

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

Department/School: Business

Date: October 25, 2017

Course No or level: 350

Title: Travel Study in Business

Semester Hours: 1-3

Clock Hours: Lecture: 1-3 credits (maximum of 6 can be earned) Laboratory: n/a

Prerequisites: Permission of School

Enrollment expectation: 10

Indicate any course for which this course is (an)
addition This course will added to the list of courses for Business majors in the Bachelor
of Business Administration Program

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 the person preparing course description
Caroliniana Padgett

Department Chairperson's/Dean's Signature



Provost's Signature



Date of Implementation

Date of School/ Department approval

Catalog Description:

This course examines topics in business that coincide with a travel study. Students will study various areas in business as they apply to the destination country, state or region. (3, 2 or 1 credits)

Purpose: 1. For Whom (generally)

This course is for students who wish to pursue a travel study in areas of business. For study abroad, these courses are faculty led and taught in conjunction with existing FMU exchange partners. For domestic travel study, these courses may be in conjunction with another university, business or government agency. The course will vary depending on the instructor and topic chosen for that semester. Students may use this course as a business elective in the School of Business.

4. What should the course do for the student?

The purpose of this course is to give students perspectives outside the classroom. By offering students the opportunity to travel, either domestically or abroad, it widens student's lens with which they look at business problems and solutions. In addition, by getting the students outside the classroom, they are able to apply many of the concepts and principles which they are learning inside the classroom. This furthers deepens learning and understanding, while giving students practical applications.

Teaching method planned:

This course is a combination of lecture, in-class work and travel. Apart from lectures, students will be provided with the opportunity to visit government organizations, private and public companies and historical sites as needed to fulfill the goals of the individual course.

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

The course content will vary, depending on the instructor and topics. This text a sample from a course taught in Late Spring 2016 in conjunction with the European Academy at Otzenhausen in Germany that would be well-suited for this course proposal.

Carbaugh, Robert J. *International Economics*. 15th edition. Cengage: 2015.

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

The course content will vary, depending on the instructor and topics. This represents a sample of a course taught in Late Spring 2016 in conjunction with the European Academy at Otzenhausen in Germany that would be well-suited for this course proposal.

PART I: On-Campus at FMU – Traditional Lecture

- Introduction
 - What is International Economics?
 - Globalization
- The Models of Trade

- The Ricardian Model of Trade
 - The Factor Endowment Model of Trade
- Trade Policies
 - Tariffs
- International Monetary Relations
 - Balance of Payments
 - Foreign Exchange and Exchange Rate Determination
 - Regional Economic Arrangements

PART 2: Travel to European Academy at Otzenhausen (Germany) – Lecture, Group Activity, Site Visitations

- International Financial Institutions
 - Visit European Central Bank
 - Visit European Stability Mechanism
 - Visit German Central Bank (Bundesbank)
 - Economic Integration
 - Lecture, Group Activity: European Union and TTIP
 - Policy Creation
 - Visit European Commission
 - Visit US Mission to the EU
 - Economic Growth and Development
 - Lecture, Group Activity: EU Policy vs. US Policy
 - Lecture, Group Activity: Sustainability
- FRANCIS MARION UNIVERSITY - SCHOOL OF BUSINESS

ECON 325: International Economics
Late Spring 2016 – CEMC 241 – 9:00 am – 12:00 pm

Instructor: Dr. Caroline S. Padgett **Phone:** 843-661-1442
Office: FH 231 **E-Mail:** cpadgett@fmarion.edu
Website: Blackboard
Office Hours: 8:30-9:00 am daily, and as announced

Course Description

International trade and monetary theory including commercial policy, trade restrictions and trade blocs, exchange rate determination, and the balance of payments. Emphasis is on applying economic analysis to international events and issues to improve understanding of how the world economy operates. *Prerequisites:* ECON 203

Course Structure

This course introduces students to international economics, with particular attention to the European Union. The first part of the course is on campus at FMU, with coursework focusing on foundational international economic theory. The second portion of the course will be held in Europe, including site visits to a number of European institutions that play a role in the world economy. By the end of the course, students will have a deeper understanding of the global economy

Course Materials

- Carbaugh, Robert J. *International Economics*. 15th edition. Cengage: 2015. ISBN: 978-1-285-85435-9

Course Requirements

Written Exam	30%
Europe Quiz	5%
Presentation Quiz	10%
Reflection Journal	25%
Participation	30%

A **written exam** will test student knowledge of introductory international economics. This is the main exam for the course and will test material on international trade, international monetary policy, regional economic arrangements, and economic growth and development. The exam will be completed on campus at FMU, prior to departure for Europe.

A **Europe quiz** will be given at the end of the first week of classes. The quiz will test basic geographic knowledge of relevant European countries we will study during our travels.

A brief **presentation quiz** will test student understanding of the material presented while at the EAO. This will be given prior to departure from the EAO.

A **reflection journal** will be submitted at the end of the travel portion of the course and will address the course's site visits, workshops, and guest lectures. By assigning an evaluative travel journal, students will return from their travel with a record of the many new places and people that they experienced, as well as consider their relevance to the course materials.

Attendance and participation are absolutely mandatory at all meetings, workshops, and site visits. Students will be penalized at a rate of 5% off the final course grade, per absence, for all unexcused absences. Students who miss more than one class session, prior to travel to Europe, will be dropped from the course and will not travel with the group. No refunds will be offered by the program. Absences may only be excused ahead of time and must be accompanied with sufficient documentation.

Students are responsible for their preparation and participation in class. If I feel that student preparation is inadequate, I reserve the right to use **unannounced quizzes** to test material. These quizzes will factor into student participation scores.

Classroom Policies

Academic Integrity

As a Francis Marion student, you have agreed to abide by the University's academic honesty policy and the Student Honor Code. All academic work must meet the standards described in the student handbook found at: <http://www.fmarion.edu/students/handbook>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Violations of the policy will not be tolerated and will be punished to the highest degree.

Grading Scale (as a percentage of total points) Grades will be assigned according to the following scale. Plan accordingly to get the final grade you wish to receive.

A	= 90-100	C+	= 77-79	D	= 60-66
B+	= 87-89	C	= 70-76	F	< 60
B	= 80-86	D+	= 67-69		

Disability and Health Related Issues

If you have a documented learning disability and require assistance, please consult with the Office of Counseling and Testing as early as possible in the term. Please then present the paperwork to me within the first two class sessions and schedule a time outside of class for us to develop a plan to best meet your needs.

Email/Communication

You are responsible for maintaining and checking your University email account on a daily basis. Please use your university account for your academic correspondence. Please address your emails with professionalism and courtesy.

