

To be taught for generic BSN students or RN-BSN students.

2. What should the course do for the student?

Students learn history and foundations of professional nursing. A foundation course in the development of professional values and behavior.

Teaching method planned: Lecture discussion, small group web-based reading.

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

American Association of Colleges of Nursing (1998). The essentials of baccalaureate nursing education for professional nursing practice. Washington, DC: AACN

American Psychological Association. (2001) Publication manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, DC: Author.

Chitty, K.K. (2001) Professional Nursing: Concepts and Challenges. Philadelphia: Saunders.

Code of ethics for nurses with interpretive statements. Washington, DC: American Nurses Association

Nurse regulations, Chapter 91 (Nurse Practice Act) and Nurse Practice Act, Chapter 33.

Retrieved from <http://www.llr.state.sc.us/POL/Nursing/>

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

- Current status of nursing
- Historical perspectives of professional nursing
- Nursing and a profession and professional socialization
- Professional nursing roles and areas of specialization
- Philosophies, values and competencies
- Nursing knowledge and the science of nursing
- Evidence-based nursing practice
- Critical thinking and clinical judgment
- Moral and ethical dimensions of nursing practice
- Legal aspects of nursing practice
- Politics, challenges, and the future of nursing

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

9/03

**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**COURSE NUMBER:** NURS 303

**COURSE NAME:** Professional Nursing and Nursing Practice

**CREDIT HOURS:** 3 semester hours (3:3)

**PLACEMENT IN CURRICULUM:** Semester 1

**PREQUISITES:** None

**FACULTY/COURSE**

**COORDINATOR:** Diane M. Santiago, MS, RN  
E-mail: [dsantiago@fmarion.edu](mailto:dsantiago@fmarion.edu)  
Office: MSB 201A  
Telephone:  
(office) - 843-661-4658  
(cell) – 843-687-5797

**COURSE DESCRIPTION:**

This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on discussion of professional values and philosophies, core competencies and knowledge needed for professional practice, the socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice.

**COURSE OBJECTIVES:**

In this course, the student will have the opportunity to:

1. Examine historical and contemporary forces that have influenced nursing and nursing education.
2. Examine nursing as a profession and socialization as a professional nurse.
3. Examine professional nursing roles.
4. Examine the development of nursing knowledge including models and theories of nursing as well as nursing research.
5. Describe the philosophies, values, and competencies essential for professional nursing practice.
6. Analyze strategies for identifying and resolving ethical dilemmas using selected theories of ethics.
7. Demonstrate critical thinking abilities when analyzing issues related to the profession of nursing.
8. Describe the scope, standards, codes, and laws that govern nursing practice.
9. Examine the use of data based evidence as the foundation for nursing practice.

10. Examine learning principles and teaching processes as an integrated part of the professional nurse's practice.

**CONTENT OUTLINE:**

- Current status of nursing
- Historical perspectives of professional nursing
- Nursing and a profession and professional socialization
- Professional nursing roles and areas of specialization
- Philosophies, values and competencies
- Nursing knowledge and the science of nursing
- Evidence-based nursing practice
- Critical thinking and clinical judgment
- Moral and ethical dimensions of nursing practice
- Legal aspects of nursing practice
- Politics, challenges, and the future of nursing

**TEACHING STRATEGIES:**

Lecture, class discussion, small group web-based work, and readings are utilized as strategies in this course.

**EVALUATION METHODS:**

Satisfactory completion of:

- Contemporary Issue Paper 20%
- Ethics Paper 35%
- Professional Development Experience/  
Write-up – includes proof of membership  
in the Student Nurses Association 15%  
And Behaviors
- Participation in Blackboard and Classroom  
Discussions 30%

### **REQUIRED TEXTS:**

American Association of Colleges of Nursing (1998). The essentials of baccalaureate nursing education for professional nursing practice. Washington, DC: AACN

American Psychological Association. (2001) Publication manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, DC: Author.

Chitty, K.K. (2001) Professional nursing: Concepts and challenges. Philadelphia: Saunders.

Code of ethics for nurses with interpretive statements. Washington, DC: American Nurses Association

Nurse regulations, Chapter 91 (Nurse practice act) and Nurse practice act, Chapter 33. Retrieved from <http://www.llr.state.sc.us/POL/Nursing/>

### **ADDITIONAL AND RECOMMENDED READINGS:**

Cuddy C.M. (2002). Demystifying APA Style, *Orthopaedic Nursing*, 21(5): 35-42.

McGuire, S.L. (2001). Helping students use APA, *Journal of Nursing Education*, 40(9): 414-418.

Seabrook J. (2002). The white dress. *The New Yorker*, March 18: 122-127.

Stuart G.W. (1981). How professionalized is nursing? *Image*, 13(1): 18-23.

### **HONOR CODE:**

The faculty of FMU Department of Nursing endorse the campus Honor Code and expect students to be familiar with and abide by its provisions. The Honor Code policy applies to all test, written assignments, clinical behavior, clinical logs, medical record entries, and verbal and electronic communication.

### **PLAGIARISM STATEMENT:**

**Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words and ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or Internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some Internet documents, it still must be fully referenced.**

**Charges of plagiarism will result if you fail to provide adequate documentation of another person's words or ideas, whether published or unpublished. Additionally, the purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the Francis Marion University Honor Council.**

**Plagiarism of a portion of any assignment, either written or verbal, will result in the grade of zero being given for the entire assignment. Additionally, the faculty member may refer the event to the Francis Marion University Honor Council for further action. Suspension or dismissal from the university is an option provided for by the University's Honor Code for cases of academic misconduct.**

**If there is any portion of this policy that is unclear to you or that you wish to discuss further, please contact your course faculty member as soon as possible. To not do so indicates that you fully understand the policy.**

**ACCOMMODATION OF DISABILITIES STATEMENT:**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require FMU to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Director for Counseling and Testing. The Director collaborates with the students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The Director can be reached at 843-673-1828. After consulting with the Director for Counseling and Testing, students are encouraged to meet with instructors to discuss their needs and, if applicable, any clinical safety concerns related to their disabilities.

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 304

**Title:** Adult Health I and Fundamentals

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

Prerequisites: Corequisite: NURS303

Enrollment expectation 32

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

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

substitute \_\_\_\_\_  
(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: Laura J. Hope, MSN, RN, CDE

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

This is the first of two 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 clients. This course will integrate 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 clients, diverse ethnic, cultural and geographic backgrounds.



Purpose:

1. For Whom (generally?)

This course is for first semester generic baccalaureate nursing students.

2. What should the course do for the student?

Introduces students to critical thinking and decision-making in the practice area. Introduces the nursing process. Gives the students the opportunity to practice skills in the patient care area.

Teaching method planned: Lecture, clinical practice

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

Potter & Perry. *Fundamentals of Nursing* – Text (6<sup>th</sup> ed.). Mosby.

Potter & Perry. *Virtual Clinical Excursions 1.0*. Mosby.

Potter & Perry. *Miller-Keane Encyclopedia & Dictionary of Medicine, Nursing, & Allied Health* 7e Pa, (6<sup>th</sup> ed.). Mosby.

Kee & Marshall. *Clinical Calculations, With Applications to General and Specialty Areas* (5<sup>th</sup> ed.). Saunders

Doenges, et al. *Nursing Care Plans: Guidelines for Individualizing Patient Care* (6<sup>th</sup> ed.). F.A. Davis.

Ignatavicius. *Medical-Surgical Nursing (4<sup>th</sup> ed.) Thinking for Collaborative Care*. Saunders.

Deglin & Vallarrand. *Davis's Drug Guide for Nurses* (with CD-ROM), (9<sup>th</sup> ed.). F.A. Davis.

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

Lecture will consist of a brief review of pathophysiology with emphasis on assessment of signs and symptoms, care planning, therapeutic interventions and nursing management, client teaching and evaluation. Lecture topics will include critical thinking and the nursing process, communication skills, cultural diversity, nutrition, and health care issues of the young, middle, and older adult. Systems to be review will include respiratory, cardiovascular/peripheral vascular, gastrointestinal, endocrine, and genitourinary.

Clinical experiences will begin with intensive skills laboratories to teach fundamentals skills and progress to clinical days on assigned hospital inpatient units where students will provide care, coordinate care, and begin professional growth as members of the nursing profession.

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

9/03

**DEPARTMENT OF NURSING**

**COURSE NUMBER:** NURS 304

**COURSE TITLE:** ADULT HEALTH I & FUNDAMENTALS

**CREDIT HOUR ALLOCATION:** 6 semester hours (6:3-9)

**PREREQUISITES:** None

**CO-REQUISITES:** Successful completion of Medication Calculation Test, NURS 303

**COURSE DESCRIPTION:**

This is the first of two 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 clients. The course will integrate 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 clients, diverse ethnic, cultural and geographic backgrounds.

**COURSE FACULTY:**

<u>Name</u>	<u>Office</u>	<u>Office Telephone</u>	<u>Home Telephone</u>
<b>Laura J. Hope (Course Coordinator)</b>	<b>MSB 101-B</b>	<b>661-1692</b>	<b>843-661-5755</b>
<b>Rhonda Brogdon</b>			<b>843-396-9145</b>
<b>Dawn Todd</b>	<b>CHS</b>	<b>674-4663</b>	<b>843-661-5843</b>
<b>Diane Santiago</b>	<b>MSB 201-A</b>	<b>661-4658</b>	<b>843-673-0068</b>
<b>Janis Zibelin</b>	<b>HS</b>	<b>679-9000</b>	<b>843-662-3235</b>

**COURSE OBJECTIVES:**

1. Exhibit psychomotor, critical thinking, and organizational skill required in the provision of basic nursing care to hospitalized adult clients.
2. Demonstrate professional, ethical, and personal accountability and responsibility for the delivery of nursing care to hospitalized adult clients.
3. Demonstrate communication and interpersonal skills during assessment, intervention, and evaluation of patient care.
4. Use therapeutic communication within the nurse-client relationship.

5. Establish and maintain effective collaborative relationships within the interdisciplinary team.
6. Adapt communication modalities for clients with special needs, ie, sensory deficits.
7. Assess and manage physical and psychological symptoms related to illness and treatment.
8. Demonstrate sensitivity to personal and cultural influences on the client's responses to the illness experience
9. Apply evidence-based nutrition guidelines for individuals across the adult lifespan within the context of culture and environment.
10. Conduct comprehensive nursing assessments of hospitalized adult clients incorporating personal, family, cultural, and environmental variables.
11. Access and utilize information 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 clients within the context of culture and environmental variables
13. Protect the safety and privacy of patients in relation to the use of health care and information technologies

**EVALUATION METHODS:**

Satisfactory completion of:	<u>Grades</u>
1. Four written tests (22.5% each).....	90.00%
2. 10 Scheduled Weekly Quizzes .....	10.00%
3. Completion of Fundamentals of Nursing Subject Test Assessment Service .....	MANDATORY/ 0%
4. Clinical.....	Pass/Fail

You must have a **75% AVERAGE ON THE 4 (four)WRITTEN TESTS** and a **PASS** in clinical to successfully complete NURS 304. Your final grade, to be turned in to the registrar's office, will be based only on your test grades if your test average is below 75%.

**NOTE:** If your final test average is less than 75%, the quiz average will not be included. If your final test average is 75% or greater, the quiz average will be counted.

**Undergraduate Clinical Absence Policy**

All clinical and laboratory hours are mandatory. Any missed lab/clinical hours must be made up at the discretion of the clinical faculty in consultation with the course coordinator.

If a student lacks lab/clinical hours by the end of final exam week, the student will receive a grade of “I” (Incomplete) or “NP” (No Pass).

**BRIEF CONTENT OUTLINE:**

Lecture will consist of a brief review of pathophysiology with emphasis on assessment of signs and symptoms, care planning, therapeutic interventions and nursing management, client teaching and evaluation. Lecture topics will include critical thinking and the nursing process, communication skills, cultural diversity, nutrition, and health care issues of the young, middle, and older adult. Systems to be reviewed will include respiratory, cardiovascular/peripheral vascular, gastrointestinal, endocrine, and genitourinary.

Clinical experiences will begin with intensive skills laboratories to teach fundamentals skills and progress to clinical days on assigned hospital inpatient units where students will provide care, coordinate care, and begin professional growth as members of the nursing profession.

**LIST OF REQUIRED TEXTS:**

Title	Author	Ed.	Required or Optional	Publisher
<b>Package:</b> <ul style="list-style-type: none"> <li>• Fundamentals of Nursing - Text, 6th Edition</li> <li>• Virtual Clinical Excursions 1.0</li> <li>• Miller-Keane Encyclopedia &amp; Dictionary of Medicine, Nursing, &amp; Allied Health 7<sup>th</sup> Edition, Pa, 6th Edition</li> </ul>	Potter & Perry	See each book	Required	Mosby
Study Guide & Skills Performance Checklists to accompany Fundamentals of Nursing	Ochs	6th	Optional	Mosby

Clinical Calculations, 5th Edition - <i>With Applications to General and Specialty Areas</i>	Kee & Marshall	5 <sup>th</sup>	Required	Saunders
Nursing Care Plans: Guidelines for Individualizing Patient Care, 6th Edition	Doenges, et al.	6 <sup>th</sup>	Required	F. A. Davis.
Medical-Surgical Nursing, 4th Edition - <i>Critical Thinking for Collaborative Care</i>	Ignatavicius	4 <sup>th</sup>	Required	Saunders
<i>Test success: Test-taking techniques for beginning nursing students.</i>	Nugent & Vitale	4 <sup>th</sup>	Optional	F.A. Davis
Critical Thinking Study Guide for Ignatavicius: Medical- Surgical Nursing, 4th Edition - <i>Critical Thinking for Collaborative Care</i>	Ignatavicius	4 <sup>th</sup>	Optional	Saunders
<i>Davis's Drug Guide for Nurses™ (with CD-ROM), 9th Edition</i>	Deglin & Vallerrand	9 <sup>th</sup>	Required	F.A. Davis

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 305

**Title:** Nursing Pharmacology

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

Prerequisites: NURS 301, 302, 303, 304

Enrollment expectation 32

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

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

substitute \_\_\_\_\_  
(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: Karen Thompson, RNC, MN, WHNP

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

This course presents a conceptual approach to basic pharmacology with emphasis on the study of broad groups of drugs and the nursing implications related to each group. Students have the opportunity to apply knowledge of pharmacology to the care of individuals in a variety of clinical situations.

Purpose:

1. For Whom (generally?)

To be taught to second semester Junior nursing students.

2. What should the course do for the student?

Basic knowledge of pharmacology. Students learn to administer and monitor drugs for therapeutic and adverse effects as well as side effects.

Teaching method planned: Lecture, case studies, media

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

Lehne, R.A., et.al. Pharmacology for Nursing Care. Philadelphia: Saunders (4<sup>th</sup> ed. Or later edition)

F.A. Davis Drug Manual (latest edition). F.A. Davis Co.

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

- Introduction to Pharmacology Throughout the Life Span-Drug Legislation
- Drugs That Affect the Central Nervous System
- Anti-inflammatory Drugs
- Vitamins, Minerals and Hyper Alimentation
- Drugs that Affect the Kidneys and Body Fluids
- Drugs that Affect the Autonomic Nervous System
- Antibiotics; Food and Drug Interactions
- Drugs that Affect the Cardiovascular System
- Drugs that Affect the Endocrine System
- Drugs that Affect the Respiratory System
- Drugs that Affect the Gastrointestinal System
- Drugs that Affect the Skin/Eye/Ear/Immune System
- Chemotherapeutic Drugs

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

9/03



**Francis Marion University**  
**Department of Nursing**  
**SYLLABUS SPRING 2004**

<b>COURSE NUMBER</b>	NURS 305
<b>COURSE TITLE:</b>	Pharmacology
<b>CREDIT HOUR ALLOCATION:</b>	3 semester hours (3:3)
<b>PLACEMENT IN CURRICULUM:</b>	Semester II
<b>COURSE DESCRIPTION:</b>	Nursing Pharmacology presents a conceptual approach to basic pharmacology with emphasis on the study of broad groups of drugs and the nursing implications related to each group. Students have the opportunity to apply knowledge of pharmacology to the care of individuals in a variety of clinical situations.
<b>COURSE OBJECTIVES:</b>	In this course the student will have the opportunity to : <ol style="list-style-type: none"> <li>1. Describe the general principles of drug action on the human body.</li> <li>2. Discuss nursing considerations for drug administration across the life span.</li> <li>3. Recognize the primary legislation affecting drug use and the nursing responsibilities related to that legislation.</li> <li>4. Identify the major broad groups of drugs and give an example of a prototype drug from each group.</li> <li>5. Demonstrate knowledge of the indications, actions, side effects, nursing implications and individual/family teaching related to each broad group of drugs.</li> <li>6. Apply knowledge of drugs to the nursing care of individuals and/or families in actual client care situations.</li> </ol>
<b>FACULTY:</b>	Karen Thompson, RNC, MN, WHNP Course Coordinator Office MSB 201C Office #: 661-4656

