



**School of Health Sciences
BSN Nursing Program**

Course Title: Adult Health I
Course Number: NURS310
Credit Hours: 6:3-9
Day and time: Tuesdays and Thursdays: 8:30am-9:50am
Location: Lee Nursing Building – Room 145

Prerequisites: NURS301, NURS305, NURS309 and NURS312
Co-requisites: NURS306, NURS307 and NURS315

Course Coordinator: Dorie Weaver, MSN, RN, FNP-BC

Office Number: LNB 110

Office Phone: 843-661-1692

E-mail: dweaver@fmarion.edu

Office hours: Thursdays 2:30pm - 4:30pm

Mondays & Fridays: 9:30am – 1:30pm

Clinical Faculty:

Faculty Name: Kimberly Connor
Email: kconnor0329@gmail.com

Faculty Name: Brandi Hare
Email: bpotterhare@aol.com

Faculty Name: Rebecca Harrington
Email: rdodmead@yahoo.com

Faculty Name: Sharon McManus
Email: Ga66peach@aol.com

Faculty Name: Leslie Nesmith
Email: flnesmith@aol.com

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

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

1. Assess and manage physical and psychological symptoms related to illness and treatment.
2. Provide safe care by assuming a leadership role in delivering patient care.
3. Apply evidence-based guidelines for individuals across the adult lifespan.
4. Utilize informational technology from numerous sources to enhance patient care delivery, patient education, and one's own knowledge base.
5. Demonstration of systems regulations and policies to provide quality care to adult patients.
6. Establish effective collaborative relationships within the interdisciplinary team.
7. Teach health promotion and disease prevention interventions to patients and families.
8. Demonstrate accountability and responsibility for the delivery of nursing care to hospitalized adult patients.
9. Provide comprehensive nursing care of hospitalized adult patients incorporating physiological and psychosocial aspects of care.
10. Incorporate professional attitudes, values, and expectations about physical and mental aging in provision of patient centered care for the older adult and their families. Assess barriers for the geriatric patient in receiving, understanding and giving information.

Program Learning Outcomes

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
3. Provide *safe, effective, and compassionate care* to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate *information management*, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on *healthcare policies*, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective *inter-professional communication and collaboration* through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate *knowledge and skill* derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.

8. Demonstrate and utilize *principles of legal ethical core values* of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
9. Utilize the *roles of provider of care, manager/coordinator of care*, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

Teaching Strategies: Teaching strategies will consist of lecture, audio-visual aids, class discussions, case scenarios, individual/group clinical activities, and pre and post conferences.

Required Textbook(s):

Lutz, C., Mazur, E., & Litch, N. (2015.) *Nutrition and Diet Therapy*. (6th ed.). Philadelphia, PA: F.A. Davis. (ISBN: 978-0-8036-3718-4)

Pellico, L. H. (2013). *Focus on adult health medical-surgical nursing*. Philadelphia, PA: Wolters Kluwer Health/Lippincott, Williams & Wilkins. (ISBN: 978-1-58255-877-6)

METHODS OF EVALUATION:

In order to progress in the nursing program, the learner must receive a grade of “C” (2.0 on a 4.0 scale). Not achieving a “C” in the course work, or failing clinical constitutes a course failure.

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Online Quizzes (10 @ 2% each)	20%
Exam I	12%
Exam II	12%
Exam III	12%
Exam IV	12%
Exam V	12%
Cumulative Final Exam	20%
Total	100%

Classroom Grading Scale:

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

Rounding

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

Scheduled Tests/Exams

There will be no test plans provided by faculty. Studying should include the textbook chapters designated by the faculty, the faculty notes and/ or PowerPoints and what the faculty has said in class. Missed exams will be made up at a designated time during exam week for all nursing courses. The time will be posted on the nursing exam schedule (under the student BB site).

NO EXAM SHOULD BE MISSED. If you have a severe or infectious illness or emergency, you must notify the course coordinator *prior* to the exam and may be required to submit a *doctor's (licensed health care provider) excuse or proof of emergency* before being granted permission to take a make-up exam.

All make-up exams will be comprised of material from the textbook/PowerPoints and other course assignments focusing on the specific content of the exam missed. The format of makeup exams **will** differ from the original format of the exam administered (fill in the blank, short essay, etc.).