Calendar and Course Outline

Date	Subject
May 10	Globalization and the Basics of International Economics, Ch 1, 2 European Geography and Language
May 11	Models of Trade, Ch 3, 4
May 12	Trade Policies, Ch 5 The Balance of Payments, Ch 10
May 13	Foreign Exchange and Exchange Rate Determination, Ch 11, 12 Europe Geography Quiz
May 16	Regional Economic Arrangements, Ch 8 History of the European Union – Guest Speaker: Dr. Will Daniel
May 17	Written Exam Travel Planning Meeting
May 18	Depart for Frankfurt, Germany
May 19-May 28	Seminars at the EAO, Visits to Mainz, Brussels, Luxembourg
May 28	Presentations Quiz at EAO
May 29	Reflection Journals Due prior to departure from EAO
May 29	Return to Florence, SC

The course syllabus is a general plan for the course; deviations announced by the instructor may be necessary.

School of Business Policies

Francis Marion University School of Business - Mission Statement

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission of teaching, research, and service. Nearly our entire faculty holds a doctorate in the area in which they teach. Our small classroom environment promotes interaction among students and faculty. **We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and be guided by high ethical standards.** Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions.

School of Business Goals

- Our students will have conceptual and analytical skills to analyze and solve managerial problems.

- Our students will be able to effectively communicate orally and in writing.
- Our students will have an understanding of ethical perspectives and be guided by high ethical standards.
- Our students will have an understanding and appreciation of the global business environment.
- Our students will utilize creativity in the solving of managerial problems.
- Our students will know the core concepts within each business discipline: accounting, business economics, finance, management, management information systems and marketing.

School of Business Goal

Students will have conceptual and analytical economic approach to and skills to analyze and solve managerial problems.
analysis of a managerial problem with concepts



Learning Outcomes

Students will understand the

such as marginal revenue, marginal cost, profit maximization, and resource allocation.

Students will be able to effectively use economic communicate orally and in writing.
such as opportunity cost, market



Students will understand and terminology,

equilibrium price and quantity, shortages and surpluses.

Students will have an understanding and understand the major concepts of appreciation of the global business environment.

→
comparative

Students will

international trade such as advantage, tariffs, and quotas.

European Academy at Otzenhausen Program

Thursday, 19 May 2016 Joint seminar with German students

10:40 Arrival in Frankfurt (Singapore Airlines SQ25)

Approx. 11:45 Transfer to Otzenhausen (Pickup at Meeting Point Terminal 1)

Until 13:30 Arrival of HTW students (accommodated in Braunshausen for the first night!)

14:00 Lunch snack Check-in

15:30 Welcome by Klaus-Peter Beck, President of the European Academy of Otzenhausen Getting familiar with the European Academy of Otzenhausen / Introduction to the programme / Getting to know each other / Field trip preparation

17:30 – 19:15 Warm-up Presentation part I: Development and Brief History of the EU Sebastian Zeitzmann LL.M., EAO / Saarland University

19:30 Dinner

21:00 Ninepin bowling tournament

Friday, 20 May 2016 Joint seminar with German students Excursion: Luxembourg

07:45 - Otzenhausen Departure to Luxembourg (FMU students)

07:55 - Braunshausen Check-out / Departure to Luxembourg (HTW students)

09:30 Visit to the European Investment Bank

12:00 Lunch

14:00 Visit to the European Stability Mechanism

16:30 Free time in Luxembourg City

18:00 Departure to Longuich

19:00 Wine tasting and dinner at Winery Schloeder-Thielen, Longuich

Approx. 21:30 Transfer to Otzenhausen

Saturday 21 May 2016 Joint seminar with German students

09:30 – 11:00 Warm-up Presentation part II: EU Economic Integration at a Glance - what is there? Sebastian Zeitzmann LL.M., EAO / Saarland University

11:30 – 13:00 Presentation: EU's Role in global Economy Prof. Dr. Leonhard Firlus, HTW Saar

13:00 Lunch

16:00 Presentation and workshop: Fundamental Freedoms: Backbone of European Integration with a Focus on the Free Movement of Workers Prof. Dr. Holger Buck, HTW Saar

19:00 Barbecue (the European/Saarland style)

Sunday, 22 May 2016 Joint seminar with German students

09:30 – 12:30 Presentation and workshop: Multinational Corporations in the EU Marion Hippchen, M.A., University of Siegen (thc)

12:30 Lunch

15:30 Presentation: TTIP - The Future of EU/US Economic Relations? Cvetelina Todorova, Berlin

18:30 Dinner

Monday, 23 May 2016 Joint seminar with German students Excursion: Mainz and Frankfurt

08:00 Departure to Mainz

10:00 Visit to the German Central Bank (Bundesbank)

12:30 Lunch in Central Frankfurt (individually) and free time in Frankfurt

15:00 The Birthplace of German Democracy Guided walk through Frankfurt incl. visit of the Paulskirche

17:00 Departure to Otzenhausen

19:30 Dinner

20:30 – 23:00 Night walk to the Celtic Circular Wall: Time Travel to the Era of Celts & Romans 2000 Years ago Kerstin Adam, Foundation Stiftung europäische Kultur und Bildung (SEKB), Saarbrücken

Tuesday, 24 May 2016 Joint seminar day with German, Spanish and other US students

09:00 – 12:30 Lecture and discussion: Together or more and more separately? The Transatlantic Relations under Discussion Dr. Marco Overhaus, German Institute for International and Security Affairs / SWP, Berlin

12:30 Lunch

14:00 – 16:00 What's going on in Europe these Days? Meeting and discussion with Doris Pack, MEP 1989 – 2014 Moderation: Dr. Elisabeth Schmitt, EAO and Sebastian Zeitmann, LL.M., EAO / Saarland University

16:30 – 17:30 Evaluation: Joint seminar

18:00 Dinner and awarding of certificates (HTW students) Afterwards Departure of HTW students

Wednesday, 25 May 2016 Excursion: Brussels (in part with other US student group)

09:00 Departure to Brussels

14:30 – 17:30 Visit to the European Commission - The Role of the European Commission in the EU - EU Competition Policy - EU Relationship with developing countries

20:30 – 22:00 Brussels, Capital City of the EU with a grand History - at Night! Guided night walk, starts at Grand Place Afterwards Free time and dinner (individually) in Brussels

Thursday, 26 May 2016 Excursion: Brussels (in part with other US student group)

08:00 Departure to European Economic and Social Committee

09:00 – 10:30 Visit to the European Economic and Social Committee (EESC)

11:00 – 14:00 Visit of the Parliamentarium (incl. lunch option)