	Home# 669-8376 Cell: 319-8852
<b>CONTENT OUTLINE:</b>	<p>A. Introduction to Pharmacology Throughout the Life Span – Drug Legislation</p> <p>B. Drugs that Affect the Central Nervous System</p> <p>C. Anti-inflammatory Drugs</p> <p>D. Vitamins and Minerals/ Hyperalimentation</p> <p>E. Drugs that Affect the Kidney and Body Fluids</p> <p>F. Drugs that Affect the Autonomic Nervous System</p> <p>G. Antibiotics/Food and Drug Interactions</p> <p>H. Drugs that Affect the Cardiovascular System</p> <p>I. Drugs that Affect the Endocrine System</p> <p>J. Drugs that Affect the Respiratory System</p> <p>K. Drugs That Affect the Skin/Eye/Ear/Immune System</p> <p>L. Chemotherapeutic Drugs</p>
<b>REQUIRED TEXTS:</b>	<p>Lehne, R.A., et.al. <u>Pharmacology for nursing care</u>. Philadelphia: Saunders. 4<sup>th</sup> edition</p> <p><u>F.A. Davis Drug Manual</u>. (Latest Edition). F.A. Davis Co.</p>
<b>OPTIONAL TEXT:</b>	Gahart, B.L. <u>Intravenous medications</u> . St. Louis: Mosby. (Latest Edition).
<b>TEACHING STRATEGIES:</b>	Lecture, instructional media, class discussion, consultation with classroom and clinical instructors, written case studies, case study discussion.
<b>CLASS SCHEDULE:</b>	Thursday 1:00 p.m. – 4:15 p.m. MSB Room 106
<b>EVALUATION METHODOLOGIES:</b>	<ol style="list-style-type: none"> <li>1. An exam test map with the number of questions for each unit included on the exam will be given to the class one week prior to the exam.</li> <li>2. Questions on the exams may include multiple choice, true-false, matching, short answer and/or fill-in-the</li> </ol>

	<p>blank.</p> <ol style="list-style-type: none"><li>3. Test taking policies as described in the College of Nursing Handbook will be upheld in this course.</li><li>4. Evaluation criteria for the Case studies are included in the Study Guide.</li><li>5. Percentage for each exam and case study: <table data-bbox="690 577 925 787"><tr><td>Test #1</td><td>20%</td></tr><tr><td>Test #2</td><td>20%</td></tr><tr><td>Test #3</td><td>20%</td></tr><tr><td>Final Exam</td><td>20%</td></tr><tr><td>Case Study</td><td><u>20%</u></td></tr><tr><td></td><td>100%</td></tr></table></li></ol> <p>The student must achieve an average of 75 on the four tests in order for the case study to be added).</p>	Test #1	20%	Test #2	20%	Test #3	20%	Final Exam	20%	Case Study	<u>20%</u>		100%
Test #1	20%												
Test #2	20%												
Test #3	20%												
Final Exam	20%												
Case Study	<u>20%</u>												
	100%												

**NURSING 305  
PHARMACOLOGY  
COURSE CALENDAR**

DATE / TOPIC	READINGS
<b>January 15</b> UNIT I: Introduction to Pharmacology (Part I)	<b>(All readings from Pharmacology for Nursing Care)</b> Chapters 1-12, pg. 380-82 (Controlled Substances Act)
<b>January 22</b> UNIT I: Introduction to Pharmacology (Part II)	Ch. 1-12, Ch. 102 (Herbals) Last page of textbook: (Not numbered) “Drug and Health-Related Resources on the Internet”
<b>January 29</b> UNIT II: CNS Drugs (Part I)	Ch. 21, 25, 28, 29, Ch. 36-38
<b>February 5</b> UNIT II: CNS Drugs (Part II)	Ch. 22 & 23 Ch. 30-35
<b>February 12</b> <b>TEST #1 &amp; Lecture</b> UNIT III: Anti-inflammatory drugs UNIT IV: Vits, Minerals, Hyperal UNIT V: Kidney & Body Fluid Drugs	Ch. 67 Ch. 76, 77, 40, 52 Ch 39, 69, 70
<b>February 19</b> UNIT IV Autonomic Drugs (Part I)	Ch. 13 –18 (selected areas) Only read pp. 107, 108, 115-122, 153-155
<b>February 26</b> UNIT IV Autonomic Drugs (Part II)	Ch. 13-18 (selected areas above)
<b>March 4</b> UNIT VII: Antibiotics	Ch. 79 - 92
<b>March 11</b> <b>Spring Break</b>	
<b>March 18</b> <b>TEST #2</b> UNIT VIII: CV Drugs (Part I)	Ch. 19-20 Ch. 41, 42 - 45

<b>March 25</b> <b>UNIT VIII: CV Drugs (Part II)</b>	Ch 46 - 51
<b>April 1</b> <b>UNIT IX: Endocrine Drugs (Part I)</b>	Ch. 54
<b>April 8</b> <b>UNIT IX: Endocrine Drugs (Part II)</b>	Ch 55 - 62
<b>April 15</b> <b>TEST #3</b> <b>UNIT XIII: Chemo</b>	Ch. 97 - 98
<b>April 22</b> <b>UNIT X: Respiratory Drugs</b> <b>UNIT XI: GI Drugs</b> <b>UNIT XII: Skin/ Eyes/ Ears/ Immune</b> <b>CASE STUDIES DUE</b>	65, 66, 71 – 75, 99, 100
<b>April 29</b> <b>EXAM WEEK</b>	<b>TBA</b>

**INTRODUCTION TO THE CONCEPTUAL  
APPROACH TO NURSING PHARMACOLOGY**  
Created by Hannah DeToma, PhD, RN, FNP-C

**A WORD OF WELCOME**

Welcome to the wonderful world of nursing pharmacology! As a registered professional nurse, you will be responsible for a wide variety of activities related to the administration of medications. In addition to directly administering medications and supervising others who do, you will also monitor client responses to drugs in hospital, clinic, and home health settings. You will teach individuals and/or their families important information about prescribed and over-the-counter medications. These activities involve legal and ethical issues as well as potentially hazardous physiological and/or psychological consequences for the individuals who receive the drugs. The focus of this course centers on the safe, effective administration of medications.

**IS IT A DEPENDENT NURSING RESPONSIBILITY?**

Most nursing texts classify the administration of medications as a dependent nursing intervention (carrying out physician orders). This nursing instructor will go out on a limb to disagree! Administration of medications involves far more than simply carrying out the order as written. Many activities are independent (initiated without physician supervision) or interdependent (performed jointly with health care workers).

Here are some things you might do that are independent or interdependent:

1. Decide which drug to give for pain from several that are prescribed on a p.r.n. basis.
2. Decide what dosage to give from a prescribed range.
3. Administer measures to enhance the effectiveness of a drug.
4. Question an order for a drug when you're not sure if it's the appropriate drug or amount.
5. Teach the patient and/or family about the drug.

6. Decide whether or not to report a blood level of a drug to a physician.
7. Decide not to give an ordered drug (for a variety of reasons) and contact the physician to relate why.
8. Observe the patient for therapeutic effects and untoward side effects.
9. Report to the physician that the drug is not working and ask for another order.
10. Analyze food and drug interactions.

And the list goes on and on. Try to think of others as the course progresses!

### **HOW CAN I LEARN ABOUT 10,000 DRUGS?**

The answer is...you can't! With over 10,000 individual drugs on the market in the United States, it would be impossible to know everything about every drug. We will solve this problem by taking a conceptual approach to learning about drugs--we will study broad groups of drugs and learn about actions and side effects in each broad group. I call this method the "Filing Cabinet" approach.

### **WHAT'S THE FILING CABINET APPROACH?**

Suppose you had an office filing cabinet with 12 drawers. The 12 drawers have the names listed on Units II - XIII of this syllabus ("Central Nervous System Drugs", etc.). In each drawer there are a number of file folders. On the floor of your office are stacks and stacks of papers -- one for each of the 10,000 drugs. Your task is to place similar drugs within the file folders in each drawer. Some larger folders need to be subdivided into additional categories. Once placed, you learn about the similarities of the drugs in each file folder.

Sometimes you have a hard time deciding where to place a certain sheet. It fits in more than one file folder! You decide to place the sheet in the file in which it's most commonly used. For example, the drug phenytoin (Dilantin) can be:

- a Central Nervous System Depressant
- a Antiarrhythmic or
- an Anticonvulsant

You decide to place it in the "anticonvulsant" file because this is its most common use.

One drawer becomes a "catch all" for files that don't belong anywhere else. After all, you're only human and you have to throw them somewhere! (Unit XI is our "catch all" drawer).

Thank goodness we don't have the task of placing 10,000 drugs in file folders! Pharmacology books do this for us (and most of them disagree as to exactly how the drawers should be arranged). Our task is to learn about the drugs by broad groups. Thank goodness we don't have to learn about 10,000 drugs! But you will be asked to learn about certain individual drugs we call prototype drugs.

### **WHAT'S A PROTOTYPE DRUG?**

You notice that there may be one drug in each file folder that's very commonly used and seems to represent all the drugs in that folder. You put that sheet at the front of the file because that's a prototype drug. If you learn the properties of the prototype drug, you learn the basic properties of all group members. Learning 25 prototypes is an easy task compared to learning about 10,000 individual drugs!

### **HOW CAN I DO WELL IN THIS CLASS?**

A few simple hints are indicated at the outset. Follow them carefully and you may notice astounding results!

1. Come to Class. No Matter What. You'd be surprised at the number of people who avoid this simple activity. Getting someone else's notes just won't substitute.
2. Read the required readings before class. Study that week's prototype drug cards before class and bring them with you to class. Space your readings throughout the week. Underline or take notes in the text if necessary.
3. Begin now to apply what you learn in this course to the clinical area. Try to place each drug you administer in one of the file folders. Use your clinical instructor as a resource person.
4. Fill in your study guide materials before class.
5. Make an appointment with the instructor if you need extra explanations.
6. Begin to study for the exams at least one week ahead. Space your studying throughout the week.



7. Write answers to the objectives and study your answers as a final exercise before the exam.

**If all else fails:**

1. Join a study group.
2. Go to the CAPS center for hints on studying, note taking, or test taking.
3. Rewrite your lecture notes. Get someone else's notes to compare and fill in areas you may have missed.
4. Outline the readings.
5. Go see the instructor again.

A wonderful adventure awaits you in this course. Soon we'll open the first drawer and see what's in there ----

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 306

**Title:** Nursing Research in Practice

Same as NURN 306

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

Prerequisites: NURS 303 or permission of instructor

Enrollment expectation 32

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

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

substitute \_\_\_\_\_  
(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: Coretta M. Jenrette, MSN, RN, AOCN, PhD (C)

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

The course examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings in clinical practice. Ethical considerations in nursing research are addressed.

Purpose:

1. For Whom (generally?)  
Second semester Junior BSN students.

2. What should the course do for the student?  
Students learn steps in the research process and evaluate nursing research. Learn to identify researchable material in clinical practice areas.

Teaching method planned: Web-enhanced lectures with guided discussion, assigned readings, written assignments, group meetings, computer assignments

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

Articles to be updated.

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

Significance of research in professional nursing practice

- Importance of nursing research
- Nurses' participation in research in the past
- Roles of nurses in research in the present

Introduction to the steps of the research process

- Reading research reports
- Research problems and purposes
- Identification of objectives, questions, and hypotheses variables
- Summarizing research literature
- Frameworks for research studies
- Types of research designs including qualitative and quantitative approaches
- Populations and samples
- Methods of measurement and data collection
- Data analysis
- Interpreting results

Ethics in research

- Historical influences
- Protecting human rights
- Informed consent
- Institutional review

Evaluating and critiquing nursing research

Research utilization in practice

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

9/03

**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**COURSE NUMBER:** NURS 306

**COURSE TITLE:** Nursing Research in Practice

**CREDIT HOURS:** 3 s.h. (3:3)

**PLACEMENT IN**

**CURRICULUM:** FMU Basic BSN Student – 2nd Semester

**PREREQUISITES:** NURS 303 or by permission of the instructor

**FACULTY:** Coretta M. Jenerette, MSN, RN, AOCN, PhD (c)

**COURSE DESCRIPTION:**

The course examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings in clinical practice. Ethical considerations in nursing research are addressed.

**COURSE OBJECTIVES:**

At the conclusion of the course, the student will be able to:

1. Discuss the significance of nursing research and research in other disciplines to nursing practice.
2. Examine the steps of the research process.
3. Describe various approaches to quantitative and qualitative research in nursing.
4. Discuss ethical considerations in nursing research.
5. Conduct critiques of published nursing research.
6. Discuss the utilization of research findings in professional nursing practice by describing examples of research-based nursing care for individuals, families, groups, and populations with a variety of health care needs.
7. Use information technology to enhance one's own knowledge base through the use of computerized search engines and beginning statistics.

**COURSE CONTENT:**

- I. Significance of research in professional nursing practice
  - A. Importance of nursing research
  - B. Nurses' participation in research in the past
  - C. Roles of nurses in research in the present
- II. Introduction to the steps of the research process
  - A. Reading research reports
  - B. Research problems and purposes
  - C. Identification of objectives, questions, and hypotheses variables

- D. Summarizing research literature
  - E. Frameworks for research studies
  - F. Types of research designs including qualitative and quantitative approaches
  - G. Populations and samples
  - H. Methods of measurement and data collection
  - I. Data analysis
  - J. Interpreting results
- III. Ethics in research
- A. Historical influences
  - B. Protecting human rights
  - C. Informed consent
  - D. Institutional review
- IV. Evaluating and critiquing nursing research
- V. Research utilization in practice

#### **EVALUATION METHODS:**

- Test #1 20%
- Test #2 25%
- Paper #1 15%
- Paper #2 25%
- Quizzes 15%

1. Tests will be administered as scheduled. Content of each test is built on knowledge from previous sections. A score of "0" will be recorded for each test missed unless prior arrangements have been made.
2. Make up tests must be completed within 7 days of the original test date two (2) points per day will be subtracted from test grade after 7 days. Extenuating circumstances will be evaluated on an individual basis.
3. The papers and quiz scores will not be computed into the final grade if students do not have at least a 75% average on course examinations (See Student Handbook, Grading Policy in Courses).

#### **REQUIRED TEXTBOOK:**

LoBiondo-Wood, G., & Haber, J. (2002). *Nursing research: Methods, critical appraisal, and utilization (5th ed.)*. St. Louis: Mosby.  
Workbook (optional)

#### **ARTICLES: (On reserve in Library) \*Additional readings may be assigned as needed.**

Engler, A. J., Ludington-Hoe, S. M., Cusson, R. M., Adams, R., Bahnsen, M., Brumbaugh, E Coates, P., Grieb, J., McHargue, L., Ryan, D. L., Settle, M., & Williams, D. (2002). Kangaroo care: National survey of practice, knowledge, barriers, and perceptions. *The American Journal of Maternal/Child Nursing*, 27, 146-153. **(Kangaroo)**

- Fuller, B. F., & Neu, M. (2000). Validity and reliability of a practice-based infant pain assessment instrument. *Clinical Nursing Research, 9*, 124-143. **(Instrument development)**
- Foster-Fitzpatrick, L., Ortiz, A., Sibilano, H., Marcantonio, R., & Braun, L. (1999). The effects of crossed leg on blood pressure measurement. *Nursing Research, 48*, 105-108. **(Blood Pressure)**
- Greenberg, C. S. (2002). A sugar-coated pacifier reduces procedural pain in newborns. *Pediatric Nursing, 22*, 271-277. **(Experimental study)**
- Hilton, E. L. (2002). The meaning of stroke in elderly women: A phenomenological investigation. *Journal of Gerontological Nursing, 28*, 19-26. **(Qualitative)**
- Keele-Smith, R., & Price-Daniel, C. (2001). Effects of crossing legs on blood pressure measurement. *Clinical Nursing Research, 10*, 202-213. **(Blood Pressure)**
- King, M. G. (1989). Nursing shortage, Circa 1915. *IMAGE: Journal of Nursing Scholarship, 21*, 124-127. **(Qualitative/Historical)**
- Mellian, A. C. (2001). Incubators versus mother's arms: Body temperature considerations in very-low-birth-weight premature infants. *Journal of Obstetric, Gynecologic, and Neonatal Nursing, 30*, 157-164. **(Kangaroo)**
- Millner, V. S., & Eichold, B. H. (2001). Body piercing and tattooing perspectives. *Clinical Nursing Research, 10*, 424-441. **(Descriptive study)**
- Polillio, A. M., & Kiley, J. (1997). Does a needleless injection system reduce anxiety in children receiving intramuscular injections? *Pediatric Nursing, 23*, 46-49. **(Injection)**
- Sparks, L. (2001). Taking the "ouch" out of injections for children. *The American Journal of Maternal/Child Nursing, 26*, 72-78. **(Injection/Quasi-experimental study)**

**HONOR CODE:**

The faculty of the FMU Department of Nursing endorse the campus Honor Code and expect students to be familiar with and abide by its provisions. The Honor Code policy applies to all tests, written assignments, clinical behavior, clinical logs, medical record entries, and verbal and electronic communication.

**ACCOMMODATION  
OF DISABILITIES:**

*Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require FMU to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Director for Counseling and Testing. The Director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The Director can be reached at 843-673-1828. After consulting with the Director for Counseling, and Testing, students are encouraged to meet with instructors to discuss their needs and, if applicable, any clinical safety concerns related to their disabilities.*

**PLAGIARISM  
STATEMENT:**

Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or Internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some Internet documents, it still must be fully referenced.

Charges of plagiarism will result if you fail to provide adequate documentation of another person's words or ideas, whether published or unpublished. Additionally, the purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the FMU Honor Council.

Plagiarism of a portion of any assignment, either written or verbal, will result in the grade of zero being given for the entire assignment. Additionally, the faculty member may refer the event to the FMU Honor Council for further action. Suspension or dismissal from the university is an option provided for by the University's Honor Code for cases of academic misconduct.



If there is any portion of this policy that is unclear to you or that you wish to discuss further, please contact your course faculty member as soon as possible. To not do so indicates that you fully understand this policy.

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 307

**Title:** Psychiatric and Mental Health Nursing

Semester hours: 5 Clock hours: Lecture: 3 Laboratory: 6

Prerequisites: NURS 301, 302, 303, 304 Corequisite: NURS 305

Enrollment expectation 32

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

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

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

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

Name of person preparing course description: Dr. Gail Stuart (Dean, MUSC-CON)

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

This course utilizes the nursing process to address the nursing care needs of individuals who have psychiatric and mental health disorders. Predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of these disorders are examined. Precipitating stressors, coping resources and coping mechanisms are evaluated in relation to an individual's pattern of response. Nursing interventions for these disorders based on the crisis, acute, maintenance, and health promotion stages of treatment are analyzed. The impact of psychiatric illness on the family and other social systems is also explored.

Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, and evidence-based practice.

Purpose:

1. For Whom (generally?)

This course is taught in the second semester of the junior year for BSN students.

2. What should the course do for the student?

Students gain knowledge of psychiatric and mental health problems, learn to communicate therapeutically with these individuals and to deliver care. Students gain experience in inpatient and community outpatient programs.

Teaching method planned: Lecture, discussion, seminars clinical experience

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

Stuart, G. and Laraia, M. (2001) *Principles and Practice of Psychiatric Nursing*. (7<sup>th</sup> ed.). St. Louis, MO: Mosby.

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

- Overview of psychiatric nursing
- Therapeutic alliances
- Biology and psychopharmacology
- The context of practice
- Mood disorders
- Suicide and violence
- Psychosis
- Eating disorders
- Stress and anxiety
- Self-concept and personality disorders
- Substance abuse
- Cognition and the elderly
- Child issues and abuse

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

9/03

**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**COURSE NUMBER:** NURS 307

**COURSE TITLE:** Psychiatric and Mental Health Nursing

**CREDIT:** 5 semester hours (5:3-6)

**SEMESTER AND YEAR:** Semester II, Spring, 2004

**PREREQUISITES:** NURS 301, 302 303 304

**FACULTY:** Marianne McIver, MSN, RN  
Course Coordinator  
Phone: (843) 661-1690

**COURSE DESCRIPTION:** This course utilizes the nursing process to address the nursing care needs of individuals who have psychiatric and mental health disorders. Predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of these disorders are examined. Precipitating stressors, coping resources and coping mechanisms are evaluated in relation to an individual's pattern of response. Nursing interventions for these disorders based on the crisis, acute, maintenance, and health promotion stages of treatment are analyzed. The impact of psychiatric illness on the family and other social systems is also explored. Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, and evidence-based practice.

**COURSE OBJECTIVES:** In this course the student will have an opportunity to:

1. Examine psychiatric-mental health nursing from historical and contemporary perspectives.
2. Analyze the components and processes integral to the nurse-patient relationship in the psychiatric-mental health setting.
3. Assess patients in the psychiatric-mental health setting from a biopsychosocial perspective.
4. Describe behaviors associated with psychiatric and mental health disorders.
5. Evaluate evidence-based psychiatric-mental health treatment modalities in terms of nursing roles and responsibilities.
6. Plan, implement, and evaluate outcomes of nursing care of individuals with psychiatric and mental health disorders.
7. Evaluate health promotion, crisis intervention and disease

- management strategies related to psychiatric and mental health disorders.
8. Identify community resources to assist individuals and families who are experiencing psychiatric illness.
  9. Discuss legal and ethical aspects of psychiatric-mental health nursing care.
  10. Integrate the knowledge, skills, and values that are essential to professional nursing practice in the care of persons with psychiatric disorders.

**CONTENT OUTLINE:** Principles of Psychiatric Nursing Care  
Continuum of Care  
Applying Principles in Nursing Practice  
Treatment Modalities  
Treatment Settings  
Special Populations in Psychiatry

**EVALUATION  
METHODS:**

\*Three Tests: #1 33.3%  
                  #2 33.3%  
                  #3 33.3%

Clinical Performance – Rating of 2.0 or above in each category of the clinical evaluation tool is required to pass the course.

Satisfactory performance on the Kaplan STARS psychiatric mental health test is required to pass the course.

\*A 75% average from all three tests is required to pass the course.

**REQUIRED TEXT:** Stuart and Laraia (2001). Principles and Practice of Psychiatric Nursing, 7<sup>th</sup> Edition. St. Louis, MO: Mosby.

**RECOMMENDED  
TEXT:** Stuart, G. (2002) Pocket Guide to Psychiatric Nursing, (5<sup>th</sup> Edition). St. Louis, MO: Mosby.

**HONOR CODE:** The faculty of the FMU Department of Nursing endorse the campus Honor Code and expect students to be familiar with and abide by its provisions. The Honor Code policy applies to all tests, written assignments, clinical behavior, clinical logs, medical record entries, and verbal and electronic communication.

**ACCOMMODATION  
OF DISABILITIES:**

*Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require FMU to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Director for Counseling and Testing. The Director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The Director can be reached at 843-673-1828. After consulting with the Director for Counseling and Testing, students are encouraged to meet with instructors to discuss their needs and, if applicable, any clinical safety concerns related to their disabilities.*

**PLAGIARISM  
STATEMENT:**

Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or Internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some Internet documents, it still must be fully referenced.

Charges of plagiarism will result if you fail to provide adequate documentation of another person's words or ideas, whether published or unpublished. Additionally, the purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the FMU Honor Council.

Plagiarism of a portion of any assignment, either written or verbal, will result in the grade of zero being given for the entire assignment. Additionally, the faculty member may refer the event to the FMU Honor Council for further action. Suspension or dismissal from the university is an option provided for by the University's Honor Code for cases of academic misconduct.

If there is any portion of this policy that is unclear to you or that you wish to discuss further, please contact your course faculty member as soon as possible. To not do so indicates that you fully understand this policy.

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 308

**Title:** Adult Health II

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

Prerequisites: NURS 301, 302, 303, 304      Corequisite: 305

Enrollment expectation: 32

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

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

substitute \_\_\_\_\_  
(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: Diane Santiago, MS, RN

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

This course builds on basic sciences and content introduced in NURS 304: Adult Health I and Fundamentals. Students will have expanded opportunities to use critical thinking processes to guide care planning decisions for hospitalized clients. Student will also have the opportunity to plan, implement and evaluate medical and surgical interventions to prepare clients for discharge following hospital care. This course will be framed to integrate content from pharmacology, pathophysiology and health assessment applicable to the care of clients from diverse ethnic, cultural and geographic backgrounds.

Purpose:

1. For Whom (generally?)

Taught in the Spring semester of the Junior year for generic BSN students.

2. What should the course do for the student?

Care of the hospitalized patient—students gain understanding of the pathophysiologies, medical, surgical, and pharmacologic therapies and how nursing care articulates with these therapies.

Holistic care is emphasized.

Teaching method planned: Lecture, clinical practice

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

Doenges, M.E., Moorhouse, M.F. & Geissler, A.C. (2000). *Nursing Care Plans* (5<sup>th</sup> ed.). Philadelphia: F.A. Davis

Dudek, S.G. (2001). *Nutrition Essentials for Nursing Practice* (4<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins Publishers.

Fischbach, F. (2000). *A manual of laboratory and diagnostic tests* (6<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins Publishers.

Smeltzer, S., & Bare, B. (2004). *Brunner and Suddarth's textbook of medical-surgical nursing* (10<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins Publishers.

Schuster, P.M. (2002). *Concept mapping: A critical-thinking approach to care planning*. Philadelphia: F.A. Davis

Deglin, J.H., Vallerand, A.H. (2001). *Davis's drug guide for nurses* (7<sup>th</sup> ed.). Philadelphia: F.A. Davis

Gahart, B.L. & Nazareno, A.R. (2003). *2004 Intravenous Medications* (20<sup>th</sup> ed.). St. Louis: Mosby

NCLEX Review book of your choice

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

Skills: Wound care, ostomy care, intravenous infusions and blood drawing, IV line care (including central line and PICC lines), chest tubes



Nursing care of the client with:

- A. Chronic illness
- B. Requiring surgery
- C. Musculoskeletal disorders
  - trauma – fractures, contusions
  - casts/traction
  - amputation
  - chronic musculoskeletal disorders: gout, rheumatoid and osteoarthritis
  - osteomyelitis
  - low back pain
  - post-care care (hip/knee replacement)
- D. Neurovascular
  - altered levels of consciousness
  - seizures
  - spinal cord injury
  - head injury with increased ICP
  - cerebrovascular disease
  - degenerative neurologic disorders: Guillain Barre', Myasthenia Gravis, Parkinson's Syndrome/Disease, Multiple Sclerosis
  - Cranial nerve disorders
- E. Cardiopulmonary
  - acute coronary syndrome
  - interventional procedures for coronary artery disease (CABG, angioplasty, stents)
  - complications from heart disease (heart failure, tamponade effusion)
  - valvular disorders of the heart
  - artificial airways
  - chest trauma
  - disorders requiring thoracic surgery
- F. Hematology/oncology/immunology/integumentary
  - anemias
  - pain
  - palliative care
  - immunodeficiency and autoimmune disorders
  - HIV/AIDS
  - Allergic disorders
  - Chronic, infectious and inflammatory disorders
  - Reconstructive facial surgery
- G. GI/GU
  - pancreatitis
  - hepatobiliary obstruction
  - liver failure
  - ESRD with dialysis

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

9/03

**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**COURSE NUMBER:** NURS 308

**COURSE TITLE:** Adult Health II

**CREDIT:** 6 Semester Hours, (3:9)

**SEMESTER AND  
YEAR:** Spring 2004

**PREREQUISITES:** NURS-301, NURS-302, NURS-303, NURS-304  
**COREQUISITE:** NURS 305

**FACULTY:** Diane M. Santiago, RN MS  
Course Coordinator  
Room: MSB 201 C  
Office Hours: Mondays: 9:00 – 12:00  
Fridays: 9:00 – 12:00 and by appointment

**COURSE  
DESCRIPTION:**

This course builds on basic sciences and content introduced in NURS 304: Adult Health I and Fundamentals. Students will have expanded opportunities to use critical thinking processes to guide care planning decisions for hospitalized clients. Students will also have the opportunity to plan, implement and evaluate medical and surgical interventions to prepare clients for discharge following hospital care. This course will be framed to integrate content from pharmacology, pathophysiology and health assessment applicable to the care of clients from diverse ethnic, cultural and geographic backgrounds.

**COURSE  
OBJECTIVES:**

1. Access, analyze and utilize nursing assessment data and information from a wide variety of resources including evidence-based findings to accurately and effectively design appropriate nursing interventions and evaluate client outcomes.
2. Plan, implement, and evaluate nursing care incorporating health promotion and restoration of well-being for hospitalized adult clients with acute and chronic conditions.
3. Develop a comprehensive plan of care in collaboration with hospitalized adult clients incorporating personal, family, cultural, and environmental variables

4. Provide holistic care that addresses the needs of diverse populations across the adult life span.
5. Document medical, surgical nursing interventions and nursing outcomes
6. Appropriately, accurately, and effectively communicate with diverse groups and disciplines using a variety of strategies.
7. Elicit and clarify client preferences and values.
8. Advocate for health care that is sensitive to the needs of clients with particular emphasis on the needs of vulnerable populations such as the frail elderly to optimize functional abilities, maximize independence and quality of life
9. Incorporate professional, ethical, and personal accountability in the delivery of nursing care to hospitalized adult clients
10. Administer pharmacological and non-pharmacological therapies
11. Anticipate, plan, adapt, and manage physical, psychological, social, and spiritual complications of illness/disease progression for hospitalized adult clients and family/caregivers
12. Assist clients and families to anticipate and make quality-of-life and end-of-life decisions

#### **CONTENT OUTLINE:**

The content includes a brief review of pathophysiology with emphasis on assessment of signs and symptoms, care planning, therapeutic interventions and nursing management, client teaching and evaluation.

Skills: Wound care, Ostomy care, Intravenous infusions and blood drawing, IV line care (including central line and PICC lines), Chest Tubes

Content: Nursing care of the client with:

- A. Chronic Illness
- B. Requiring Surgery
- C. Musculoskeletal Disorders
  - Trauma – fractures, contusions
  - Casts/Traction
  - Amputation
  - Chronic musculoskeletal disorders: gout, rheumatoid and osteoarthritis
  - Osteomyelitis
  - Low back pain
  - Post-Op Care (hip/knee replacement)
- D. Neurovascular
  - Altered levels of consciousness
  - Seizures
  - Spinal Cord Injury
  - Head Injury with Increased ICP
  - Cerebrovascular Disease

- Degenerative Neurologic Disorders: Guillain Barre', Myasthenia Gravis, Parkinson's Syndrome/Disease, Multiple Sclerosis
- Cranial Nerve Disorders
- E. Cardiopulmonary
  - Acute Coronary Syndrome
  - Interventional Procedures for Coronary Artery Disease (CABG, Angioplasty, Stents)
  - Complications from Heart Disease (heart failure, tamponade effusion)
  - Valvular disorders of the heart
  - Artificial Airways
  - Chest Trauma
  - Disorders Requiring Thoracic Surgery
- F. Hematology/Oncology/Immunology/Integumentary
  - Anemias
  - Pain
  - Palliative Care
  - Immunodeficiency and autoimmune disorders
  - HIV/AIDs
  - Allergic Disorders
  - Chronic, infectious and inflammatory disorders
  - Reconstructive facial surgery
- G. GI/GU
  - Pancreatitis
  - Hepatobiliary Obstruction
  - Liver Failure
  - ESRD with Dialysis

**EVALUATION**

**METHODS:**

Satisfactory completion of:

1. Four Exams (22% each) .....90%
2. Weekly Quizzes/Critical Thinking Exercises ..... 10%
3. Clinical Evaluation (see evaluation form and criteria below) .....P/F

**CLINICAL EVALUATION CRITERIA**

1. **Clinical – Pass/Fail** The student must have a satisfactory performance in each behavior listed in the AACN *The Essentials of Baccalaureate Education for Professional Nursing Practice* (1998). Provider of Care (p.16), Coordinator of Care (pp.16-17), and Member of a Profession (p.17) by the last clinical day or s/he will receive "0" quality points for Nursing 373.

Students participate in the process of self-evaluation via their weekly clinical evaluation forms and at the **end of the semester** by writing an evaluation of their performance using

the criteria from the essentials document. Strengths and growth needs should be identified. **Students are also requested to submit their learning needs at the beginning of the semester to their clinical faculty to facilitate relevant learning assignments throughout the semester.**

2. If a student's performance is unsatisfactory, the instructor will initiate an informal conference with the student and this will be reflected on the student's weekly evaluation.
3. Should the student's performance continue to be unsatisfactory, guidelines set forth in the student clinical contract will be enforced and the course coordinator for NURS 308 will participate in this process.

If the conditions of the contract are not met by the student, the student's clinical performance will be unsatisfactory and the student will receive "0" quality points for NURS 308.

**REQUIRED TEXT:**

Doenges, M. E., Moorhouse, M. F., & Geissler, A. C. (2000). *Nursing care plans* (5<sup>th</sup> ed.). Philadelphia: F. A. Davis.\*

Dudek, S. G. (2001). *Nutrition essentials for nursing practice* (4<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins Publishers.

\*Fischbach, F. (2000). *A manual of laboratory and diagnostic tests* (6<sup>th</sup> ed.).

**Philadelphia: Lippincott Williams & Wilkins**

Smeltzer, S., & Bare, B. (2004). *Brunner and Suddarth's textbook of medical-surgical nursing* (10<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins Publishers.

Schuster, P. M. (2002). *Concept mapping: A critical-thinking approach to care planning*. Philadelphia: FA Davis.

Deglin, J. H., Vallerand, A. H. (2001). *Davis's drug guide for nurses* (7<sup>th</sup> ed.). Philadelphia: FA Davis.

Gahart, B.L. & Nazareno, A.R. (2003). *2004 Intravenous Medications* (20<sup>th</sup> ed). St.Louis: Mosby

\*NCLEX Review Book of your choice!!!!

**OPTIONAL MATERIALS**

Boyer, M. J. (2004). *Study guide to accompany Brunner and Suddarth's textbook of medical-surgical nursing* (10<sup>th</sup> ed.). Philadelphia: Lippincott Williams and Wilkins.

*Mosby's medical, nursing, and allied health dictionary* (2001). (6<sup>th</sup> ed.). St. Louis: Mosby-Yearbook, Inc.

OR

*Taber's cyclopedic medical dictionary* (2001). (19<sup>th</sup> ed.). Philadelphia: F. A. Davis.

If you have already purchased different textbooks of the same type, there is no need to purchase the \* books. The requirement is that you have a nursing care plan book, a laboratory and diagnostic test reference, a drug guide with IV drugs, and a NCLEX – RN review text.

**REQUIRED  
TECHNOLOGY:**

Weekly quizzes will be given on-line. The student must have access to a computer or may utilize the computers in the Academic Computer Center or the Nursing Student Lounge.

**HONOR CODE:**

The faculty of the Francis Marion University Department of Nursing endorse the campus Honor Code and expect students to be familiar with and abide by its provisions. The Honor Code policy applies to all tests, written assignments, clinical behavior, clinical logs, medical record entries, and verbal and electronic communication.

**ACCOMMODATION  
OF DISABILITIES:**

*Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require FMU to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Director for Counseling and Testing. The Director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The Director can be reached at 843-673-1828. After consulting with the Director for Counseling and Testing, students are encouraged to meet with instructors to discuss their needs and, if applicable, any clinical safety concerns related to their disabilities.*

**PLAGIARISM STATEMENT**

Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or Internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some Internet documents, it still must be fully referenced.

Charges of plagiarism will result if you fail to provide adequate documentation of another person's words or ideas, whether published or unpublished. Additionally, the purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or

without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the FMU Honor Council.

Plagiarism of a portion of any assignment, either written or verbal, will result in the grade of zero being given for the entire assignment. Additionally, the faculty member may refer the event to the FMU Honor Council for further action. Suspension or dismissal from the university is an option provided for by the University's Honor Code for cases of academic misconduct.

If there is any portion of this policy that is unclear to you or that you wish to discuss further, please contact your course faculty member as soon as possible. To not do so indicates that you fully understand this policy.



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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURN 351

**Title:** Health Assessment and Promotion in Nursing Practice

Semester hours: 4 Clock hours: Lecture: 3 Laboratory: 3

Prerequisites: Corequisite: NURS 302

Enrollment expectation 6

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

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

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

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

Name of person preparing course description: Marty Hucks, MN, RN, FNP

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

This course provides the student the opportunity to develop and validate therapeutic nursing interventions necessary for health assessment, promotion and health protection for clients across the lifespan. Concepts considered essential for the practice of professional nursing are studied and core competencies needed to provide this care are validated. Major emphasis is placed on communication, teaching-learning, critical thinking, nutrition and diagnostic skills in relation to clinical decision-making and the delivery of nursing care.