Quizzes will be given throughout the semester. These quizzes will be administered online and students will complete these on their own time. There will be a total of 10-20 items on each quiz of various formats. These quizzes will be timed. Each quiz will be worth 2% of your total grade. **Failure to complete the quiz by the designated due date, will result in an automatic '0'. You will be given NO opportunity to take the quiz at a later time as the quizzes are available to you for 72 hours. Once you begin the quiz, you may not log out and log back in at a later time. Answers to the quizzes will be posted after the due date.**

Test Taking Guidelines: Before each test/exam learners will:

- Place all belongings at the front of the classroom (this includes cell phones which **MUST** be turned on silent mode)
- The proctor and one other designated student will keep their cell phone in view in case of a Swamp Fox Alert, all other phones must be in the front of the class and **TURNED OFF**.
- Once an exam is started the student cannot leave.
- Once a student accepts a test, they cannot stop taking the test and postpone taking it for any reason. If the exam is stopped by the student, the grade earned will be at the point the exam was stopped.

****There is no proctored standardized test available for this course.****

****Nursing students are responsible for any changes made to standardized testing policies or changes in scores that are made at any point during their matriculation.****

ACADEMIC INFORMATION

Classroom Attendance Policy

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will be assigned. After two absences, the instructor will utilize compulsory attendance which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Clinical Attendance Policy

100% attendance and punctuality of all clinical experiences is expected. The following policies apply to clinical absences and lateness:

- When a student cannot attend the clinical session, the student must call and speak directly to staff at the assigned clinical unit one hour prior to the start of the clinical session. Additionally, **the student must email the clinical instructor one hour prior to the start of the clinical session.**
- **Failure of the student to notify the clinical instructor prior to a clinical absence may result in a recommendation for clinical failure.**
- Following an absence, students are responsible for contacting the course coordinator via email within 24 hours of the absence.
- Make-up requirements will be decided collaboratively between the clinical faculty and the course coordinator. Please note that no student will be permitted to make-up their missed clinical on a different day regardless if it is the same clinical instructor and/or unit.
- **Punctual attendance is required at all clinical sessions.** Tardiness is not a professional attribute. Late is defined as arrival at the clinical site past the designated start time. **Any student who arrives at the clinical site 15 or more minutes past the designated start time, even if a first occurrence, will be sent home.**
- The first time a student arrives late to the clinical site (<15 minutes past designated start time; he/she will receive a written warning for tardiness/unprofessional behavior. The second time a student is late, he/she will receive a second written warning for tardiness/unprofessional behavior, and will be sent home from the clinical setting for the day and this will constitute a clinical absence. The third time a student is late, he/she will be sent home, and will receive a course failure.
- The student who arrives at his/her clinical setting with symptoms of illness may be sent home by the clinical faculty, constituting a clinical absence.

Clinical Equipment:

1. Refer to dress code guidelines in the School of Health Sciences Student Handbook.
2. Wristwatch with a second hand.
3. Pen light
3. Pair of bandage scissors and hemostats
4. Black or blue ink pen and small notebook
5. Stethoscope with bell and diaphragm (from approved list)

Any student who comes unprepared for clinical or is not in proper attire per dress code will be subject to a written academic warning and may be dismissal from the clinical area.

Written Paper Requirements

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

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

****Clinical Care Plans are a Requirement of the Course****

The weekly due date will be mutually decided between the clinical faculty and the course coordinator.

Failure to submit the assignment on time will result in a clinical warning. Students may be asked to resubmit a poorly written care plan. Failure to submit adequate care plans may result in an unsatisfactory in clinical.

If a student receives an unsatisfactory in clinical, this is deemed a course failure.

E-mail

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

Communicating With Faculty

Please communicate with faculty by email only.

Black Board Contents:

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

- Announcements
- Individual Exam & Quiz Scores
- Weighted Course Grade
- Syllabus
 - ✓ Course Calendar
 - ✓ Course and College Policies
 - ✓ Lecture Schedule & Objectives
 - ✓ Faculty Information
- Information
 - ✓ Dosage Calculation Formulas
 - ✓ Helpful Links to Enhance Learning
- Lectures
 - ✓ Handouts
 - ✓ Assignments
- Labs
 - ✓ Clinical Care Plan Guidelines
 - ✓ Care Plan Templates
 - ✓ Clinical Assignments and Groups
 - ✓ Clinical Evaluations

Blackboard is the main location of communication outside the classroom. It is highly suggested students check Blackboard **at least once daily**. You will be held accountable for all information posted on Blackboard.