14:30 – 16:00 Reception at United States Mission to the European Union

16:00 Bus transfer to the city center

16:30 Free time and dinner (individually) in Brussels

Friday, 27 May 2016

04:30 Bus transfer to Otzenhausen (via Düsseldorf Airport)

13:00 Lunch

15:00 – 18:00 Presentation: Policy of Economic Growth of EU Countries and a Future Outlook Prof. Dr. Caroline Padgett, FMU

18:30 Dinner

Saturday, 28 May 2016

09:00 – 12:00 Presentation and workshop: Environmental Policy of the EU: The Challenges of Climate Change and Sustainability Michael Matern M.A., EAO

12:00 Lunch

13:30 – 16:30 Presentation: The Common Agricultural Policy of the EU Dr. agr. Johannes Simons, University of Bonn

17:00 Reading quiz and journals due

18:15 Seminar evaluation

19:30 Farewell dinner and awarding of certificates

Sunday, 29 May 2016

03:50 Check-out 04:00 Bus transfer to Türkismühle

04:28 Dep. Türkismühle for Frankfurt airport (direct link)

06:20 Arrival at Frankfurt airport regional station

08:40 Return flight (Singapore Airlines SQ26)

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

Department/School Business

Date August 31, 2017

Course No. or Level 467 Title The Business of Sports

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Permission from the School of Business

Enrollment expectation 20

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

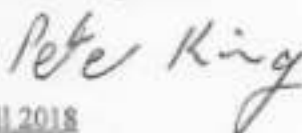
addition This course will added to the list of courses for Business majors in the Bachelor of Business Administration Program and required for the Sports Industry Management Track and Sports Industry Marketing Track

Name of the person preparing course description Murray Hartzler

Department Chairperson's/Dean's Signature



Provost's Signature



Date of Implementation Fall 2018

Date of School/ Department approval October 15th 2017

Catalog Description:

BUS 467 The Business of Sports (Prerequisite: Permission of school) This course is designed for students with declared track in Sports Industry Management or Sports Industry Marketing. This course is an analysis of effective strategies and the body of knowledge associated with pursuing a career in the sport industry. The course introduces the student to the sport industry, and to business principles as they apply to the sport industry.

Purpose: 1. For Whom (generally)

This course is for students who major in Sports Industry in Management or Sports Industry in Marketing.

2. What should the course do for the student?

The purpose of this course ensure students (1) explore career choices in sports industry, (2) understand the sports management theory and function relative to planning, personnel planning,

staff organization, leading and evaluating in the sport industry field, (3) analyze the various aspects of sports marketing and its various aspects in the sports industry.

Teaching method planned:

This course is a combination of lecture, in-class work and field trips to companies. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

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

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

PART 1 HISTORY OF SPORTS INDUSTRY

- 1 US Sports System – Youth, High School, Collegiate, and Professional
- 2 Difference between European/British Sports Systems and American
- 3 Major Events Shaped Sports Industry in US
- 4 Birth of Sports Industry as a discipline

PART 2 LEGAL ISSUES IN SPORTS INDUSTRY

- 1 Review of Key Terms
- 2 Sport Law Court Cases Reviewed
- 3 Current Issues in Sport Law Reviewed

PART 3 ETHICAL ISSUES IN SPORTS INDUSTRY

- 1 Moral and Ethical Reasoning for Sport Managers
- 2 Morality vs. the Law
- 3 Morality vs. Corruption
- 4 Ensuring Morality in the Workplace
- 5 Codes of Conduct
- 6 Creating Ethical Organizations

PART 4 MEDICAL ISSUES

- 1 Risk Management
- 2 Critical Incident Plans
- 3 Emergency Action Plans
- 4 Current Medical Issues within Sports Industry in the US
- 5 Medical Insurance Requirements within Sports Industry
- 6 The Role, Management, and Administration of: Athletic Trainer, Physician, Hospital as a supplier of Medical Care and Health Insurance
- 7 Managing the Market: Regulation, Quality Certification, and Technical Change

PART 5 HIGH SCHOOL AND YOUTH SPORTS

- 1 History of High School and Youth Sports
- 2 Title IX impact on High School and Youth Sports
- 3 Career Opportunities and Current Issues
- 4 Minority Help and Pay Equity

- 5 Finances
 - 6 Academic Eligibility: Student Athletes with Learning Disabilities
 - 7 Medical Concerns: Athletes Right to Compete
- PART 6 COLLEGIATE SPORT
- 1. History of NCAA
 - 2. Women & Women's Sports in Intercollegiate Athletics
 - 3. Diversity and Inclusion In Intercollegiate Athletics
 - 4. Division I, II, and III Philosophy
 - 5. Career Opportunities and Current Issues
 - 6. Minority Help and Pay Equity
 - 7. Finances
 - 8. Academic Eligibility: Student Athletes with Learning Disabilities
 - 9. Medical Concerns: Athletes Right to Compete
- PART 6 PROFESSIONAL SPORTS
- 1 History of Professional Sports Leagues
 - 2 Franchise Ownership
 - 3 The Commissioner
 - 4 Labor Relations
 - 5 Career Opportunities and Case Studies Reviewed
- PART 7 FACILITY MANAGEMENT/EVENT MANAGEMENT
- 1 History of Facility and Event Management
 - 2 Stadium/Arenas/Convention Centers/Theaters
 - 3 Financing
 - 4 Career Opportunities
 - 5 Current Issues
 - 6 Risk Management (Events)
 - 7 Tournament Operations

Sample Syllabus

Spring 2018

Business 467: The Business of Sports

Mr. Murray Hartzler

Turn off or silence ALL electronic equipment before entering the classroom.

Communication: Office:

Email: mhartzler@fmarion.edu

Phone: 843-661-1240

Office hours: Tuesday, Wednesday, Thursday, Friday 8:00-10:00 am

By appointment

It is important to me that I am available to you. If you need to see me outside of class and are not able to come by during office hours, please schedule an appointment. I usually check email several times a day. It is always better to communicate with me about the things that you are having difficulty with sooner rather than later. Do not wait until exam time to see me about questions you may have. This course will build on itself and if you do will find yourself further and further behind.

Texts: There is no standard text book for this course. Students will be assigned readings, cases and materials which will be updated with the changing nature of this field.