Purpose:

1. For Whom (generally?)

A first semester course for the RN-BSN student.

2. What should the course do for the student?

Provide the student with the opportunity to differentiate professional nursing practice and to develop new skills in decision-making and care delivery.

Teaching method planned: Web-based instructional media, midterm supervised laboratory experiences, final demonstration, independent learning activities and written assignments.

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

Dillon, M. (2003). *Nursing Health Assessment*, Philadelphia: Davis, ISBN: 0803608837

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

Health history, physical assessment nutritional therapies, communication skills

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

9/03

**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**COURSE NUMBER:** NURN 351

**COURSE TITLE:** Health Assessment and Promotion in Nursing Practice

**COURSE CREDIT:** Four Semester hours (4:3-3)

**PLACEMENT IN CURRICULUM:** Semester One (RN-BSN)

**PRE OR COREQUISITES:** Professional Nursing and Nursing Practice NURN 303  
Pathophysiology NURN 302

**FACULTY:** Marty Hucks, MN, RN, FNP  
Instructor FMU University  
(843) 661-1695  
Office: Room MSB-201E

**COURSE DESCRIPTION**

This course provides the student the opportunity to develop and validate therapeutic nursing interventions necessary for health assessment, promotion and health protection for clients across the life span. Concepts considered essential for the practice of professional nursing are studied and core competencies needed to provide this care are validated. Major emphasis is placed on communication, teaching-learning, critical thinking, nutrition, and diagnostic skills in relation to clinical decision-making and the delivery of nursing care.

**EQUIPMENT AND SUPPLIES:**

- A bag for supplies
- Penlight
- Stethoscope
- Centimeter ruler
- Tongue blades
- Tape measure
- Reflex hammer
- Safety pin
- Cotton balls
- Visual acuity chart: Rosenbaum pocket vision screener

Patient gown  
Tuning Forks – 128 Hz & 512 Hz.

**REQUIRED**

**TEXT:**

Dillon, M. (2003). Nursing health assessment. Philadelphia: Davis. ISBN: 0803608837.

Dillon, M. (2003) Student laboratory manual for Nursing health assessment. Philadelphia: FA Davis. ISBN: 0-8036-0890-x.

Dudek, S.G. (2001). Nutrition handbook for nursing practice. 4<sup>th</sup> Edition. Philadelphia: Lippincott. ISBN: 0781723442.

Nursing diagnosis reference (your choice)

**COURSE**

**OBJECTIVES:**

At the conclusion of the course, the student will be able to:

1. Exhibit effective communication skills in the delivery of client care.
2. Demonstrate knowledge of teaching/learning theories for health promotion and disease prevention.
3. Demonstrate knowledge and appropriate skills used in assessing health status of clients within the context of their culture and environment.
4. Exhibit organizational skills in the provision of client care.
5. Demonstrate professional accountability and responsibility for actions and behaviors.
6. Utilize clinical judgment and decision-making skills to assist individuals to obtain optimal health.
7. Apply evidenced-based clinical practice guidelines related to health promotion and disease prevention for individuals.
8. Use information technologies to communicate health promotion and diseases prevention information to clients in a variety of settings.
9. Discuss nutrition guidelines and the use of nutrition as a complementary therapy.
10. Apply research-based nutrition guidelines for individuals across the life span within the context of their culture and environment.
11. Evaluate the efficacy of health promotion and education modalities for use in a variety of settings and with diverse populations.
12. Identify genetic factors and risks that influence the health of individuals.

**TEACHING**

**STRATEGIES:**

Web-based instructional media, midterm supervised laboratory experiences, final demonstration, independent learning activities written assignments.

**EVALUATION**

**METHODS:**

Satisfactory completion of:	Percent of Grade
<b>Clinical Components</b>	
Final Demonstration	25%
Health History	10%
Module Assignments	25%
<b>Theory Component</b>	
Module Tests	<u>40%</u>

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

Department/School: Nursing

Date: October 5, 2004

Course No. or Level: NURS 401

Title: Nursing Care of Children and Their Families

Same as NURN 402

Semester hours: 5 Clock hours: Lecture: 3 Laboratory: 6

Prerequisites: NURS 301, 303, 304, 305

Enrollment expectation 32

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

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

substitute \_\_\_\_\_  
(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: Deborah Berry-Taylor, MSN, RN

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

This course is designed to focus on children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. Children have the potential for a variety of responses in health and illness situations. Children's abilities to respond to changes in health status are examined within the context of their environment with an emphasis on the family. Nursing interventions that promote, maintain, or restore health and optimal

functioning are explored in relation to children and their families. Clinical experiences focus on nursing care of children and families in health care settings.

Purpose:

1. For Whom (generally?)

This is a senior level course in the baccalaureate nursing program.

2. What should the course do for the student?

Upon completion of the course, students should be able to assess, analyze and plan & deliver care to children of a variety of ages, within the context of the family. This course gives students the opportunity to recognize normal and altered developmental stages in children, and to deal with the differences that nurses face in the care of children versus adults.

Teaching method planned: Lecture, discussion, clinical conference, supervised clinical experience

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

Hockenberry, M.J., Wilson, D., Winkelstein, M.L., & Kline, N.E. (Eds.). (2003). *Wong's Nursing care of Infants and Children*. St. Louis: Mosby.

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

Promoting Child Health

- Anticipatory Guidance – Overview and Infancy
- Anticipatory Guidance – Early Childhood
- Anticipatory Guidance – Middle Childhood and Adolescence

Promoting Coping with Child Illness, Disability, and Death

- Responses of Children and Families to Acute Illness and Hospitalization
- Responses of Children and Families to Chronic Illness and Disability
- Responses of Children and Families to Life-Threatening Illness

Intervening with Alterations of Psychosocial Functioning

- Child Maltreatment

Managing Symptoms of Illness

- Fever and Manifestations of Respiratory Disorders
- Dehydration and Manifestations of Gastrointestinal Disorders

Intervening with Alterations of Physiological Functioning

- Altered Respiratory Function

- Altered Protection
- Altered Tissue Perfusion
- Altered Musculoskeletal Functioning
- Altered Nutrition
- Altered Neurological Functioning
- Altered Gastrointestinal Functioning
- Altered Fluid and Electrolytes
- Altered Fluid Volume

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

9/03



**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**COURSE NUMBER:** NURS 401

**COURSE TITLE:** Nursing Care of Children and their Families

**CREDIT HOURS:** 5 s. h. (5:3-6)

**PLACEMENT IN  
CURRICULUM:** Third semester

**PREREQUISITES:** NURS 301; NURS 303; NURS 304; NURS 305

**FACULTY:** Deborah Berry-Taylor, MSN, RN  
Course Coordinator  
Office: FMU 201-F

E-mail: Taylord@aol.com

**COURSE DESCRIPTION:**

This course is designed to focus on children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. Children have the potential for a variety of responses in health and illness situations. Children's abilities to respond to changes in health status are examined within the context of their environment including the family. Nursing interventions which promote, maintain, or restore health and optimal functioning are explored in relation to the children and their families. Clinical experiences focus on care of children and families in health care settings.

**COURSE OBJECTIVES:**

With successful completion of this course, the student will be able to:

1. Conduct comprehensive health assessment of selected children, with consideration of child, family, and community factors.
2. Analyze assessment data of children and their families, recognizing responses to actual or potential health problems and developmental norms.
3. Establish and implement a comprehensive plan of care based on nursing diagnoses and client preferences in collaboration with children, their families, and other health care providers.
4. Provide comprehensive, safe, organized, and developmentally appropriate care to children and their families.

5. Evaluate the quality of care in terms of client outcomes including understanding and satisfaction, health status, illness experiences, and cost effectiveness.
6. Integrate and apply clinical data, research findings, and theoretical knowledge of pathophysiology, growth and development, impact of illness on children and families, family and culture, economic and social influences, and nursing interventions in the management of nursing care with children and their families.
7. Use teaching to assist children and families concerning the promotion, maintenance, and restoration of health.
8. Exhibit effective communication in the delivery of care to children and their families.
9. Use clinical judgment and decision-making skills including an ethical decision-making framework to make decisions related to the nursing care of children and their families.
10. Exhibit professional behaviors, including accountability and responsibility for practice, in the delivery of nursing care to children and families.
11. Collaborate with clients, student peers, faculty, and other health care providers to improve health care for children and families.

## **CONTENT OUTLINE:**

### Perspectives of Nursing Care of Children and their Families (September 2, 2004)

#### Promoting Child Health

- ☉ Anticipatory Guidance – Overview and Infancy  
(September 9, 2004)
- ☉ Anticipatory Guidance – Early Childhood  
(September 9 and 16, 2004)
- ☉ Anticipatory Guidance – Middle Childhood and Adolescence  
(September 16, 2004)

#### Promoting Coping with Child Illness, Disability, and Death

- ☉ Responses of Children and Families to Acute Illness and Hospitalization  
(September 23, 2004)
- ☉ Responses of Children and Families to Chronic Illness and Disability  
(September 30, 2004)
- ☉ Responses of Children and Families to Life-threatening Illness  
(October 7, 2004)

#### Intervening with Alterations of Psychosocial Functioning

- ☉ Child Maltreatment  
(October 7, 2004)

### Managing Symptoms of Illness

- ☉ Fever and Manifestations of Respiratory Disorders  
(October 14, 2004)
- ☉ Dehydration and Manifestations of Gastrointestinal Disorders  
(October 14, 2004)

### Intervening with Alterations of Physiological Functioning

- ☉ Altered Respiratory Function  
(October 21, 2004)
- ☉ Altered Protection  
(October 21, 2004)
- ☉ Altered Tissue Perfusion  
(October 28, 2004)
- ☉ Altered Musculoskeletal Functioning  
(November 4, 2004)
- ☉ Altered Nutrition  
(November 4, 2004)
- ☉ Altered Neurological Functioning  
(November 11, 2004)
- ☉ Altered Gastrointestinal Functioning  
(November 11, 2004)
- ☉ Altered Fluid and Electrolytes  
(November 18, 2004)
- ☉ Altered Fluid Volume  
(November 18, 2004)

### TEACHING STRATEGIES:

Lecture, discussion, clinical conference, and supervised clinical practice.

### REQUIRED TEXTS:

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

### SUGGESTED TEXTS:

Green, M. (Ed.) (1998). *Bright futures: Guidelines for health supervision of infants, children, and adolescents pocket guide* (Rev. ed.). Arlington, VA: National Center for Education in Maternal and Child Health.

American Association of Colleges of Nursing. (1998). *The essentials of baccalaureate education for nursing practice*. Washington, DC: ACCN.

### EVALUATION METHODS:

% of final grade

Test #1	32.4%
Test #2	33.5%
Test #3	34.1%

**TESTS:**

There will be three tests in NURS 401. Sixty minutes will be allowed for the completion of each of the tests. Students will not have the opportunity to ask questions about test items during the period of the test. The student must achieve an average of 75% on the three tests in order to pass the course.

The correct answers to the test items will be available after the test is completed. It is recommended that students record their answers on a separate piece of paper to compare to the correct answers. If there are concerns about a test item, students are requested to submit in writing their concerns to the Course Coordinator by 4 p.m. the day of the test. Students are invited to review their individual answers by obtaining the test and answer sheet from the Course Coordinator.

**CLINICAL EXPERIENCES:**

Clinical experiences for NURS 401 will alternate weekly with NURS 403. Clinical time is a total of 90 hours per semester (approximately 13 hours per week) including one hour of preplanning time per week and clinical conference(s).

All clinical and laboratory hours are mandatory. Any missed clinical or laboratory hours must be made up by the end of the semester. The method of making up the missed clinical or laboratory hours is at the discretion of the clinical faculty in consultation with the course coordinator, but may include additional paper work, clinical time, etc. if a student lacks meeting the clinical and laboratory hours for the course by the end of the final examination period, the student will receive a grade of "I" (Incomplete) or "NP" (No Pass).

Attendance is expected at all clinical sessions. In the event of illness or lateness, the student is responsible for notifying the clinical unit and faculty. Thorough preparation for each clinical experience is an expectation. Dress in the clinical setting will follow the policy outlined in the *Department of Nursing Student Handbook*.

The clinical portion of NURS 401 is graded pass/fail. The student is expected to perform in a satisfactory manner in the clinical setting. Failure to do so will result in failure in the course (a 0.0 merit grade for NURS 401). Performance in the clinical setting will be evaluated on the knowledge and skills defined as necessary to fulfill the roles of the beginning professional nurse (provider of care, designer/manager/coordinator of care, and member of a profession) as outlined in *The Essentials of Baccalaureate Education for Professional Nursing Practice* by the American Association of Colleges of Nursing (1998) using the *Clinical Evaluation Tool*. In order to pass the course the student must perform in a satisfactory manner as outlined by this tool and accomplish the course objectives with moderate assistance from faculty and/or staff. The student will not be expected to deliver nursing care to groups of clients.

**HONOR CODE:**

The faculty of FMU University Department of Nursing endorses the campus Honor Code and expect students to be familiar with and abide by its provisions. The Honor Code policy applies to all tests, written assignments, clinical behavior, clinical logs, medical record entries, and verbal and electronic communication.

#### **PLAGIARISM STATEMENT:**

Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is theft of another person's words and ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or Internet sites and documents.

Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some Internet documents, it still must be fully referenced.

Charges of plagiarism will result if you fail to provide adequate documentation of another person's words or ideas, whether published or unpublished. Additionally, the purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the Francis Marion University Honor Council.

Plagiarism of a portion of any assignment, either written or verbal, will result in the grade of zero being given for the entire assignment. Additionally, the faculty member may refer the event to the FMU Honor Council for further action. Suspension or dismissal from the University is an option provided for by the FMU Honor Code for cases of academic misconduct.

If there is any portion of this policy that is unclear to you or that you wish to discuss further, please contact your course faculty member as soon as possible. To not do so indicates that you fully understand the policy.

#### **ACCOMMODATION OF DISABILITIES STATEMENT:**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require FMU to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Director for Counseling and Testing. The Director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The Director can be reached at 843-673-1828. After consulting with the Director for Counseling and Testing, students are encouraged to meet with instructors to discuss their needs and, if applicable, any clinical safety concerns related to their disabilities.

**TEST BLUEPRINTS**

<b>TEST</b>	<b>CONTENT</b>	<b>NUMBER OF QUESTIONS</b>	<b>% OF FINAL GRADE</b>
#1	IV and Drug Calculations	3	32.4%
	Perspectives of Nursing Care of Children And their Families	7	
	Promoting Child Health		
	Anticipatory Guidance – Overview and Infancy	10	
	Anticipatory Guidance – Early Childhood	10	
	Anticipatory Guidance – Middle Childhood and Adolescence	10	
	Promoting Coping with Child Illness, Disability, and Death		
	Responses of Children and Families to Acute Illness and Hospitalization	<u>15</u>	
		55	
	#2	IV and Drug Calculations	
Promoting Coping with Child Illness, Disability, and Death			
Responses of Children and Families to Chronic Illness and Disability		10	
Responses of Children and Families to Life-threatening Illness		5	
Intervening with Psychosocial Alterations			
Nursing Interventions in Child Maltreatment		10	
Managing Symptoms			
Fever and Respiratory Manifestations		7	
Dehydration and Gastrointestinal Manifestations		7	
Intervening with Physiological Alterations			
Altered Respiratory Function	10		
Altered Protection	<u>5</u>		
	57		
#3	IV and Drug Calculations	3	34.1%
	Intervening with Physiological Alterations		
	Altered Tissue Perfusion	10	
	Altered Musculoskeletal Functioning	10	
	Altered Nutrition	5	
	Altered Neurological Functioning	10	
	Altered Gastrointestinal Functioning	5	
	Altered Fluid and Electrolytes	10	
	Altered Fluid Volume	<u>5</u>	
	58		

## Perspectives of Nursing Care of Children and their Families

September 2, 2004

### Focus:

Perspectives on child health nursing including historical and current trends that influence working with children and their families will be discussed. The concept of child health will be presented using indicators of physical and social health. Family, cultural, and spiritual influences on the health care with children will also be discussed.

### Required Readings:

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

Perspectives of Pediatric Nursing	
Health during Childhood	pp. 1–13
Pediatric Nursing	pp.13–24
Social, Cultural, and Religious Influences	
on Child Health Promotion	
The Child and Family in North America	pp. 31–32
Subcultural Influences	pp. 34–38
Socioeconomic Influences	pp. 40–42
Cultural Influences	pp. 42–47
Health Beliefs and Practices	pp. 47–51
Religious Influences	pp. 57–63
Family Influences on Child Health Promotion	
General Concepts	pp. 65–69
Family Structure and Function	pp. 70–75
Family Roles and Relationships	pp. 75-81
Communication and Health Assessment of the Child and Family	
Family Assessment	pp. 160-164

## **Promoting Child Health**

Anticipatory Guidance - Overview and Infants  
September 9, 2004

Anticipatory Guidance – Early Childhood  
September 9 and 16, 2004

Anticipatory Guidance – Middle Childhood and Adolescence  
September 16, 2004

### **Focus:**

The focus of the unit is on anticipatory guidance as a strategy to promote health from infancy through adolescence. Specific examples of information utilized for anticipatory guidance as well as well child health supervision and immunizations will be discussed.

### **Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

Health Promotion of the Infant and Family	pp. 493-553 (9/3)
Health Promotion of the Toddler and Family	pp. 591-627 (9/3)
Health Promotion of the Preschooler and Family	pp. 628-648 (9/10)
Health Promotion of the School-age Child and Family	pp. 698-738 (9/10)
Health Promotion of the Adolescent and Family	pp. 802-838 (9/10)

### **Supplemental Readings:**

Green, M. (Ed.) (1998). *Bright futures: Guidelines for health supervision of infants, children, and adolescents pocket guide* (Rev. ed.). Arlington, VA: National Center for Education in Maternal and Child Health.