Social Networking Policy

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

FMU Non-Discrimination Policy

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

Student Responsibilities

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

Guidelines for Faculty Appointments

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

Academic Dishonesty

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

Code of Ethics

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

South Carolina Nurse Practice Act

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

Computer Use

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

Taping Classes and Test Reviews

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

There will be no test reviews conducted during class time. Students may make an appointment to discuss test questions or grades. If the exam is administered via paper and pencil, arrangements will be made by the course coordinator to allot days/times for test review outside of the classroom time.

Students will not be permitted to review all their tests at the end of the semester.

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment.

Professional behavior applies to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

Disciplinary Action for Unprofessional Behavior

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

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

***All warnings (regardless of the reason received) are cumulative throughout the program.**

Americans with Disabilities Act (ADA):

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

Clinical Placement

Each student will be assigned to various clinical sites each semester. The student may be assigned day and/or evening clinical rotations that may occur during the week and/ or on the weekend. The learner is responsible for obtaining transportation to and from the clinical sites. Requests for accommodation in the selection of clinical sites will only be honored for extenuating circumstances. Those requests must be emailed to the course coordinator. Extenuating circumstances DO NOT include childcare, transportation, care of family members, and work schedules. Once assigned, the learner is not permitted to switch clinical sites.

Any learner who does not return their McLeod Health badge will be issued an incomplete in the course

Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

**CONTENT INFORMATION:
Topical Outline**

Content is delivered with an emphasis on the adult and geriatric patient.

Week/Date	Course Content	Reading Assignments	Evaluation Methods & Quiz Dates
Week 1 January 10	Orientation to Course	Copy Syllabus (found on BB)	
Week 1 January 12	Fluid Imbalance	Chapter 4 Lutz: Chapter 8	
Week 2 January 17	Electrolyte Imbalance	Chapter 4	Online Quiz #1
Week 2 January 19	Acid-Base Imbalance	Chapter 4	
Week 3 January 24			EXAM 1 (CHAPTER 4)
Week 3 January 26	Cancer Care	Chapter 6 Lutz: Chapter 21	
Week 4 January 31	Hematologic Function	Chapter 19	Online Quiz #2
Week 4 February 2	Patients with Hematologic Disorders	Chapter 20	
Week 5 February 7	Nursing Assessment: Immune Function	Chapter 36	Online Quiz #3
	Patients with Allergic Disorders	Chapter 38	
Week 5 February 9	Patients with Rheumatic Disorders	Chapter 39	
Week 6 February 14			EXAM 2 CHAPTERS: 6, 19, 20, 36, 38, 39
Week 6 February 16	Nursing Assessment: Respiratory Function	Chapter 8	
Week 7 February 21	Patients with Upper Respiratory Tract Disorders	Chapter 9	Online Quiz #4
Week 7 February 23	Patients with Chest & Lower Respiratory Tract Disorders	Chapter 10	
Week 8 February 28	Patients with Chronic Obstructive Pulmonary Disease & Asthma	Chapter 11	Online Quiz #5
Week 8 March 2			EXAM 3 CHAPTERS: 8, 9, 10, 11

Week 9 March 7	Nursing Assessment: Cardiovascular & Circulatory Function	Chapter 12	Online Quiz #6
Week 9 March 9	Patients with Hypertension	Chapter 13	
Week 10 March 14 & 16	NO CLASS – SPRING BREAK		
Week 11 March 21	Patients with Coronary Vascular Disorders	Chapter 14	Online Quiz #7
Week 11 March 23	Patients with Complications from Heart Disease	Chapter 15	
Week 12 March 28	Patients with Structural, Inflammatory & Infectious Cardiac Disorders	Chapter 16	Online Quiz #8
Week 12 March 30			EXAM 4 CHAPTERS: 12, 13, 14, 15, 16
Week 13 April 4	Patients with Arrhythmias and Conduction Problems	Chapter 17	Online Quiz #9
Week 13 April 6	Patients with Vascular Disorders & Problems of Peripheral Circulation	Chapter 18	
Week 14 April 11	Patients with Musculoskeletal Disorders	Chapter 41	Online Quiz #10
Week 14 April 13	Patients with Musculoskeletal Trauma	Chapter 42	
Week 15 April 18			EXAM 5 17, 18, 41, 42
Week 15 April 20	Sensorineural Function: Eye & Ear Disorders	Chapters 48 - 50	

Final Exam May 2, 2017 0830 - 1030	Cumulative Final Exam		Cumulative Final Exam
---	--	--	--

NOTE:

All Quizzes Will be Online: They will be made available on Thursdays at 4pm and will close on Mondays at 4pm