Objective:

This course is designed for students with declared track in Sports Industry Management or Sports Industry Marketing. This course is an analysis of effective strategies and the body of knowledge associated with pursuing a career in the sport industry. The course introduces the student to the sport industry, and to business principles as they apply to the sport industry

Prerequisite: Permission from the School of Business

Lecture Attendance: Strongly recommended. There is no substitute for regular class attendance. Poor attendance will make it difficult for you to contribute to class discussions and will therefore prove costly to you and to your classmates. Subject to the effect of absences on your class-participation grade, you are free to choose the rate of attendance that suits you best. Students are expected to arrive on time and to remain for the entire class. If you need to leave class early, please let me know before the class starts and seat yourself close to the door. Enrollment in a course obligates the student not only for prompt completion of all work assigned but also for punctual and regular attendance and for participation in whatever class discussion may occur. It is the student's responsibility to keep informed of all assignments made. Absences, whether excused or unexcused, do not absolve the student from this responsibility.

Class Conduct: Your instructor and classmates deserve courtesy. Please arrive on time and stay until class ends. Disruptive behavior constitutes grounds for dismissal from the course.

Blackboard: This syllabus has been posted on Blackboard, as will homework assignments, readings, and anything else I think will be helpful. Some assignments will be handed in at the beginning of class, while others will be posted on an assigned blackboard message board. It will be useful to check the blackboard page for this class often.

Grading: Grades in this course will be awarded on a competitive basis, according to the criteria laid out in the 2015 – 2016 course catalog. The following system will be employed: A (distinction), B+, B (acceptable), C+, C (marginal), F (no credit).

The weights for your final grade are as follows:

Midterm Exam	20%
Final Exam	20%

Policy Project	25%
Homework	15%
Quizzes	20%

Examination: You are responsible for all material covered in class lectures, the textbook, supplemental readings and out of class assignments. Students are not permitted to leave the room during the exam. Please make sure you take restroom, food, and water breaks **before** your arrive for the exam. Students who know that they will be unavailable to take the in-term exam must information me at least ten days before the exam date.

Homework: To improve your understanding of the material, I will periodically ask you to complete assignments outside of class. The nature of these assignments will vary. Some will include problems sets; others will involve analyzing news.

Quizzes: Throughout the course, I will periodically give quizzes in class. These quizzes are designed to be taken quickly and assess how well the class is retaining the assigned readings.

Rule of Academic Responsibility: It is the responsibility of every student at Francis Marion University to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline, as laid out in code of student conduct. (<http://www.fmarion.edu/students/handbook>)

Students with Disabilities: Students with disabilities that have been certified by the Office of Counseling and Testing will be appropriately accommodated. I should have all needed documentation from the Office of Counseling and Testing no later than one week before the accommodations requested by the Director of Counseling and Testing are needed.

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

- PART 1 HISTORY OF SPORTS INDUSTRY
 - 5 US Sports System – Youth, High School, Collegiate, and Professional
 - 6 Difference between European/British Sports Systems and American
 - 7 Major Events Shaped Sports Industry in US
 - 8 Birth of Sports Industry as a discipline
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 - 4 Review of Key Terms
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 - 8 Risk Management
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- 12 Medical Insurance Requirements within Sports Industry
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- 14 Medical Concerns: Athletes Right to Compete
- PART 6 COLLEGIATE SPORT
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- 7 Franchise Ownership
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and be guided by high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions.

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- Our students will have conceptual and analytical skills to analyze and solve managerial problems.
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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Business

Date August 31, 2017

Course No. or Level 496 Title Sports Industry Capstone

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites BUS 467 and a declared major in Sports Industry Management or Sports Industry Marketing

Enrollment expectation 20

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

addition This course will added to the list of courses for Business majors in the Bachelor of Business Administration Program and required for the Sports Industry Management Track and Sports Industry Marketing Track

Name of the person preparing course description Murray Hartzler

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation Fall 2018

Date of School/ Department approval October 15th 2017

Catalog Description:

This course is designed for seniors with declared track in Sports Industry Management or Sports Industry Marketing. A project based class in which students will work with the athletics department at Francis Marion to implement a project in Sports Marketing or Sports Management depending on their major. The project will allow students to implement the theories they have learned in their tracks in the area of Sports Industry. This course serves as the final capstone for students in Sports Industry in Management and Sports Industry in Marketing

Purpose: 1. For Whom (generally)

This course is for students who major in Sports Industry in Management or Sports Industry in Marketing.

3. What should the course do for the student?

The purpose of this course ensure students can implement what they have learnt in a project based setting for the Athletic department at Francis Marion.

Teaching method planned:

In this course student will be asked form groups of 2 or 3 and will be assigned a project to complete. They will be asked submit a written report and make a presentation to the course coordinator. The people the project impacts will serve as clients and students will serve as consultants.

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

There is no text book for this course. Material and data needed for the project will be given to the student by their project guide.

Sample Syllabus

Spring 2018

Business 496 Sports Industry Capstone

Mr. Murray Hartzler

Turn off or silence ALL electronic equipment before entering the classroom.

Communication:

Office:

Email: mhartzler@fmarion.edu

Phone: 843-661-1240

Office hours: Tuesday, Wednesday, Thursday, Friday 8:00-10:00 am

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Objective:

This course is designed for seniors with declared track in Sports Industry Management or Sports Industry Marketing. A project based class in which students will work with the athletics department at Francis Marion to implement a project in Sports Marketing or Sports Management depending on their major. The project will allow students to implement the theories they have learned in their tracks in the area of Sports Industry. This course serves as the final capstone for students in Sports Industry in Management and Sports Industry in Marketing

Prerequisite: Prerequisite BUS 467 or permission of school - Majoring in Sports Industry Management or Sports Industry Marketing

Class Conduct: You will be treated as a consultant and the people who are assigning you the grades are your clients. They are paying you for your work in grades. So please remember that you have to be professional at all times. Think of this class as a job.

Blackboard: This syllabus has been posted on Blackboard, as will homework assignments, readings, and anything else I think will be helpful. Some assignments will be handed in at the beginning of class, while others will be posted on an assigned blackboard message board. It will be useful to check the blackboard page for this class often.

Grading: Grades in this course will be awarded on a competitive basis, according to the criteria laid out in the 2015 - 2016 course catalog. The following system will be employed: A (distinction), B+, B (acceptable), C+, C (marginal), F (no credit).

The weights for your final grade are as follows:

Midterm Exam	20%
Final Exam	20%
Country	
Presentation	15%
Policy Project	25%
Homework	10%
Quizzes	10%

Evaluation: You will be evaluated regularly. You will make three presentations at three different points of the semester. First presentation will evaluate your understanding of the

project and how you will approach the problem. The second presentation will evaluate how much you have done and what is left and final presentation will be the full project along with the written report. You will have to go to the writing center to get a critique of your written report. Students who do not go to the writing center will receive a zero for the project report.