### **Useful information from Hockenberry, et al.:**

Growth Measurements	pp. 1881-1894
Denver II (Developmental Screening Test)	pp. 1874-1875

### **Useful Web sites:**

<http://www.brightfutures.org>  
<http://www.cdc.gov>

## **Promoting Coping with Child Illness, Disability, and Death**

Responses of Children and Families to Acute Illness and Hospitalization  
September 23, 2004

Responses of Children and Families to Chronic Illness and Disability  
September 30, 2004

Responses of Children and Families to Life-threatening Illness  
October 7, 2004



**Focus:**

Illness and hospitalization of a child can be a stressful experience for the child, parents, and siblings. The focus of this unit is on the responses of the child and family members in acute, chronic, and life-threatening illnesses. Nursing interventions to promote coping in various illness situations will be emphasized.

**Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong’s nursing care of infants and children*. St. Louis: Mosby.

Family-Centered Care of the Child During Illness and Hospitalization	pp. 1031-1100 (9/17)
Pediatric Variations of Nursing Interventions General Concepts Related to Pediatric Procedures	pp. 1102-1121 (9/17)
Communication and Health Assessment of the Child and Family Communicating with Families	pp. 143-153 (9/11)
Family-Centered Care of the Child with Chronic Illness or Disability	pp. 905-946 (9/23)
The Child with Cognitive, Sensory, or Communication Impairment Cognitive Impairment	pp. 977-994 (9/24)
Family-Centered End-of-Life Care	pp. 947-976 (10/1)

**Test #1**

September 30, 2004

Content	Questions
IV and Drug Calculations	3
Perspectives of Nursing Care of Children and their Families	7
Promoting Child Health	
Anticipatory Guidance – Overview and Infancy	10
Anticipatory Guidance – Early Childhood	10
Anticipatory Guidance – Middle Childhood and Adolescence	10
Promoting Coping with Child Illness, Disability, and Death Responses of Children and Families to Acute Illness and Hospitalization	<u>15</u>
	55

## **Intervening with Alterations of Psychosocial Functioning**

Child Maltreatment

October 7, 2004

### **Focus:**

Child maltreatment is one of the most significant social problems affecting children. The focus of the class is the assessment and intervention with the maltreated child and their family. The types of child maltreatment will be discussed.

### **Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

Health Problems in Early Childhood  
Child Maltreatment

pp. 683-695

## **Managing Symptoms of Illness**

Fever and Manifestations of Respiratory Disorders

October 14, 2004

### **Focus:**

Fever is one of the most common reasons for parents to seek health care for their children. Focus of this class will be the management of fever and symptoms of upper and lower respiratory disorders. Emphasis will be on teaching interventions to assist parents to manage fever and respiratory symptoms in their children.

### **Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

Pediatric Variations of Nursing Interventions

Controlling Elevated Temperature pp. 1130-1132

The Child with Respiratory Dysfunction

Respiratory Infection pp. 1343-1349

Upper Respiratory Tract Infections (URIs) pp. 1350-1361

Croup Syndromes pp. 1361-1365

Infections of the Lower Airways pp. 1365-1368

## **Managing Symptoms of Illness**

Dehydration and Manifestations of Gastrointestinal Disorders

October 14, 2004

### **Focus:**

Children are more vulnerable to fluid and electrolyte imbalances than adults. Vomiting and diarrhea occur as symptoms of gastrointestinal disease as well as symptoms of disease in other body systems that can lead to dehydration. Focus of this class will be on the assessment and management of dehydration, diarrhea, and vomiting.

### **Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

Balance and Imbalance of Body Fluids	pp. 1171-1203
Conditions That Produce Fluid and Electrolyte Imbalance Gastrointestinal (GI) Disorders	pp. 1207-1219

---

## **Intervening with Physiological Alterations**

Altered Respiratory Function

October 21, 2004

### **Focus:**

Acute and chronic conditions resulting in altered respiratory function are common in children. Knowledge needed for the nurse to make assessments, plan strategies of care and intervene in ways that promote growth and development of the child with altered respiratory function will be presented. Specific examples of conditions are pneumonia, asthma, and cystic fibrosis.

### **Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

The Child with Disturbance of Oxygen and Carbon Dioxide Exchange	
Assessment of Respiratory Function	pp. 1110-1317
Respiratory Therapy	pp. 1317-1323
The Child with Respiratory Dysfunction	
Pneumonia	pp. 1368-1371
Long-Term Respiratory Dysfunction	pp. 1383-1414

**Intervening with Alterations of Psychosocial and Physiological Functioning**  
 Nursing Interventions in Altered Protection  
 October 21, 2004

**Focus:**

Neoplastic disorders are the leading cause of death from disease in children past infancy. Knowledge necessary to make assessments, plan strategies of care and intervene in ways that promote the growth and development of a child with cancer will be presented. Leukemia will be a specific type of cancer used to illustrate application of the nursing process.

**Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

The Child with Cancer

pp. 1584-1640

**Test #2**

October 28, 2004

Content	Questions
IV and Drug Calculations	3
Promoting Coping with Child Illness, Disability and Death	
Responses of Children and Families to Chronic Illness and Disability	10
Responses of Children and Families to Life-threatening Illness	5
Intervening with Psychosocial Alterations	
Nursing Interventions in Child Maltreatment	10
Managing Symptoms	
Fever and Respiratory Manifestations	7
Dehydration and Gastrointestinal Manifestations	7
Intervening with Physiological Alterations	
Altered Respiratory Function	10
Altered Protection	<u>5</u>
	57

**Intervening with Alterations of Physiological Functioning**  
 Altered Tissue Perfusion

October 28, 2004

**Focus:**

Tissue needs oxygen to survive. Knowledge needed for the nurse to make assessments, plan strategies of care and intervene in ways that promote growth and development of children with alterations in tissue perfusion will be presented. Children with congenital heart defects and sickle cell disease will be utilized as examples.

**Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

The Child with Cardiovascular Dysfunction	
Cardiac Structure and Function	pp. 1468-1474
Congenital Heart Disease	pp. 1474-1509
The Child with Hematologic or Immunologic Dysfunction	
Anemias Caused by Increased Destruction of Red Blood Cells	pp. 1546-1559

---

**Intervening with Alterations of Psychosocial and Physiological Functioning**

Altered Musculoskeletal Functioning

November 4, 2004

**Focus:**

The musculoskeletal system provides the framework for the human body. Knowledge needed for the nurse to make assessments, plan strategies of care, and intervene in ways that promote growth and development of children with alterations in musculoskeletal functioning will be presented. Children with cerebral palsy, scoliosis, juvenile arthritis, muscular dystrophy, and fractures will be utilized as examples.

**Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

The Child with Musculoskeletal or Articular Dysfunction	
The Immobilized Child	pp. 1761-1776
The Child with a Fracture	pp. 1776-1795
Musculoskeletal Dysfunction	pp. 1807-1816
Skeletal and Articular Dysfunction	pp. 1820-1827
The Child with Neuromuscular or Muscular Dysfunction	
Neuromuscular Dysfunction	pp. 1832-1845

**Muscular Dysfunction**

**pp. 1864-1867**

## **Intervening with Alterations of Physiological Functioning**

Altered Nutrition

November 4, 2004

### **Focus:**

Nutritional disturbances in children may result from structural disorders of the GI tract, malabsorption of nutrients, and dietary deficiencies. The focus of the class will be nursing approaches to optimize the nutritional status of children with common nutritional disturbances. Specific examples will be celiac disease, iron deficiency anemia, and failure to thrive.

### **Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

Balance and Imbalance of Body Fluids	
Total Parenteral Nutrition	pp. 1203-1204
The Child with Gastrointestinal Dysfunction	
Malabsorption Syndromes	pp. 1450-1454
The Child with Hematologic or Immunologic Dysfunction	
Red Blood Cell Disorders	pp. 1535-1542
Anemia Caused by Nutritional Deficiencies	pp. 1542-1546
Health Problems During Infancy	pp. 574-578

---

## **Intervening with Alterations of Physiological Functioning**

Altered Neurological Functioning

November 11, 2004

### **Focus:**

Altered neurologic functioning may be acute or chronic. Knowledge needed for the nurse to make assessments, plan strategies of care and intervene in ways that promote growth and development of a child with altered neurologic function will be presented. Children with seizures, meningitis, neural tube defects, and hydrocephalus will be utilized as examples.

### **Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

The Child with Cerebral Dysfunction

Increased Intracranial Pressure (ICP)	pp. 1645-1646
Evaluation of Neurologic Status	pp. 1646-1654
Intracranial Infections	pp. 1676-1682
Seizure Disorders	pp. 1684-1698
Conditions Caused by Defects in Physical Development Malformations of the Central Nervous System (CNS)	pp. 423-443

---

## **Intervening with Alterations of Physiological Functioning**

Altered Gastrointestinal Function  
November 11, 2004

### **Focus:**

Altered functioning of the gastrointestinal tract may interfere with digestion and the absorption of nutrients. Knowledge needed for the nurse to make assessments, plan strategies of care and intervene in ways that promote growth and development of a child with altered gastrointestinal function will be presented. Children with constipation, cleft lip and palate, Hirschsprung disease, hypertropic pyloric stenosis, and intussusception will be utilized as examples.

### **Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong's nursing care of infants and children*. St. Louis: Mosby.

The Child with Gastrointestinal Dysfunction	
Clinical Manifestations of Gastrointestinal Dysfunction in Children	p. 1420
Gastrointestinal Diagnostic Procedures	pp. 1420-1422
Disorders of Motility	pp. 1424-1428
Obstructive Disorders	pp. 1446-1449
Conditions Caused by defects in Physical Development Disorders of the Gastrointestinal Tract	pp. 454-463

---

## **Intervening with Alterations of Physiological Functioning**

Altered Fluid and Electrolytes  
November 18, 2004

### **Focus:**

Burns can range from a minor local injury to multisystem involvement in major burn. Knowledge needed to assess, plan, and intervene with children experiencing altered fluid and electrolytes related to burns will be discussed. In addition, wound care,



nutritional needs, psychological support, and the prevention of mobility problems will be addressed.

**Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong’s nursing care of infants and children*. St. Louis: Mosby.

Conditions that Produce Fluid and electrolyte Imbalance  
 Burns pp. 1227-1253

---

**Intervening with Alterations of Physiological Functioning**

Nursing Interventions in Altered Fluid Volume  
 November 18, 2004

**Focus:**

Renal disorders may alter fluid volume for children. Knowledge needed to assess, plan, and intervene with children experiencing altered fluid volume will be discussed. Nephrotic syndrome and acute post-streptococcal glomerulonephritis will be used as examples.

**Required Readings:**

Hockenberry, M. J., Wilson, D., Winkelstein, M. L., & Kline, N. E. (Eds.). (2003). *Wong’s nursing care of infants and children*. St. Louis: Mosby.

The Child with Renal Dysfunction  
 Glomerular Disease pp. 1270-1279

**Test #3**

December 2, 2004

Content	Questions
IV and Drug Calculations	3
Intervening with Physiological Alterations	
Altered Tissue Perfusion	10
Altered Musculoskeletal Functioning	10
Altered Nutrition	5
Altered Neurologic Functioning	10
Altered Gastrointestinal Functioning	5
Altered Fluid and Electrolytes	10
Altered Fluid Volume	<u>5</u>
	58

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 402

**Title:** Population Focused Nursing

Same as NURN 402

Semester hours: 5 Clock hours: Lecture: 3 Laboratory: 6

Prerequisites: NURS 301, 302, 303, 304, 305

Enrollment expectation 32

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

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

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

alternate NURN 402 \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Julia Hucks, RN, MN, FNP-C

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

This course is designed to develop students' knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Emphasis is placed on community assessment strategies, community partnerships, the design, implementation, and evaluation of interventions for health promotion and/or disease

prevention, and health policy implications. Content and practicum experiences are based on Healthy People 2010, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Clinical experiences will include the application of theory in the development of a community population health project with a specific population in a community setting, as well as a variety of experiences in clinics and home health agencies.

Purpose:

1. For Whom (generally?)

This is a senior level course in the baccalaureate nursing curriculum.

2. What should the course do for the student?

Students learn to apply health promotion and disease prevent knowledge and skills in the public health setting.

Teaching method planned: Lecture, clinical practice, project

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

Anderson, E.T. & McFarlane, J., Eds. (2004). *Community as Partner: Theory and Practice in Nursing*, (4<sup>th</sup> ed.). Philadelphia: Lippincott, Williams & Wilkins.

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

- The History of Public Health Nursing
- Nursing Process: Analysis (Epidemiology & Demography)
- Nursing Process: Community & Population Assessment; Family Assessment
- Nursing Process: Planning, Implementing Interventions, Evaluating: Levels of Prevention, Vaccination as an example
- Communicable Disease Presentations
- Cultural Considerations
- Public Health Policy (we will have a debate regarding the causes of and appropriate interventions for poverty)
- Vulnerability: An overview; Health Disparities
- Health Promotion
- Environment & Disaster Preparedness
- Global Health; Future Trends

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

9/03

Fall 2004

**Francis Marion University  
Department of Nursing**

**Course Name:** Population Focused Nursing

**Course Number:** NURS-402

**Credit Allocation:** 5 semester hours (5:3-6)

**Faculty:** Marty Hucks, RN, MN, FNP-C  
Instructor  
MSB 201  
661-1695  
626-7092 (beeper)  
[jhucks@fmarion.edu](mailto:jhucks@fmarion.edu)

**Administrative Assistant:** Ms. Bonita McFadden  
661-1691

**Course Description:**

This course is designed to develop students' knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, environmental models, and epidemiological methods in working with populations in the community. Emphasis is placed on community assessment strategies, community partnerships, the design, implementation, and evaluation of interventions for health promotion and/or disease prevention, and health policy implications. Content and practicum experiences are based on the ANA Scope and Standards of Practice for Public Health Nursing and the Association of Community Health Educators Essentials of Baccalaureate Education for Community Health Nursing. Clinical experiences will include the application of theory in the development of a community/population project with a specific population in a community setting. Each student will also have a variety of experiences in clinics, schools, home health agencies, and other selected sites.

### **Course Objectives:**

1. Examine the meaning of community, population health, and public health.
2. Analyze social, cultural, economic, geographic and political factors for impact on the health of populations across the lifespan.
3. Use selected conceptual frameworks to guide nursing practice with communities and populations.
4. Apply epidemiological principles and methods in assessment, program planning, and evaluation with populations and/or communities.
5. analyze the impact of environmental, social, and behavioral risk factors on the health of the community.
6. Develop and implement health promotion and disease prevention interventions for vulnerable populations across the lifespan.
7. Evaluate the efficacy of health promotion/disease prevention and health education modalities for use with diverse populations.
8. Collaborate with appropriate health and community team members in the development, implementation, and evaluation of population health interventions.
9. Analyze the impact of state and/or national legislation on the health of a selected population group.
10. Explore a variety of community/population/public health nursing roles.
11. Use information technology to collect data about the community/population to guide development of nursing interventions.
12. Use current nursing and related research literature from relevant disciplines to guide nursing practice with populations.
13. Demonstrate cultural competence in the delivery of nursing care to population groups.
14. Demonstrate professional responsibility in carrying out nursing responsibilities.

**Textbook:** Anderson, E.T. & McFarlane, J., Eds. (2004). *Community as Partner: Theory and Practice in Nursing*, 4<sup>th</sup> Ed. Philadelphia: Lippincott, Williams & Wilkins.

Suggested: Stanhope & Lancaster (2001). *Handbook of Public and Community Health Nursing Practice*, 2nd Ed. St. Louis: Mosby.

### **Class Schedule:**

Lectures: Tuesdays 12:45- 4:00

Clinical: Thursdays 8:30-2:30

**Evaluation Methods:**

Book Review	15%
Communicable disease report	15%
Midterm exam	20%
Clinical project	25%
Participation/journals	10%
Final exam/paper	15%

**Course Policies:**

**Clinical Attendance:** All clinical and laboratory hours are mandatory. Any missed clinical/laboratory hours must be made up by the end of the semester.

The method for making up the missed clinical/laboratory hours is at the discretion of the clinical faculty in consultation with the course coordinator, but may include additional paper work, clinical time, etc.

If a student lacks the required clinical/laboratory hours for the course by the end of the final examination period, the student will receive a grade of "I" or "NP".

Punctuality is imperative. Should unforeseen circumstances force the student to be absent from or more than five minutes late to the clinical site, the student MUST notify both the course instructor and the preceptor. Excessive tardiness, absences, or other unprofessional behavior will not be tolerated.

It is the responsibility of the student in the precepted setting to keep a running log of clinical activities, including an accounting of time spent in the clinical site. The student must NEVER be in a precepted clinical situation without the instructor's knowledge. The preceptored clinical experience, designed to increase the student's satisfaction with clinical by increasing autonomy and role comprehension, is based on trust. Misrepresenting clinical time, lying, cheating, plagiarizing, etc. is in violation of the Honor Code and could result in failure of the course or dismissal from the program. The student is expected to uphold moral and professional standards at all times.

**Clinical Dress Code:** For the safety and well-being of the student, the required dress is clothing that is conservative and

professional in appearance. Acceptable dress includes a white shirt/blouse or polo shirt, paired with black or navy blue slacks or skirt (not a mini and not with high slits). Shoes are to be closed toe and heel. FMU lab coats should be worn when conducive to the setting. Under clothing should not be visible at all. Scrubs are not appropriate. Nails should be SHORT. Jewelry should be kept to a minimum. Not only can jewelry provide a breeding ground for bacteria, it can act as a barrier between the nurse and the client who is less privileged.

**Plagiarism Policy:** Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some internet documents, it still must be fully referenced. The purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the College of Nursing Honor Council; a grade of zero for any plagiarized assignment will be issued.