Presentations 50% of your grade

Report 50% of your grade

Rule of Academic Responsibility: It is the responsibility of every student at Francis Marion University to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline, as laid out in code of student conduct. (<http://www.fmarion.edu/students/handbook>)

Students with Disabilities: Students with disabilities that have been certified by the Office of Counseling and Testing will be appropriately accommodated. I should have all needed documentation from the Office of Counseling and Testing no later than one week before the accommodations requested by the Director of Counseling and Testing are needed.

School of Business Mission Statement

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission of teaching, research, and service. Nearly our entire faculty holds a doctorate in the area in which they teach. Our small classroom environment promotes interaction among students and faculty. **We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and be guided by high ethical standards.** Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions.

School of Business Goals

- Our students will have conceptual and analytical skills to analyze and solve managerial problems.
- Our students will be able to effectively communicate orally and in writing.
- Our students will have an understanding of ethical perspectives and be guided by high ethical standards.
- Our students will have an understanding and appreciation of the global business environment.
- Our students will utilize creativity in the solving of managerial problems.
- Our students will know the core concepts within each business discipline: accounting, business economics, finance, management, management information systems and marketing.

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

Department/School: Health Sciences/Nursing Department Date: November 29, 2017

Course No. or Level: 316 Title: Professional Nursing Practice

Semester hours: 1 Clock hours: Lecture: 1 Laboratory: 0

Prerequisites: None

Enrollment expectation: 96 in the fall; 48-64 in the spring

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 NURS 312 Professional Nursing and Nursing Practice (3)

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

alternate _____

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

Name of person preparing course description: Nina Russell, Wendy Hatchell

Department Chairperson's/Dean's Signature: Karen Gittings *Karen Gittings*

Provost's Signature _____

Peter King

Date of Implementation: Fall 2018

Date of School/Department approval: May 4, 2017

Course Description:

This course is designed to cover the past, present and future of professional nursing. An emphasis is placed on the nursing process, professional values, and theoretical concepts essential for providing holistic nursing care. Students are introduced to the healthcare environment as well as contemporary nursing and healthcare issues. Additionally, an emphasis is placed on role development of the professional nurse, legal, ethical, and spiritual aspects of the nursing process.

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

This one (1) credit course is replacing a three (3) credit course to allow for an increase in the course credits for pharmacology and nutrition. This will keep the overall credits required for graduation with a BSN degree at 120 credits. It was additionally determined that a significant amount of information in this course was being taught in other courses in the curriculum so this decrease in credits will not result in a loss of content.

Teaching methods planned:

Lecture, class discussions, class group work, class presentations, written assignments, paper and pencil tests, and discussion boards.

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

Black, B. P. (2017). *Professional nursing* (8th ed.). St. Louis, MO: Elsevier.

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

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

1. APA Format
2. Professional Nursing Practice and Core Competencies
3. Laws Governing Nursing
4. Foundation of Nursing Practice
5. Philosophy of Caring
6. Educational Preparation for Roles in Nursing
7. Nursing Process: Prioritization and Delegation
8. Holistic Nursing Care
9. Foundational Nursing Theories and Major Leaders in Nursing
10. Nursing Organizations
11. Progress and Future of Nursing
12. Multiculturalism and Culturally Congruent Nursing Care
13. Organizational Skills: Time management
14. Plagiarism
15. Workplace Environment: Stress Management and Self-Awareness for the Nurse; Spirituality; Workplace Violence
16. Recognition of Limits: Self/Others

When completed, forward to the Office of the Provost.

9/03

School of Health Sciences
Department of Nursing
Pre-Licensure BSN

Course Title: Professional Nursing Practice
Course Number: NURS 316
Credit Hours: (1:0)
Day and time:
Location:

Prerequisites: None
Co-requisites: NURS 301, 309, 317, & 319

Course Coordinator:
Faculty:
E-mail:
Phone:
Office hours:
Office:

Course Description:

This course is designed to cover the past, present and future of professional nursing. An emphasis is placed on the nursing process, professional values, and theoretical concepts essential for providing holistic nursing care. Students are introduced to the healthcare environment as well as contemporary nursing and healthcare issues. Additionally, an emphasis is placed on role development of the professional nurse, legal, ethical, and spiritual aspects of the nursing process.

Learning Outcomes:

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

1. Utilize liberal education courses as a basis for discussing the historical and contemporary professional nursing concepts.
2. Discuss the healthcare environment and patient safety standards in relation to the nurses' code of ethics as well as laws governing nursing practice.
3. Identify and discuss various theoretical concepts and values fundamental to professional nursing practice.
4. Discuss principles and concepts of the nurses' scope of practice.
5. Demonstrate understanding and implementation of the nursing process.
6. Demonstrate the significance of holistic nursing care and practice.
7. Discuss principles of legal, ethical and core values in nursing.

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, class group work, class presentations, written assignments, paper and pencil tests, seminars, computer-assisted instructions, discussion board, and role-play.

Required Textbook(s):

Black, B. P. (2017). *Professional nursing* (8th ed.). St. Louis, MS, Elsevier.

Publication manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

Recommended:

American Psychological Association. (n.d.). *APA tutorial*. Retrieved from

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

APA comparison chart. (2014). Retrieved from

<http://owl.english.purdue.edu/owl/resource/949/01/>

Paiz, J. M., Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Keck, R. (2013). *APA Formatting and Style Guide*. Retrieved from

<http://owl.english.purdue.edu/owl/resource/560/01/>

South Carolina Nurse Practice Act. (n.d.). *Chapter 33 & Chapter 91*. Retrieved from South Carolina Labor, Licensing and Regulation. <http://www.llr.state.sc.us/pol/nursing/>

The essentials of baccalaureate education for professional nursing practice. (2008). *American Association of Colleges of Nurses*. Retrieved from www.aacn.nche.edu/education-resources/BaccEssentials08.pdf

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, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Group Project – Nursing Theorist Presentation	
Test 1 Test 2 Test 3 Final	
Pass/Fail – Discussion Board posting by Wednesday 6:00 pm of each week with references and in APA format Pass/Fail – Required assignments given by instructor	Failure to complete a pass/fail aspect of an assignment will result in a 1% deduction from an assignment grade for each pass/fail assignment

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 tests/ quizzes/ 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).

Final Exam:

NCLEX style questions will be assigned by the course faculty throughout the semester. These assigned questions are mandatory and must be completed prior to the final exam, Failure to complete and turn in the

assigned questions prior to the final exam will result in the student not being permitted to take the final exam and a grade of 0 will be assigned.

Test Taking Guidelines:

Before each quiz/test/exam learners will:

- Place all belongings at the front of the classroom
- 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. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a 0.
- Once a quiz/test/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 they hand in an uncompleted test the grade stands as is.