### **Guidelines for Graded Work:**

#### **Book Review of The Demon in the Freezer by Richard Preston**

**Due: Sept 21**

- (15 pts) Summarize the story
- (30 pts) Describe the relevance of infectious diseases (now, in the past, and in the future)
- (25 pts) Describe small pox in detail; include some historical information
- (10 pts) What was your favorite character in the story and why?
- (10 pts) What did the characters do right, and what did they do wrong?
- (10 pts) Conclusion, Grammar, Readability

#### **Communicable Disease Presentation:**

**Due: October 19**

Select one of the following topics and prepare a report to be presented to your classmates.  
Measles, Mumps, HIV/AIDS, rabies, chickenpox, gonorrhea/Chlamydia, pertussis, plaque, influenza, impetigo, hepatitis, botulism, cholera, meningitis

Use the following outline to guide your presentation

40 pts epidemiology of the disease (chain of infection: agent, reservoir, portal of exit, mode of transmission, portal of entry, host)

20 pts incidence & prevalence data

40 pts management (primary, secondary and tertiary prevention for individuals, families/groups, and communities/populations)

**Clinical Project:**

**Due: Oct 5 a written proposal**

**Due: Dec. 2 final product**

(25 pts) introduction/description of the problem and assessment data (should include epidemiological data regarding the problem in the focus population and a needs assessment

(10 pts) plan/description of desired outcomes & how these will be measured

(15 pts) description of methods/interventions

(15 pts) description of outcomes/plans for future evaluation

(10 pts) conclusion/implications for future study

(5 pts) grammar, style, etc

(20 pts) poster (needs one page abstract to pass out)

**Course Outline:**

**8/31/04**

Course Orientation

The History of Public Health Nursing

**Reading Assignment:**

Anderson & McFarlane, Chapters 1 & 14

Stanhope & Lancaster p 33, 50-56

**9/7/04**

Nursing Process: Analysis (Epidemiology & Demography)

**Reading Assignment:**

Anderson & McFarlane, Chapter 2

**9/14/04**

Nursing Process: Community & Population Assessment; Family Assessment

**Reading Assignment:**

Anderson & McFarlane, Chapters 8&9



Stanhope & Lancaster pp 71-93; 154-215  
Using the community assessment wheel, answer question #2 on p219  
& record in your journal prior to class

**9/21/04**

Nursing Process: Planning, Implementing Interventions,  
Evaluating:  
Levels of Prevention  
Vaccination as an Example

**Reading Assignment:**

Anderson & McFarlane, Chapters 11, 12, 13, 17  
Answer Vaccination questions in journal prior to class  
[http://www.cdc.gov/pcd/issues/2004/jan/03\\_0012.htm](http://www.cdc.gov/pcd/issues/2004/jan/03_0012.htm)

**9/28/04**

continued from above

**Reading Assignment:**

Anderson & McFarlane, Chapters 12, 16, 21  
Stanhope & Lancaster pp 666-679  
Case study on pp 416-417

**10/05/04**

Midterm

**10/12/04**

No class scheduled  
Attend VC Phillips Day in Columbia, SC (optional)

**10/19/04**

Communicable Disease Presentations

**Reading Assignment:**

Stanhope & Lancaster pp 524-561

**10/26/04**

Cultural Considerations

**Reading Assignment:**

Anderson & McFarlane, Chapter 6  
Answer ethnicity questions & record in journal prior to class

**11/02/04**

Public Health Policy  
We will have a debate regarding the causes of & appropriate  
interventions for poverty

**Reading Assignment:**

Anderson & McFarlane, Chapters 4 & 7

**11/09/04**

Vulnerability: an overview  
Health Disparities

**Reading Assignment:**

Anderson & McFarlane, Chapters 5 & 21

**11/16/04**

Health Promotion

**Reading Assignment:**

Anderson & McFarlane, Chapter 8  
<http://www.healthypeople.gov>  
Stanhope & Lancaster pp 417-471

**11/23/04**

Environment & Disaster Preparedness

**Reading Assignment:**

Anderson & McFarlane, Chapter 3  
Stanhope & Lancaster pp. 97-149

**11/30/04**

Global Health  
Future Trends

**12/07/04**

Final (paper)

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 403

**Title:** Women's Health Nursing

Semester hours: 5 Clock hours: Lecture: 3 Laboratory: 6

Prerequisites: NURS 301, 302, 303, 304, 305, 306, 307, 308

Enrollment expectation 32

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

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

substitute \_\_\_\_\_  
(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: Karen Thompson, MN, RN, WHNP

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

The course covers the health care needs of the woman from menarche to menopause, with specific focus on pregnancy and childbearing. Nursing's role in promoting health and fostering positive parenting is present. Clinical experiences focus on care of the childbearing woman and newborn in a variety of settings.

Purpose:

1. For Whom (generally?)

This is a senior level course in the BSN program.

2. What should the course do for the student?

The student should gain knowledge of women's health through the life span. Students learn to care for women during pregnancy, birth and for the mother and baby postpartum.

Teaching method planned: Lecture, case studies, multimedia, guest speakers, group work reading, critical thinking activities

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

Lowdermilk, D. & Perry, S. (2004) Maternity & Women's Health Care, (8<sup>th</sup> ed.). St. Louis, MO: Mosby.

Piotrowski, K.A. (2004). Study Guide to Accompany Maternity Nursing. St. Louis, MO: Mosby.

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

1. Describe the historical evolution and current philosophy of women's health care.
2. Demonstrate effective communication and collaboration in working with the woman, her family, and other members of the health care team.
3. Base nursing practice on the theoretical and empirical knowledge of normal and selected abnormal patterns of biophysical and psychosocial response of the woman, fetus, newborn, and family.
4. Examine the changing health care needs of the woman across the lifespan.

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

9/03

Francis Marion University  
Department of Nursing

Course Number:	NURS 403
Course Title:	Women's Health Nursing
Credit Hour Allocation:	5 s.h. (5:3-6)
Semester:	Fall 2004
Prerequisites	NURS 301,302,303,304,305,306,307,308

Faculty

Karen Thompson, MN, RN, WHNP  
Course Instructor / Clinical Instructor  
FMU Office: (843) 661-4656  
FAX: (843) 661-1696  
Email: [kthompson@fmarion.edu](mailto:kthompson@fmarion.edu)  
Room 201C McNair Science Building

Clinical Faculty

Dawn Todd, BSN, RN  
Clinical Instructor  
Home: 661-5843  
Cell phone: 496-8326  
Work (Carolina's Women's Center): 674-4610  
Email: [rtodd2@sc.rr.com](mailto:rtodd2@sc.rr.com)

Course Description

NURS 403. Women's Health Nursing. The course examines the health care needs of the woman across the lifespan, with specific emphasis on the childbearing family. The role of nursing in promoting health, fostering positive parenting, and advocating for vulnerable clients is presented. The course applies nursing process, theory, and research with an emphasis on development of critical thinking skills in the treatment of human responses to the health needs of women, families, and neonates.

Course Objectives:

At the conclusion of the course, the student will be able to:

1. Describe the historical evolution and current philosophy of women's health care.
2. Demonstrate effective communication and collaboration in working with the woman, her family, and other members of the health care team.
3. Base nursing practice on the theoretical and empirical knowledge of normal and selected abnormal patterns of biophysical and psychosocial response of the woman, fetus, newborn, and family.

4. Examine the changing health care needs of the woman across the lifespan
5. Examine the changing health needs of the fetus/neonate during gestation and in the neonatal period.
6. Use nursing process based on standards of nursing practice to carry out a plan of care that is agreed upon with the woman and family.
7. Anticipate and manage care for common health alterations that occur during the reproductive years.
8. Demonstrate sensitivity to personal and cultural influences on sexuality and childbearing.
9. Exhibit professional and caring behaviors, which reflect highest standards for the nursing care of women and their babies.
10. Integrate into a personal philosophy the knowledge, skills, and values that are essential to professional nursing practice in the care of the young family.
11. Identify the legal, economic, and policy issues that impact the care of families.
12. Use information technologies to enhance own knowledge base.
13. Perform technical/psychomotor skills in a safe and appropriate manner.
14. Examine selected ethical issues and genetic factors that influence the health care needs of vulnerable individuals.

**Teaching Strategies:**

Lecture, discussion, case studies, multimedia materials, guest speakers, group activities, required readings, critical thinking activities.

**Required Textbooks**

Lowdermilk, D. & Perry, S. (2004). Maternity & Women’s Health Care, 8<sup>th</sup> Ed. St. Louis: . Mosby. ISBN: 0-323-02008-9

Piotrowski, K.A. (2004). Study Guide to Accompany Maternity Nursing. St. Louis: Mosby. ISBN: 0-323-02719-9

**Evaluation Methods:**

Unit Exam	25%
Unit Exam II	25%
Final Exam	25%
Blackboard Quizzes	5%
Group Project	20%
<b>Total</b>	<b>100%</b>

Students must achieve a 75% average or above on the course exams to be successful in the course.

**Clinical performance is graded pass/fail, based on the current guidelines of the American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice. The student must pass the clinical component to pass the course. A clinical failure results in a grade of “0.0” for the course.**

**Attendance**

**Students are expected to attend ALL classes and clinical experiences. Please be on time as late arrival is disruptive to faculty and students. Attendance will be taken at each**

**class. Clinical Make ups will be during final exam week. It is expected that examinations will be taken on time. The faculty reserves the right to administer an essay make-up exam. In case of absence to class or clinical, notify the instructor PRIOR to the experience.**

**Please note, failure to notify the instructor of a clinical absence will result in an unsatisfactory for the clinical experience.**

## **HONOR SYSTEM**

The faculty of FMU Department of Nursing endorses the campus Honor Code and expects students to be familiar with and abide by its provisions. The Honor Code policy applies to all tests, written assignments, clinical behavior, clinical logs, medical record entries, and verbal and electronic communication.

## **ACCOMMODATION OF DISABILITIES**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require FMU to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Director for Counseling and Testing. The Director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The Director can be reached at 843-673-1828. After consulting with the Director for Counseling and Testing, students are encouraged to meet with the instructors to discuss their needs and, if applicable, any clinical safety concerns related to their disabilities.

## **PLAGIARISM STATEMENT:**

Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or Internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some Internet documents, it still must be fully referenced.

Charges of plagiarism will result if you fail to provide adequate documentation of another person's words or ideas, whether published or unpublished. Additionally, the purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the FMU Honor Council.

Plagiarism of a portion of any assignment, either written or verbal, will result in the grade of zero being given for the entire assignment. Additionally, the faculty member may refer the event to the FMU Honor Council for further action. Suspension or dismissal from the university is an option provided for by the University's Honor Code for cases of academic misconduct.

If there is any portion of this policy that is unclear to you or that you wish to discuss further, please contact your course faculty member as soon as possible. To not do so indicates that you fully understand this policy.

*Note: The course coordinator reserves the right to make changes or adaptations to this syllabus during the academic semester as deemed necessary.*

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 404

**Title:** Health Care System and Policy

Same as NURN 404

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

Prerequisites: All NURS 300 level courses

Enrollment expectation 32

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

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

substitute \_\_\_\_\_  
(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: Julia Hucks, RN, MN, FNP-C

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

This course focuses on health policy and issues that affect consumers of health care and nursing practice. The organization of the American health care system and the policy making process are explored and the legal, political, economic, social and environmental influences are analyzed.

Purpose:

1. For Whom (generally?)



A senior level course for generic BSN or RN-BSN students.

2. What should the course do for the student?

Students learn the positive and negative aspects of the American health care system. Organization of health care systems, policy making process are explored as well as the legal, social, political, economical and environmental issues that influence healthcare policy making.

Teaching method planned: Lecture, discussions, debates, internet searchers, critiques and analysis will be used to explore how the health care system of the United States is affected by policy.

Textbook and/or materials planned (including electronic/multimedia): No textbook is required.

Required:

Lee, P.R. & Estes, C.L. (2003). *The Nation's Health*, 7<sup>th</sup> Edition Sudbury, MA: Jones & Bartlett Publishers. ISBN 0-7637-10759-7

Recommended:

*Health & Health Care 2010, The Forecast, The Challenge*, 2<sup>nd</sup> Edition. Jossey-Bass A. Wiley Company. ISBN 0-7879-5974-x.

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

- Principles of Policy and Politics in Nursing and Health Care
- Federal and SC Health Care Agenda
- International Health Care Systems
- Issue development of policy and politics
- Power and Politics in Nursing
- Political Action
- Professional Organizations
- Nurse Practice Act
- Issues in Advanced Practice
- Legal and Ethical Issues

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

9/03

**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**COURSE NUMBER:** NURS 404

**COURSE TITLE:** Health Care Systems and Policy

**CREDIT:** 3 s.h. (3:3)

**SEMESTER AND**

**YEAR:** 4<sup>TH</sup> Semester Traditional BSN; 2<sup>nd</sup> Semester RN-BSN

**PREREQUISITES/COREQUISITES:** Completion of all 300 level courses

**FACULTY:** Julia Marty Hucks, MN, RN, FNP  
Instructor FMU University  
(843) 661-1695  
Office: Room MSB-201E

**COURSE DESCRIPTION:**

This course focuses on health policy and issues that affect consumers of health care and nursing practice. The organization of the health care system and the policy making process are explored and the legal, political, economic, social and environmental influences are analyzed.

**COURSE**

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

1. Compare and contrast the organization of the American Health Care system with that of other industrialized nations.
2. Analyze the health policy process in the United States at the local, state and national levels.
3. Analyze legal, political, economic, social and environmental factors that influence health and health policy development.
4. Explore the political strategies that influence health care policy at the local, state and federal level.
5. Demonstrate critical thinking skills by analyzing a health care issue and discussing the effects of policy on that issue.
6. Communicate effectively with policy leaders about issues and policies affecting consumers of health care and nursing.
7. Describe how issues related to cost, quality and access to the health care system affect nursing and the health of society.

## **CONTENT OUTLINE:**

### Topic

1. In-class course introduction
2. Review of policy websites  
Policy websites assignment due
3. Health Care in the US mini-lecture  
Health Care in the US assignment due
4. Health Care Around the World mini-lecture. Assignment One due
5. Health Care Around the World: Assignment Two due.
6. Policy and Politics mini-lecture: Part One  
letter to politician
7. Policy and Politics mini-lecture: Part Two  
HHS Budget assignment due
8. Medicare, Medicaid, and S-CHIP mini-lecture  
Medicare assignment due
9. State of the Nation's Health  
Final paper due
10. In-class meeting; critique of Blackboard paper due

## **EVALUATION**

### **METHODS:**

Course participation	10%
Assigned modules, including comprehensiveness and on-time submission	70%
Final paper	10%
Final critique of Blackboard and attendance at final class	10%

**Through the use of computer technology, an on-line learning community will be developed. On-line discussions, debates, critiques and analysis will be used to explore how the health care system of the United States is affected by policy. Emphasis will be given on originality, attention to detail, critical thinking ability, and organization of thoughts and materials. APA format is required.**

**REQUIRED TEXT:**           **The Nation's Health**, 7<sup>th</sup> Edition. Sudbury MA: Jones & Bartlett Publishers. ISBN 0-7637-10759-7. Highly Recommended: **Health & Health Care 2010, The Forecast, The Challenge**, 2<sup>nd</sup> Edition. Jossey-Bass A Wiley Company. ISBN 0-7879-5974-x.

**REQUIRED TECHNOLOGY:**           **It is strongly advised that one becomes proficient with computers, online access, and Blackboard.**

**HONOR CODE:**                   The faculty of the FMU Department of Nursing endorse the Campus Honor Code and expect students to be familiar with and abide by its provisions. The Honor Code policy applies to all tests, written assignments, clinical behavior, clinical logs, medical record entries, and verbal and electronic communication.

**ACCOMMODATION OF DISABILITIES:**           Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require FMU to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Director for Counseling and Testing. The Director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The Director can be reached at 843-673-1828. After consulting with the Director for Counseling, and Testing, students are encouraged to meet with instructors to discuss their needs and, if applicable, any clinical safety concerns related to their disabilities.

**PLAGIARISM  
STATEMENT:**

Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or Internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some Internet documents, it still must be fully referenced.

Charges of plagiarism will result if you fail to provide adequate documentation of another person's words or ideas, whether published or unpublished. Additionally, the purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the FMU Honor Council.

Plagiarism of a portion of any assignment, either written or verbal, will result in the grade of zero being given for the entire assignment. Additionally, the faculty member may refer the event to the FMU Honor Council for further action. Suspension or dismissal from the university is an option provided for by the University's Honor Code for cases of academic misconduct.

If there is any portion of this policy that is unclear to you or that you wish to discuss further, please contact your course faculty member as soon as possible. To not do so indicates that you fully understand this policy.

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 405

Same as NURN 405

**Title:** Leadership and Management in Nursing

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

Prerequisites: Completion of all 300 level courses.

Enrollment expectation: 32

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

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

substitute \_\_\_\_\_  
(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: M.E. Howell, MN, RNC

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

Date of Implementation: To be published in the FMU catalog 2005-2006.

Date of School/Department approval: September 2004

Catalog description:

This course provides the student with the opportunity to explore the leadership behaviors and organizational structures that enhance the delivery of client care. Management techniques and nursing care decisions are examined by incorporating knowledge of various health care organizations and financing of health care delivery systems. Emphasis is on organizational roles, legal responsibilities and implications for professional nursing practice.

Purpose:

1. For Whom (generally?)

A senior level course for all generic BSC and RN-BSN students.

2. What should the course do for the student?

Gives the student the opportunity to experience and analyze leadership behaviors and organizational structures and their influence on patient care delivery. A component of financial management is included.

Teaching method planned: Lectures, audiovisual aids, guest speakers, assigned readings, writing assignments, class discussion, and class exercises.

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

Tappen, R. (2001). *Nursing Leadership and Management: Concepts and Practice* (4<sup>th</sup> ed.). Philadelphia: F.A. Davis.

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

Leadership behaviors, organization structures, management ethics, managing change, financial management, legal issues, evidence based care

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

9/03

**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**NURS 405**

**FALL 2003**

**COURSE NUMBER:** NURS 405

**COURSE TITLE:** Leadership and Management in Nursing

**FACULTY:** Mary Ellen Howell, RNC, MN  
**Course Coordinator**  
Phone: (O) 661-4659 @ 378-1569  
Office Hours: as posted and by appointment

**CREDIT:** Three semester hours (3:3)

**ALLOCATION:** 3hrs/week class X 14 weeks  
**Friday, 12:45-4:00 p.m.**  
**LSF 101**

**PLACEMENT IN CURRICULUM:** Semester III for Combined and Basic BSN Students  
Semester II for RN-BSN students

**PREREQUISITE:** Completion of all 300 level courses

**COURSE DESCRIPTION:** This course provides the student with the opportunity to explore the leadership behaviors and organizational structures that enhance the delivery of client care. Management techniques and nursing care decisions are examined by incorporating knowledge of various health care organizations and finances health care delivery systems. Emphasis is on organizational roles, legal responsibilities, and implications for professional nursing practice.

**COURSE OBJECTIVES:** Upon completion of this course, the student will be able to:

1. Examine concepts and theories of leadership and management in coordinating, managing, and evaluating client care.
2. Discuss outcome-based practice for patients relative to quality of care and cost-effectiveness.



3. Explore the role of the nurse leader as a facilitator of professional development of self and others.
4. Discuss power as it is acquired and managed in health care settings.
5. Examine organizational structures and their impact on the provision of patient care.
6. Examine strategies for communication and collaboration with diverse clients and disciplines.
7. Analyze the role of the nurse in securing and allocating resources.
8. Discuss strategies for effectively managing change.
9. Discuss professional behaviors, legal and ethical responsibilities, and personal accountability as a nurse leader and manager of effective health care delivery.
10. Examine personal leadership style in relation to professional growth and life long learning.
11. Examine provision of evidence-based nursing care to individuals, families, groups and populations across the life-span within the context of their culture and environment.
12. Discuss importance of information technology in documenting and evaluating patient care, as well as enhancing patient education and one’s own knowledge base.

**STANDARDS:**

Students in NURS 405 are required to adhere to the standards expressed in the College of Nursing Student-Handbook (2003-2004).

**REQUIRED TEXT:**

Tappen, R. (2001). Nursing Leadership and Management: Concepts and Practice (4<sup>th</sup> ed.). Philadelphia: F.A. Davis. (ISBN 0-8036-0832-2).

**TEACHING STRATEGIES:**

Lectures, audiovisual aids, guest speakers, assigned readings, writing assignments, class discussion, and class exercises.

**EVALUATION METHODS**

Satisfactory completion of:	<u>Grades</u>
Three written tests (25%each)*.....	75%
Presentation.....	20%

Resume and cover letter.....	5%
Kaplan Assess Test**.....	Total 100%

**\*Makeup tests will consist of an alternate test and must be made up within one week of the original test date. (Refer to FMU’s Student Handbook for policy)**

**\*\*Students are required to complete the Kaplan Assess Test in Management and submit the score to the instructor. The computer center will be reserved for the purpose of this test. You must sign up for a time.**

**\*\*There will be no opportunities for extra credit or resubmission of papers\*\***

**COURSE SCHEDULE**

<b>DATE</b>	<b>CONTENT</b>	<b>READING</b>
8/29/03	Course Orientation Leading and Managing Leadership and Management Theories	Tappen Ch.1 Ch.2
9/5/03	Leadership Role Development Leading Change	Ch. 3,11 Ch. 10
9/12/03	Dynamics of Working Groups and Teams Diversity in the Workplace	Ch. 5 Ch. 7
<b>9/19/03</b>	<b>EXAM 1 Chapters: 1,2,3,10,11,5,7</b> Critically Reflective Thinking Decision Making  Time Management	Ch. 9 112- 113,417- 419,429- 430 Ch.8
9/26/03	Leadership Aspects of Career Development  Advanced Communication Skills Conflict Negotiation	Ch. 23  Ch. 6,4 (pp. 59-62)
10/3/03	Organizational Dynamics <b>Presentation</b> Strategic Planning, Goal Setting Marketing <b>Presentation</b> Directing and Organizing Patient Care <b>Presentation</b>	Ch. 17  Ch. 16  Ch. 12
<b>10/10/03</b>	<b>EXAM 2 Chapters: 4,6,8,9,12,16,17</b>  <b>**Resume and Cover Letter Due**</b>	
10/17/03	Managing Quality Improvement	Ch. 19

	<b>Presentation</b> Workplace Health and Safety	Ch. 18
	<b>Presentation</b> Informatics and Nursing Management	Ch. 15
10/24/03	<b>Presentation</b> Legal & Ethical Issues	Ch. 20
	<b>Presentation</b> Resource Allocation	Ch. 14
<b>10/31/03</b>	<b>SNA Convention or alternate assignment</b>	
11/14/03	Individual Evaluation Procedures	Ch. 13
	<b>Presentation</b> Power, Politics and Influence	Ch. 21,22
<b>11/21/03</b>	<b>Special Leadership Topics</b> <b>Pace Evaluations</b> <b>**Kaplan Test will be administered on date to be announced in class**</b>	
<b>11/28/03</b>	<b>Happy Thanksgiving Holidays</b>	
<b>12/5/03</b>	<b>EXAM 3 Chapters 12,13,14,15,19,20,21,22</b>	

### COURSE AND COLLEGE POLICIES:

#### ATTENDANCE:

**Class:** As adult learners, attendance is expected in order to meet the course objectives. Students are responsible for content covered in all classes whether present or absent. Students are expected to complete assigned readings **prior** to class.

**Class attendance on test days is a course requirement.** See Policy in Francis Marion University student handbook regarding procedures for Missed test date & Test make-up arrangements.

#### ADA REQUIREMENT:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require FMU to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Director for Counseling and Testing. The Director collaborates with the students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The Director can be reached at 843-673-1828. After

consulting with the Director for Counseling, and Testing, students are encouraged to meet with instructors to discuss their needs and, if applicable, any clinical safety concerns related to their disabilities.

### **WRITTEN WORK**

1. **All graded assignments must be word-processed.** Deadlines for graded written assignments are as stated in the class schedule.
2. **All required written assignment will be considered late if received by faculty after the scheduled time on the assigned due date. Five (5) points will be subtracted from the assigned grade for each day it is late (weekends not included). Note: An exception to this policy will be made only if the student has made prior arrangements with the faculty member.** The student must submit all written course requirements in order to receive a course grade.
3. **All written graded work is considered the property of the FMU Department of Nursing, and must be returned to course faculty by the last class date or the semester's course grade will not be released. Make an extra copy for yourself and keep it on file in case of any unforeseen circumstance requiring a backup copy.**

### **FINAL GRADE**

You must have a **75% AVERAGE ON THE WRITTEN AND FINAL EXAMS.**

Your final grade to be turned in to the registrar's office will be based only on your test grades if your test average is below 75%.

#### **NOTE:**

**If your final test average is less than 75%, the grades from the written project will NOT be counted. If your final test average is 75% or greater, grades from the written project will be counted.**

### **N405 Seminar Presentation Guidelines**

Students, working in groups of three or four, will choose a leadership/management topic from a faculty-provided list. The student will then be prepared to conduct a seminar discussion of their chosen topic on the day that this topic is scheduled to be presented as a lecture to the class (see class calendar). The intent of this assignment is to provide exercise/discussion that reinforces class content on your selected topic. Involving your classmates reinforce their ability to transfer content matter to clinical practice. Your text is rich with activities that you can utilize in preparing for this assignment.

**45 minutes will be allocated per presentation.**

It is expected that you will discuss your presentation with faculty prior to when it is given. It is also expected that readings in addition to the textbook will be made available to faculty and classmates prior to the presentation (a week in advance).

Classmates are expected to come prepared (**having read your assignments**) to discuss the assigned topics. Participation is the most important part of a seminar.

Presentations are graded according to the criteria provided on the following pages. All students presenting will complete a self evaluation and co-leader evaluation. These evaluations are due to the faculty by the end of the class day.

Student evaluations will be figured into the final seminar grad. (See in your syllabus).

**The assignment accounts for 20% of the final course grade.**

### Evaluation Criteria Seminar Presentation

Presenter \_\_\_\_\_ Evaluator \_\_\_\_\_

Date \_\_\_\_\_ Topic \_\_\_\_\_

	<b>Circle One:</b>		<b>Not Evident</b>							<b>Very Evident</b>		
1.	Developed specific objectives which reinforce learning activities/exercises		1	2	3	4	5	6	7	8	9	10
2.	Made articles, objectives & selected exercises available to all participants by the designated time		1	2	3	4	5	6	7	8	9	10
3.	Used multiple sensory communication techniques to facilitate adult learning		1	2	3	4	5	6	7	8	9	10
4.	Reinforced content, theory and principles of management		1	2	3	4	5	6	7	8	9	10
5.	Presented current and accurate information in a clear, logical and interesting manner.		1	2	3	4	5	6	7	8	9	10
6.	Facilitated the sharing of information relevant to assigned topic by utilizing leading questions & involving classmates in completing selected exercises		1	2	3	4	5	6	7	8	9	10
7.	Presented information which reflected current literature.		1	2	3	4	5	6	7	8	9	10
8.	Acknowledged areas of agreement and disagreement within participant's comments and discussion		1	2	3	4	5	6	7	8	9	10
9.	Focused discussion and/or exercises on the stated objectives and remained within the allocated time frame		1	2	3	4	5	6	7	8	9	10
10.	Summarized the important points (both content & process) discussed		1	2	3	4	5	6	7	8	9	10

EVALUATION (Self) GRADE \_\_\_\_\_ X 5% = \_\_\_\_\_  
 EVALUATION (Group) GRADE \_\_\_\_\_ X 10% = \_\_\_\_\_  
 FACULTY GRADE \_\_\_\_\_ X 85% = \_\_\_\_\_  
 FINAL GRADE \_\_\_\_\_

Please review your evaluative efforts to be certain you have been fair and accurate. Turn in this Evaluation by the end of the day.

**TOPIC:** Leading and Managing: Developing the Role

---

**Content**

- Objectives:** Upon completion of the readings and participation in the class, the student will be able to:
1. Examine concepts and theories of leadership and management in coordinating, managing, and evaluating client care.
  2. Develop personal attributes to promote self as an effective leader
  3. Analyze roles and functions of a nurse manager, leader and follower.
  4. Implement essential tasks of leaders, managers and executives to influence outcomes.
  5. Evaluate behaviors of professionalism of the nurse manager, leader and follower.
  6. Assess and implement the use of follower strengths on a multi-disciplinary team.

**Required Readings:** Tappen (2001). Chapters 1,2

**Recommended Readings:** Benner, P. (1984). From Novice to Expert. Menlo Park, CA: Addison Wesley

Covey, S. (1991). Principle-Centered Leadership. New York: Summit.

## **Topics: Leadership Role Development Leading Change**

---

### **Content**

**Objectives:** Upon completion of the readings and participation in the class, the student will be able to:

1. Examine personal leadership style in relation to professional growth and life along learning.
2. Discuss strategies for effectively managing change.
3. Analyze the desirable qualities of effective change leaders.
4. Discuss characteristics and dynamics of change.
5. Analyze resistance to change.
6. Utilize strategies to overcome resistance to change.

### **Readings:**

**Required**  
Tappen: Chapters 3,10,11



**Topics:                    Dynamics of Working Groups and Teams  
                                 Diversity in the Workplace**

---

**Content**

**Objectives:**            Upon completion of the readings and participation in the class, the student will be able to:

1.    Define group and describe characteristics of groups.
2.    Discuss the 5 stages of group development and describe appropriate leadership.
3.    Analyze the presentation work group's dynamics utilizing the seven dimensions of group process.
4.    Describe trends in diversity in the nursing workforce.
5.    Discuss the importance of sensitivity to differences across diverse groups in the workplace.
6.    Develop strategies to improve working relationships among people from diverse groups.

**Required Readings**

Tappen: Chapters 5,7

**Recommended Readings**

Prince, S.B. (1997). Shared governance. Sharing Power and opportunity. Journal of Nursing Administration. 27(3), 28-35.

**Topics:**                                   **Critically Reflective Thinking**  
  **Decision Making**  
  **Time Management**

---

**Content**

**Objectives:**

Upon completion of the readings and participation in the class, the student will be able to:

1. Review components of critically reflective thinking.
2. Relate the complexity of decision-making.
3. Evaluate the effect of faculty information gathering on a decision-making process.
4. Use problem solving and critical thinking to resolve difficult leadership and management situations.
5. Utilize a variety of decision making tools to support choices.
6. Discuss perception of time.
7. Analyze activities using a time log for a week.
8. Organize activities to make more effective use of a available time based upon analysis of the time log.

**Required Readings:**

Tappen: Chapters 9 and 8

**Readings:**

**Recommended**

Recker, D., Bess, C., & Wellens, H. (1996). *A decision making process in shared governance*. Nursing Management, 27, 48-AB, 48D.

**Topic:** Decision Making and Delegation

---

**Content**

**Objectives:** Upon completion of the readings and participation in the class, the student will be able to:

1. Define delegation.
2. Define how tasks and relationships influence delegation.
3. Relate the legal authority for an RN to delegate.

**Required Readings:**

Tappen: Pages 175-176, 266-68

**Recommended**

**Readings:** Hanston, R., & Washburn, M. (1996). *Why don't nurses delegate?* JONA, 26,(12), 24-28.

Recker, D., Bess, C., & Wellens, H. (1996). *A decision making process in shared governance.* Nursing Management, 27, 48A-B, 48D.

**Topic: Organizational Dynamics**

---

**Content**

**Objectives:** Upon completion of the readings and participation in the class, the student will be able to:

1. Examine organizational structures and their impact on the provision of patient care.
2. Analyze 6 factors that influence the design of an organizational structure.
3. Discuss 3 types of organizational structures with 3 distinguishing characteristics of each.
4. Evaluate the 3 forces that are necessitating the reengineering of organizational systems.
5. Analyze economic, social and demographic forces that are driving the development of healthcare organizations.
6. Explain implications for nursing leadership and management role functions of healthcare organization evolution.

**Required Readings:**

Tappen: Chapter 17

**Recommended**

Porter-O'Grady, T. (1996). *The seven basic rules for successful Redesign*. Journal of Nursing Administration, 26(1), 46-55.

**Topic:** Workplace Health and Safety

---

**Content**

**Objectives:** Upon completion of the readings and participation in the class, the student will be able to:

1. Identify the most common risks to employee health and safety in health care settings.
2. Discuss strategies for reducing health and safety risks in healthcare settings.
3. Distinguish employee and employer responsibilities for workplace health and safety.
4. Outline the process for designing risk reduction programs.

Required Readings: Tappen: Chapter 18

**Topic: Leadership Aspects of Career Development**

---

**Content**

**Objectives:** Upon completion of the readings and participation in the class, the student will be able to:

1. Analyze specific examples of role transitions as a leader, manager and follower.
2. Hypothesize the phases of role transition using comparisons to the phases in developing an intimate relationship.
3. Compare the phases of an unexpected role transition to the grieving process.
4. Analyze person/position fit.
5. Evaluate the relevance of curriculum vitae and resumes'.
6. Analyze critical elements in an interview.
7. Compare and contrast different types of professional learning opportunities.
8. Develop a professional resume including short and long term goals.
9. Evaluate selected strategies to manage time more effectively.

**Required Readings: Tappen: Chapter 23**

**Topic:                   Communication  
                              Conflict Negotiation**

---

**Content**

**Objectives:**           Upon completion of the readings and participation in the class, the student will be able to:

1.       Examine strategies for communication and collaboration with diverse clients and disciplines.
  
1.       Examine and practice effective communication processes.
2.       Discuss communication techniques that leaders use to effectively guide personnel.
3.       Describe several barriers to effective communication.
4.       Describe common sources of conflict.
5.       Analyze the impact of conflict on organizational performance.
6.       Analyze the structure and dynamics of irresolvable conflict and identify ways of management.
7.       Determine which approach to conflict is the most appropriate approach in hypothetical and real situations.
8.       Assess your preferred approach to conflict and its effectiveness.
9.       Utilize appropriate strategies for conflict resolution given multiple situations.

**Required**

**Readings:**           Tappen: Chapter 3(pgs. 59-62), Chapter 6, Chapter 4

**Readings:**

**Recommended**

Baker, K.M. (1995). *Improving nurse conflict resolution skills*. Nursing Economics 13(5), 295-298.

**Topic:                    Informatics and Nursing Management**

---

**Content**

**Objectives:**            Upon completion of the readings and participation in the class, the student will be able to:

1.    Discuss the importance of information technology in documenting and evaluating patient care, as well as enhancing patient education and one's own knowledge base.
2.    Discuss the components of successful nursing information
3.    Discuss the advantages and disadvantages of implementing  
  
computer-based patient record systems.
4.    Discuss the use of technology in nursing management.

**Required**

**Reading:**                                    Tappen, Chapter 15



**Topic:                   Managing Quality Improvement**

---

**Content**

**Objectives:**           Upon completion of the readings and participation in the class, the student will be able to:

1.     Apply quality management principles to clinical examples.
2.     Utilize quality improvement strategies to identify customer expectations, diagram clinical procedures, develop standards and outcomes, and evaluate outcomes statistically.
3.     Demonstrate the importance of planning in quality management.
4.     Differentiate between quality management and risk management.
5.     Employ the “five why” technique and triangulation method to obtain data about a problem or situation.
6.     Implement evaluations utilizing a standardized tool.

**Required Readings:**

Tappen: Chapter 19

**Recommended**

Hilliard, L.S. (1997). *Manager's corner: Risk management an important component of quality.* Home Care Nurse News, 4(3), 1,3,5.