Remediation Policy:

Francis Marion University (FMU) baccalaureate nursing program has designated a benchmark of 80% as the minimum grade point average for successful completion of any course within the curriculum. Students who do not achieve a minimum of 80% on any unit test have not attained a sound understanding of the content and therefore are at risk for failing the course. A course failure will prevent the student from progressing to the next semester.

To assist students in successful completion of course work throughout the baccalaureate nursing program, the following will apply:

- Students who achieve a unit test score between 70 and 79% must make an appointment at the Center for Academic Success and Advisement (CASA) with a nursing student tutor and remediate the content specific for the unit test.
 - *All students that serve as nursing student tutors have been recommended by nursing faculty*
- Students who achieve a unit test score below 70% must remediate with a nursing student tutor in CASA and the nursing remediation faculty member regarding the content specific to that test.
 - *The nursing student tutor and/or the nursing remediation faculty member may require the student to schedule an appointment with course faculty for content clarification as needed*
- If remediation expectations are not met prior to the next test, the student will receive an academic warning.
 - *It is the student's responsibility to schedule an appointment with a nursing tutor and/or the remediation faculty to review test content prior to the next unit test in the course.*
- If a shortage of nursing student tutors should arise and renders it impossible to seek remediation through CASA, the student must remediate with the nursing remediation faculty member for any unit test score below 80%

Scheduling Remediation:

- To make an appointment with the Center for Academic Success and Advisement (CASA), also known as the Tutoring Center, click the following link <https://fmarion.mywconline.com/> and schedule your appointment with a nursing student tutor.
- To make an appointment with the nursing remediation faculty, please email Ms. Chiko Umeweni at cumeweni@fmarion.edu or call her office at 843-661-4657, which is located in the Lee Nursing Building, office 125.

Standardized Testing in Designated Courses:

Francis Marion University (FMU) School of Health Sciences learners are required to take nationally normed tests throughout the curriculum. The Faculty of the DON selected the series of tests because of the reliability and validity of the tests. The comprehensive predictive test that you will take as a senior will predict success on the NCLEX-RN examination. The faculty of the DON is committed to the fact that it is the responsibility of baccalaureate learners to master the content throughout the nursing curriculum. Learners must be able to integrate learning from multiple resources in order to pass a series of multiple standardized tests and to function as safe and competent Registered Nurses. These resources include but are not limited to lecture, clinical, out of class assignments, computer-based assisted instruction, reading, and projects. The standardized tests evaluate the learner's ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist learners to prepare for the NCLEX-RN examination, which all graduates of the program must pass, in order to practice nursing.

1. Standardized tests are scheduled to be administered at the end, or near the end of each semester.
2. A standardized subject test is required in the following courses:
 1. Fundamental of Nursing
 2. Psychiatric and Mental Health Nursing
 3. Women's Health
 4. Nursing Care of Children and their Families
 5. Leadership and Management
 6. Adult Health III (Medical-Surgical and Pharmacology 5% each to equal 10%)
3. The learner will have one chance to take subject standardized tests.
4. The score from the standardized subject test is based on statistical analysis.
5. All standardized tests are figured into the final course grade up to 10%.
6. Scores for subject tests will be awarded as follows:

SUBJECT TEST SCORE	Grade Points Awarded
950	10
900 – 949	9.5
850 – 899	9.0
800 – 849	8.5
750 – 799	8.0
700 – 749	7.5
650 – 699	7.0
600 – 649	6.5
550 – 599	6.0

500 – 549	5.5
450 – 499	5.0
400 – 449	4.5
350 – 399	4.0
300 – 349	3.5
250 – 299	3.0
200 – 249	2.5
150 – 199	2.0
100 – 149	1.5
50 – 99	1.0

7. There will be no scheduled retakes of course standardized subject tests.
8. All learners should complete a focused review to enhance learner's success on the standardized predictor test and the NCLEX-RN exam.

Standardized Comprehensive Predictor Testing in NURS 410:

The standardized comprehensive predictor examinations used at FMU are nationally normed tests that have strong psychometric properties and are predictive of success on the NCLEX-RN examination. The standardized comprehensive predictor examinations use the same test plan as is used by the National Council of State Boards of Nursing (NCSBN) for the NCLEX-RN examination. The following is the senior II progression policy:

1. NURS 410 Leadership and Management in Nursing
 - A. The first standardized comprehensive predictor examination will be given on a set date approximately three weeks prior to the end of the semester.
 - C. If a learner does not achieve the predictability score of 900 on the first standardized comprehensive predictor examination, the learner will be given a second standardized comprehensive predictor test during exam week.
 - D. The exam score (or the better of the two scores) will be calculated into the NURS 410 grade up to 10% based on the following scale.

Comprehensive Score	Grade Points Awarded
900 and above	10
899 – 850	9.0
849 – 800	8.0
799 – 750	7.0
749 and below	0

Calculation and Math Conversion Testing Procedure and Policy:

Safe medication administration is a major and important responsibility of the professional nurse. A requirement of the program is that the student continually demonstrates competence in math skills and calculation of medication dosages.

New nursing students will take the initial proctored Math Competency Exam during the third week of the semester, in their Junior I semester in the Fundamentals of Nursing course. These are paper and pencil exams. All Math Competency Exams must be successfully completed with a score of 90% or better to pass. If a Junior I student scores less than 90% on this exam, the student must schedule an appointment with the course

coordinator to discuss plans for their remediation session(s). This student will not be allowed to give medications until passing this exam.

A second test will be scheduled approximately one to two weeks after the first exam and contain the same level of problems. Failure to pass the math test on the second attempt will result in a withdrawal (W) from the class. The learner will be encouraged to seek math tutoring at the University Tutoring Center for future reentry into the course. Thereafter, all nursing students will be tested on medication calculation competency by questions embedded in the each unit test for clinical courses.

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. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. 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 about make-up requirements.
- 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 minutes past the designated start time, even if a first occurrence, will be sent home.
- The first time a student is late, 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; this constitutes a clinical absence, and will be subject to the above attendance policy. 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.

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.

- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

E-mail:

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

Communicating With Faculty:

Please communicate with faculty by email only.

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 *Undergraduate Nursing 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 *Undergraduate Nursing 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 *Undergraduate Nursing Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/mainmenu/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:

Personal Computers:

Because computers are an essential learning tool, every nursing student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since the Lee Nursing Building auditorium does not provide individual electrical outlets for students.