**Topic:      Legal and Ethical Issues in Nursing Management**

---

**Content**

**Objectives:**      Upon completion of the readings and participation in the class, the student will be able to:

1.      Apply various legal principles including malpractice, privacy, confidentiality, reporting statutes, and doctrines that minimize one's liability to leading and managing roles in professional nursing.
2.      Analyze ethical theories and principles, including veracity, autonomy, beneficence, non-maleficence, justice, paternalism, fidelity and respect for others as it relates to the leader/manager role.
3.      Apply an ethical decision-making model to an ethical dilemma.
4.      Examine legal implications of resource availability versus services demand from a manager's perspective.
5.      Apply 5 guidelines that a nurse manager can implement to encourage a professional, satisfying work setting.
6.      Analyze key aspects of employment law and give examples of how these laws benefit professional nursing practice.
7.      Discuss professional behaviors, legal and ethical responsibilities, and personal accountability as a nurse leader.

**Required**

**Readings:**              Tappen: Chapter 20

**Recommended:**      Fiesta, J. (1990). *The nursing shortage: Whose liability Problem?* Part II Nursing Management, 21(2), 22-23.

**Topic: Resource Allocation**

---

**Content**

**Objectives:** Upon completion of the readings and participation in the class, the student will be able to:

1. Explain several major factors that are escalating the costs of healthcare.
2. Compare and contrast different reimbursement methods and their incentives to control costs.
3. Differentiate costs, charges, and revenue in relation to a specified unit of service such as a visit, hospital stay, or procedure.
4. Determine why all health care organizations must make a profit.
5. Give examples of cost considerations for nurses working in managed care environments.
6. Discuss the purpose of and relationship among the operating, cash and capital budgets.

**Required Readings:**

Tappen: Chapter 14

**Recommended**

Wyld, D. (1996). *The capitation revolution in health care: Implications for the field of nursing*. Nursing Administration Quarterly, 20(2), 1-12.

**Topic: Directing and Organizing Patient Care**

---

**Content**

- Objectives:** Upon completion of the readings and participation in the class, the student will be able to:
1. Examine provision of evidence-based nursing care to individuals, families, groups and populations across the lifespan within the context of their culture and environment.
  2. Discuss nursing models for organizing nursing care staff.
  3. Discuss impact of staffing decisions on patient outcomes.
  4. Analyze advantages and disadvantages of a variety of scheduling options.
  5. Discuss cross-training and floating and the impact on patient care.

**Required Reading:**

Tappen: Chapter 12

**Topic: Individual Evaluation Procedures**

---

**Content**

**Objectives:** Upon completion of the readings and participation in the class, the student will be able to:

1. Discuss the process of providing positive and negative feedback in a constructive manner.
2. Write objectives that are appropriate and include observable outcomes.
3. Conduct a formal performance appraisal.
4. Evaluate the objectivity and constructiveness of evaluation procedures.
5. Participate in peer review procedures.

**Required Reading:**

Tappen: Chapter 13

**Topic: Power, Politics and Influence**

---

**Content**

**Objectives:** Upon completion of the readings and participation in the class, the student will be able to:

1. Discuss power as it is acquired and managed in health care settings.
2. Apply the concept of power to leadership and management in nursing.
3. Employ different types of power in the exercise of nursing leadership.
4. Develop a power image for effective nursing leadership.
5. Choose appropriate strategies for exercising power to influence the politics of the work setting, professional organizations and legislatures.

**Required**

**Readings:** Tappen: Chapters 21,22

Manthey, M. (1992). Power: *Grace under pressure*. Nursing Management, 23(4), 22-26.

**Topic:** Strategic Planning, Goal Setting and Marketing

---

**Content**

**Objectives:** Upon completion of the readings and participation in the class, the student will be able to:

1. Describe the importance of environmental assessment.
2. Define “strategic planning” and explain its relevancy to their department.
3. Describe goal setting in the strategic planning process.
4. Describe the process of strategic planning in establishing an entrepreneurial business in the healthcare field.
5. Explain the importance of marketing plans in the healthcare field.
6. Identify marketing strategies utilized by their employing agency.

**Required Readings:**

Tappen: Chapter 16

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 406

**Same as** NURN 406

**Title:** Nursing Knowledge: Synthesis Practicum

Semester hours: 7 Clock hours: Lecture: 2 Laboratory: 15

Prerequisites: NURS 301, 303, 304, 305, 307, 308, 401, 402, 403

Enrollment expectation 32

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

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

substitute \_\_\_\_\_  
(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: C.M. Jenrette, MS, RN

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

This course is an intensive clinical practicum in which the student is provided opportunities to experience the roles of the nurse as a provider of care for multiple clients in an acute care setting, as well as a leader/manager/coordinator of care in a variety of healthcare settings. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse clients and disciplines: coordination of care in a variety of settings, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal client



outcomes. Emphasis is also placed on leadership skills and management techniques, during a focused clinical experience with a professional nurse. The leadership role and professional accountability of the baccalaureate-prepared nurse are explored, both in relation to current nursing practice, as well as to ongoing changes in healthcare delivery. Learning activities are designed to facilitate transition into the roles and responsibilities of the professional nurse.

Purpose:

1. For Whom (generally?)

This is a senior level course in the baccalaureate in nursing program.

2. What should the course do for the student?

In this course, the senior student has the opportunity to synthesize previous learning and to provide care to multiple complex patients, as well as to function as a care coordinator.

Teaching method planned: Seminar, case studies, change project, community awareness project

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

Students must have access to a Leadership/Management Textbook as well as a textbook from specialty area.

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

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

9/03

**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**COURSE NUMBER:** NURS 406

**COURSE TITLE:** Nursing Knowledge: Synthesis Practicum

**CREDIT HOUR ALLOCATION:** 9 s.h. (2-7)

**PREREQUISITE or COREQUISITE COURSES:** Completion of all clinical nursing courses  
NURS 405: Leadership and Management in Nursing

**COURSE FACULTY:** Coretta M. Jenerette, MSN, RN  
Course Coordinator  
MSB 101- B; 661-1692  
(B) 679-1263

Diane M. Santiago, MS, RN  
Course Coordinator  
MSB 201-A; 661-4658  
(B) 676-2093  
(C): 687-5797

Marty Hucks, MN, FNP, RN  
Faculty Preceptor  
MSB 201-E; 843-661-1695  
(B) 676-2092

Karen Thompson, MN, WHNP, RN  
Faculty Preceptor  
MSB 201-C; 843-661-4656  
(B) 676-2023  
(C): 319-8852

Dawn Todd, RN BSN  
Clinical Instructor

Janice Zibelin, RN, MSN  
Clinical Instructor

**COURSE DESCRIPTION:** This course is an intensive clinical practicum in which the student is provided opportunities to experience the roles of the nurse as a provider of 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. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse clients and disciplines; coordination of care in a variety of settings, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal client outcomes. Emphasis is also placed on leadership skills and management techniques, during a focused clinical experience with a professional nurse. The leadership role and professional accountability of the baccalaureate-prepared nurse are explored, both in relation to current nursing practice, as well as to ongoing changes in health care delivery. Learning activities are designed to facilitate transition into the roles and responsibilities of the professional nurse.

**COURSE OBJECTIVES:** At the conclusion of the course, the student will be able to:

1. Synthesize knowledge from the liberal arts, sciences, and nursing as they apply to the comprehensive care of individuals/families with complex health needs in a variety of settings.
2. Demonstrate proficiency in assessment, analysis, and practice skills in the planning, implementation, and evaluation of nursing care for individuals/families with complex health needs in a variety of settings.
3. Effectively coordinate 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 clients.
5. Collaborate with other members of interdisciplinary health care team to deliver a comprehensive plan of care.
6. Provide research-based nursing care to individuals/families across the life span within the context of their culture and environment.
7. Evaluate outcomes for a selected group of patients relative to 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 professional behaviors and personal accountability as a nurse leader, manager, and coordinator of effective health care delivery.
10. Utilize audiovisual material to present information in verbal presentations.

**COURSE**

**CONTENT:** The purpose of this course is to promote synthesis of previous learning and effective transition to the professional nursing role. Students are expected to integrate psychomotor/technical skills into their practice, as well as to analyze health problems typical of their chosen practice site. Major concepts of professional nursing practice will be explored

Professional Role Issues – building and managing a career in nursing  
 Organ transplantation  
 Delegation of duties to ancillary personnel and other professionals  
 Evidence Based Nursing

**EVALUATION****METHODS:*****Theoretical Performance:***

Examination #1	25%
Examination #2	25%
Evidence-Based Paper	20%
Case Presentation	20%
Quizzes/Critical Thinking	
Activities	10%
<b>Total</b>	<b>100%</b>

**Note:** An average grade of at least 75% of the two examinations is required in order to pass NURS 406. Faculty strictly adhere to the Classroom Policy for tests in the Student Handbook.

***Clinical Performance:*** (P/F)

315 clinical hours

(see Course Packet for Clinical Hours Overview and Evaluation Criteria)

**All clinical and laboratory hours are mandatory. Any missed lab/clinical hours must be made up at the discretion of the clinical faculty in consultation with the course coordinator. If a student lacks lab/clinical hours by the end of final exam week, the student will receive a grade of “I” (Incomplete) or “NP” (No Pass)**

***Additional Clinical Requirements:*** (P/F)

- Correct completion of 1000 questions on Kaplan or NCLEX 3000CD ROM
- Abstract of change project
- Satisfactory completion of all journal entries and 4 annotated bibs on nursing research articles
- Attendance and participation at all clinical conferences
- Attendance at one professional meeting

Each student is expected to prepare for and attend weekly seminar presentations and discussions. **Active class participation based on readings and clinical observations is required.** Late assignment submission penalties are discussed in the Student Handbook.

**REQUIRED  
TEXTBOOKS:**

Raingruber, B. & Hafer, A. (2001). *Using your head to land on your feet: A beginning nurse's guide to critical thinking*. Philadelphia: F.A. Davis.

Additional textbooks for this course are those required texts for all prior clinical nursing courses, with emphasis on adult health nursing

**HONOR CODE:**

The faculty of the FMU Department of Nursing endorse the campus Honor Code and expect students to be familiar with and abide by its provisions. The Honor Code policy applies to all tests, written assignments, clinical behavior, clinical logs, medical record entries, and verbal and electronic communication.

**ACCOMMODATION  
OF DISABILITIES:**

*Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require FMU to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Director for Counseling and Testing. The Director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The Director can be reached at 843-673-1828. After consulting with the Director for Counseling, students are encouraged to meet with instructors to discuss their needs and, if applicable, any clinical safety concerns related to their disabilities.*

**PLAGIARISM STATEMENT**

Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or Internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some Internet documents, it still must be fully referenced.

Charges of plagiarism will result if you fail to provide adequate documentation of another person's words or ideas, whether published or unpublished. Additionally, the purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the Francis Marion University Honor Council.

Plagiarism of a portion of any assignment, either written or verbal, will result in the grade of zero being given for the entire assignment. Additionally, the faculty member may refer the event to the FMU Honor Council for further action. Suspension or dismissal from the university is an option provided for by the University's Honor Code for cases of academic misconduct.

If there is any portion of this policy that is unclear to you or that you wish to discuss further, please contact your course faculty member as soon as possible. To not do so indicates that you fully understand this policy.

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

**Department/School:** Nursing

**Date:** October 5, 2004

**Course No. or Level:** NURS 445

Same as NURN 445

**Title:** Guided Nursing Elective

Semester hours: 3, 2, or 1 Clock hours: Lecture: 0 Laboratory: 0

Prerequisites: none

Enrollment expectation: 1 – 2/year

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

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

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

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

Name of person preparing course description: Sylvia R. Lufkin, Ed.D., RN, CNA

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

Date of Implementation: To be published in the FMU catalog 2005-2006. To be taught in Spring 2006.

Date of School/Department approval: September 2004

Catalog description:

This course provides students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in nursing. The learning goals, proposed schedule, site and the method of evaluation, as well as the preceptor, are chosen by the student with approval of the instructor.

Purpose:

1. For Whom (generally?)

Available to generic or RN-BSN students enrolled in the BSN program.

2. What should the course do for the student?

Enables the student to select an area of interest and to explore that area in depth.

Teaching method planned: One-on-one with faculty for guidance in independent study

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

Uses a variety of appropriate resources.

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

This is an independent study. Content is dependent on area of study selected.

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

9/03



**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**COURSE NUMBER:** NURS 445

COURSE TITLE: Guided Nursing Elective

CREDIT HOURS: (3),(2),or (1)

PREREQUISITES: Admission to the program

**CATALOG**

DESCRIPTION: This course provides students with the opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in nursing. The learning goals, proposed schedule, site, and method of evaluation, as well as the preceptor, are chosen by the student to meet individual learning needs.

**COURSE**

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

1. Design a self-directed learning experience which directly Or indirectly influences the delivery of health care to clients.
2. Incorporate literature and research findings in an in-depth exploration of nursing in a chosen area.
3. Manage and evaluate the self-directed learning experience to reflect assessment of own learning needs, potential, and self awareness.
4. Demonstrate professional accountability while conducting a self-directed learning experience.

**EVALUATION**

METHODS: The student may elect to be evaluated on a Pass/Fail basis or for a grade. A variety of methods may be used for evaluation:

1. Typed proposal of learning objectives.
2. Student/preceptor conferences where students discuss and defend their objectives.
3. Typed annotated bibliography which includes research findings.
4. Satisfactory clinical performance (if applicable)

5. Typed summary (4-6 pages) describing learning experiences and outcomes; include objectives #1 & #3; and attach the detailed activity log.
6. Other faculty approved modes of demonstrating achievement of self-learning objectives may include video-tapes, scripts, etc.

NOTE:

The student must submit the written objectives, arrange learning experiences, and meet with the designated course faculty by the end of the second week in the semester, or the student will be dropped from the course. Unless prior arrangements are made, all course requirements must be met by the established due date for a FAIL grade will be received.

REQUIRED TEXT:

Students are encouraged to use a variety of resource material dependent upon the area of chosen study.

**NURS 445 GUIDED NURSING ELECTIVE  
“CONTRACT”**

This contract must be completed, signed, and returned to faculty no later than the last day of the official ADD/DROP period. Failure to return the contract by that date will result in your being dropped from the course.

Full Name \_\_\_\_\_

Social Security No. \_\_\_\_\_

Topic \_\_\_\_\_

(Provide a succinct topic name of no more than 28 characters, including spaces, and PLEASE PRINT!)

Semester/Year of Enrollment in NURS 445 \_\_\_\_\_

Name of Supervising Faculty Member \_\_\_\_\_

I agree to supervise this student’s Guided Nursing Elective during the semester indicated.

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## **PRECEPTORSHIP POLICY FOR NURSING ELECTIVE**

In addition to the course faculty person, a clinical preceptor may be sought to assist the student to meet course objectives. A preceptor is a highly competent registered nurse with a specific area of expertise who is able to guide a student through the learning activities required to achieve the objectives of a FMU Department of Nursing course. The preceptor functions as a resource person, consultant and guide, as well as a clinical role model for the student on a volunteer basis. The preceptor must be capable of providing a learning environment in which the student can participate in learning experiences required to attain course objectives. The selection of the preceptor is a collaborative effort between the faculty, student, and health care agency. Preceptors are selected based on their preparation, experience, and level of expertise along with the ability and their willingness to assist a baccalaureate student in obtaining learning experiences appropriate for meeting course objectives. Preceptor is responsible for sending validation of clinical learning activity hours and written assessment of student's progress. The preceptor participates in the evaluation of a student's performance, though final judgement always rests with the course faculty.

### Specific preceptor responsibilities and activities include:

1. Reviewing the course objectives to determine how they can be met within the agency's goals and resources.
2. Orienting the student, as necessary, to the clinical unit, personnel, policies, procedures, and the goals and philosophy of the agency.
3. Informing the student of potential learning opportunities available in the unit, so the student may take advantage of the opportunities.
4. Maintaining verbal and/or written communication with the faculty person.
5. Conferring with the student on a regular basis regarding progress toward completing the course objectives.
6. Providing the faculty person with a written assessment of the student's progress.
7. Providing written validation of the number of hours the student participated in clinical learning activities.

### ROLE OF THE STUDENT

The student exercises initiative and judgement when participating in the achievement of the course objectives.

Specific student responsibilities and activities include:

1. Fulfilling course objectives in a specified care setting.
2. Participating in orientation to the clinical facility, personnel, policies, procedures, and agency goals and philosophy.
3. Evaluating the preceptored experience and clinical agency in a written format.
4. Functioning within the framework of the assigned agency.
5. Seeking direct and indirect supervision from the preceptor.
6. Participating in conferences with preceptor regarding progress toward completing the course objectives.
7. Maintaining an activity log (of clinical practice) to include, but not be limited to, dates, times, and nature of activities.
8. Consulting with faculty should problems occur in meeting the course objectives.
9. Keeping course faculty informed of all planned clinical experiences, day, date and time and any changes in planned clinical experience.
10. Informing the agency and preceptor if unable to arrive as scheduled.
11. Fulfilling minimal time requirements of the course, not to be met during scheduled employment hours.
12. Attending/participating in group and individual conferences as scheduled by the course faculty.

**FRANCIS MARION UNIVERSITY  
DEPARTMENT OF NURSING**

**TO:** \_\_\_\_\_  
**FMU Faculty**

**FROM:** \_\_\_\_\_  
**Preceptor**

This is to acknowledge that I have read and understand the Preceptorship Policy for the Nursing Elective of the FMU Department of Nursing, and I am willing to assume the responsibilities associated with serving in the capacity of preceptor.

I understand that services rendered by me, under the direction of the assigned course instructor, are voluntary and without financial remuneration.

For course# \_\_\_\_\_, I agree to serve as preceptor for the following student:

\_\_\_\_\_ during the \_\_\_\_\_ semester.

\_\_\_\_\_  
Preceptor (print name)

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Title

\_\_\_\_\_  
Agency

\_\_\_\_\_  
Date

Agency administrative approval is required if there is no formal Interagency Agreement in place.

\_\_\_\_\_  
Department of Nursing Chair