Personal handheld devices are recommended that can download eBooks for reference. If a learner does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Refer to: *Undergraduate Nursing Handbook ("Computer Use/Access")*

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the FMU *Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Refer to: *Undergraduate Nursing Handbook ("Acceptable Uses of the Internet")*

Printing:

Printers are located throughout the FMU campus. See the current FMU *Catalog* for printing policies.

Computerized Testing:

Respondus and Respondus Monitor:

The Nursing Program uses Respondus LockDown Browser for computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" (<http://www.respondus.com/products/lockdown-browser/>).

For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable. Instructions for downloading and use of Respondus LockDown Browser can be found on the Student Undergraduate Nursing Site.

Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

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. Test reviews times will be posted on course coordinator door.

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 Chair 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.

Course Content:

1. APA Format
2. Professional Nursing Practice and Core Competencies

3. Laws Governing Nursing
4. Foundation of Nursing Practice
5. Philosophy of Caring
6. Educational Preparation for Roles in Nursing
7. Nursing Process: Prioritization and delegation
8. Holistic Nursing Care
9. Foundational Nursing theories and Major Leaders in Nursing
10. Nursing Organizations
11. Progress and Future of Nursing
12. Multiculturalism and Cultural Congruent Nursing Care
13. Organizational skills: Time management
14. Plagiarism
15. Workplace environment: Stress management and self-awareness for the nurse; spirituality; workplace violence
16. Recognition of Limits: Self/Others

Additional class material will be posted on Blackboard for this class and for your reading of which you are responsible for reading before coming to class.

Additional questions may be added for you to complete as your entrance into the Final Exam.

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

Department/School: Health Sciences/Nursing Department Date: November 29, 2017

Course No. or Level: 317 Title: Nursing Pharmacology I

Semester hours: 2 Clock hours: Lecture: 2 Laboratory: 0

Prerequisites: None

Enrollment expectation: 96 in the fall; 48-64 in the spring

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 NURS 305 Nursing Pharmacology (3)

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

alternate _____

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

Name of person preparing course description: Nina Russell, Dorie Weaver

Department Chairperson's/Dean's Signature: Karen Gittings *Karen Gittings*

Provost's Signature _____

Date of Implementation: Fall 2018

Date of School/Department approval: May 4, 2017

Course Description:

This course introduces the student to basic pharmacological concepts of pharmacokinetics, pharmacodynamics, adverse effects and drug-drug interactions. Drug laws, standards, and the medication approval process will be discussed. There will be an emphasis on the study of broad classifications of medication, their effects on the human body and nursing implications related to the peripheral nervous system, drugs that affect the hematologic and immune systems, including the treatment of infectious and parasitic diseases. The considerations related to genetics, ethics, culture and economics are addressed throughout the course. This course lays the foundation for nursing pharmacology and prepares the student for Nursing Pharmacology II.

Purpose: 1. For Whom (generally?)

2. What should the course do for the student?

Since Pharmacology constitutes 12-18% of the NCLEX-RN examination, the nursing faculty determined that additional preparation in the study of pharmacology was needed. With the creation of these two new courses, pharmacology credit will increase from three (3) to four (4) credits and the content will now be delivered over two (2) semesters.

Teaching methods planned:

Lecture, audio-visual aids, class discussions/activities

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

Burchum, J. R., & Rosenthal, L. D. (2016). *Lehne's pharmacology for nursing care* (9th ed.). St. Louis, MO: Elsevier.

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

- Orientation to Pharmacology
- Application of Pharmacology in Nursing Practice
- Drug Regulation, Development, Names and Information
- Pharmacokinetics
- Pharmacodynamics
- Drug Interactions
- Adverse Drug Reactions and Medication Errors
- Individual Variation in Drug Responses
- Drug Therapy during Pregnancy and Breast-Feeding
- Drug Therapy in Pediatric Patients
- Drug Therapy in Geriatric Patients
- Basic Principles of Neuropharmacology
- Physiology of the Peripheral Nervous System
- Cholinergic Drugs
- Adrenergic Drugs
- Drugs for Hemophilia
- Drugs for Deficiency Anemias
- Hematopoietic Agents
- Cyclooxygenase Inhibitors
- Glucocorticoids in Nonendocrine Disorders
- Chemotherapy of Infectious Diseases
- Chemotherapy of Parasitic Diseases

When completed, forward to the Office of the Provost.

9/03



School of Health Sciences
Department of Nursing
Pre-Licensure BSN

Course Title: Nursing Pharmacology I
Course Number: NURS 317
Credit Hours: (2)
Day and Time: Tuesdays: 12:30pm – 2:30pm
Location: Lee Nursing Building (LNB)

Co-requisites: NURS 301, 309, 316, & 319

Course Coordinator:

Dorie Weaver, MSN, RN, FNP-BC CNE

Office Number: LNB 110

Office Phone: 843-661-1692

E-mail: dweaver@fmarion.edu

Office hours: TBA

Course Description: This course introduces the student to basic pharmacological concepts of pharmacokinetics, pharmacodynamics, adverse effects and drug-drug interactions. Drug laws, standards, and the medication approval process will be discussed. There will be an emphasis on the study of broad classifications of medication, their effects on the human body and nursing implications related to the peripheral nervous system, drugs that affect the hematologic and immune systems, including the treatment of infectious and parasitic diseases. The considerations related to genetics, ethics, culture and economics are addressed throughout the course. This course lays the foundation for nursing pharmacology and prepares the student for Nursing Pharmacology II.

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

1. Explain the drug approval process, legislation and safeguards in place to promote drug safety.
2. Describe how body cells respond to the presence of drugs capable of altering their function.
3. Apply the steps of the nursing process in the administration of medications.
4. Recognize the importance of interprofessional discussion and collaboration regarding optimal patient outcomes and safety related to the use of pharmacotherapeutics.
5. Demonstrate knowledge of the drug's indications, mechanism of actions, side effects/adverse reactions, nursing implications, and patient/family teaching related to each broad medication classification within each body system.
6. Apply knowledge of drug therapy across the lifespan.
7. Examine multiple resources for current drug information and monitoring.
8. Differentiate between broad-spectrum and narrow-spectrum drugs and ways to minimize resistance.

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/activities

Required Textbook(s):

Burchum, J. R., & Rosenthal, L. D. (2016). *Lehne's Pharmacology for Nursing Care* (9th ed.). St. Louis, MO: Elsevier

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 constitutes a course failure.

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Computerized Pre-Lecture Quizzes (8 @ 2% each)	16%
Case Studies (4 @ 4% each)	16%
Exam 1	16%
Exam 2	16%
Exam 3	16%

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 tests/ quizzes/ 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 **1 hour prior** to the exam. All make-up exams will focus on the same content as original exam but will be given in a different format (select all that apply, fill-in-the-blank, true/false, etc.) Weekly online quizzes will be given throughout the semester. There will be a total of 10-20 items on the quiz of various formats. These quizzes will be timed. Each quiz will be worth 2% of your total grade. Quizzes will be based on assigned readings for that designated week. **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.

Final Exam:

NCLEX style questions will be assigned by the course faculty throughout the semester. These assigned questions are mandatory and must be completed prior to the final exam. **Failure to complete and turn in the assigned questions prior to the final exam will result in the student not being permitted to take the final exam and a grade of 0 will be assigned.**

Test Taking Guidelines:

Before each quiz/test/exam learners will:

- Place all belongings at the front of the classroom
- 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. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a 0.

- Once a quiz/test/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 they hand in an uncompleted test, the grade stands as is.

Remediation Policy:

Francis Marion University (FMU) baccalaureate nursing program has designated a benchmark of 80% as the minimum grade point average for successful completion of any course within the curriculum. Students who do not achieve a minimum of 80% on any unit test have not attained a sound understanding of the content and therefore are at risk for failing the course. A course failure will prevent the student from progressing to the next semester.

To assist students in successful completion of course work throughout the baccalaureate nursing program, the following will apply:

- Students who achieve a unit test score between 70 and 79% must make an appointment at the Center for Academic Success and Advisement (CASA) with a nursing student tutor and remediate the content specific for the unit test.
 - *All students that serve as nursing student tutors have been recommended by nursing faculty*
- Students who achieve a unit test score below 70% must remediate with a nursing student tutor in CASA and the nursing remediation faculty member regarding the content specific to that test.
 - *The nursing student tutor and/or the nursing remediation faculty member may require the student to schedule an appointment with course faculty for content clarification as needed*
- If remediation expectations are not met prior to the next test, the student will receive an academic warning.
 - *It is the student's responsibility to schedule an appointment with a nursing tutor and /or the remediation faculty to review test content prior to the next unit test in the course.*
- If a shortage of nursing student tutors should arise and renders it impossible to seek remediation through CASA, the student must remediate with the nursing remediation faculty member for any unit test score below 80%

Scheduling Remediation:

- To make an appointment with the Center for Academic Success and Advisement (CASA), also known as the Tutoring Center, click the following link <https://fmarion.mywconline.com/> and schedule your appointment with a nursing student tutor.
- To make an appointment with the nursing remediation faculty, please email Dr. Chiko Umeweni at cumeweni@fmarion.edu or call her office at 843-661-4657, which is located in the Lee Nursing Building, office 125.

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

Calculation and Math Conversion Testing Procedure and Policy:

Safe medication administration is a major and important responsibility of the professional nurse. A requirement of the program is that the student continually demonstrates competence in math skills and calculation of medication dosages.

New nursing students will take the initial proctored Math Competency Exam during the third week of the semester, in their Junior I semester in the Fundamentals of Nursing course. These are paper and pencil exams. All Math Competency Exams must be successfully completed with a score of 90% or better to pass. If a Junior I student scores less than 90% on this exam, the student must schedule an appointment with the course coordinator to discuss plans for their remediation session(s). This student will not be allowed to give medications until passing this exam.

A second test will be scheduled approximately one to two weeks after the first exam and contain the same level of problems. Failure to pass the math test on the second attempt will result in a withdrawal (W) from the class. The learner will be encouraged to seek math tutoring at the University Tutoring Center for future reentry into the course. Thereafter, all nursing students will be tested on medication calculation competency by questions embedded in the each unit test for clinical courses.

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. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. 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.

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.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

E-mail:

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

Communicating With Faculty:

Please communicate with faculty by email only.

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 *Undergraduate Nursing 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 *Undergraduate Nursing 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 *Undergraduate Nursing Handbook (current edition): Academic Integrity* and <http://nursingworld.org/mainmenu/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*) found at <http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Computer Use:**Personal Computers:**

Because computers are an essential learning tool, every nursing student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since the Lee Nursing Building auditorium does not provide individual electrical outlets for students.

Personal handheld devices are recommended that can download eBooks for reference. If a learner does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Refer to: *Undergraduate Nursing Handbook* ("Computer Use/Access")

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the FMU *Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Refer to: *Undergraduate Nursing Handbook* ("Acceptable Uses of the Internet")

Printing:

Printers are located throughout the FMU campus. See the current FMU *Catalog* for printing policies.

Computerized Testing:

Respondus and Respondus Monitor:

The Nursing Program uses Respondus LockDown Browser for computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system"

(<http://www.respondus.com/products/lockdown-browser/>).

For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable. Instructions for downloading and use of Respondus LockDown Browser can be found on the Student Undergraduate Nursing Site.

Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

Taping Classes and Test Reviews:

Learners need to ask faculty permission in order to tape any public session or class. 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. Taping is not permitted in test reviews.

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 Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All 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.

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:

- Orientation to Pharmacology
- Application of Pharmacology in Nursing Practice
- Drug Regulation, Development, Names and Information
 - Pharmacokinetics
 - Pharmacodynamics
 - Drug Interactions
- Adverse Drug Reactions and Medication Errors
- Individual Variation in Drug Responses
- Drug Therapy during Pregnancy and Breast-Feeding
 - Drug Therapy in Pediatric Patients
 - Drug Therapy in Geriatric Patients
- Basic Principles of Neuropharmacology
- Physiology of the Peripheral Nervous System
 - Cholinergic Drugs
 - Adrenergic Drugs
 - Drugs for Hemophilia
 - Drugs for Deficiency Anemias
 - Hematopoietic Agents
 - Cyclooxygenase Inhibitors
- Glucocorticoids in Nonendocrine Disorders
- Chemotherapy of Infectious Diseases
- Chemotherapy of Parasitic Diseases

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

Department/School: Health Sciences/Nursing Department Date: November 29, 2017

Course No. or Level: 318 Title: Nursing Pharmacology II

Semester hours: 2 Clock hours: Lecture: 2 Laboratory: 0

Prerequisites: NURS 301, 309, 316, 317, & 319

Enrollment expectation: 35-50 in the fall; 75 in the spring

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 NURS 305 Nursing Pharmacology (3)
(The proposed new course replaces a deleted course as a General Education or program requirement.)

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

Name of person preparing course description: Nina Russell, Dorie Weaver

Department Chairperson's/Dean's Signature: Karen Gittings *Karen Gittings*

Provost's Signature Pete King

Date of Implementation: Fall 2018

Date of School/Department approval: May 4, 2017

Course Description:

This course expands on the basic concepts of pharmacology presented in Nursing Pharmacology I, with emphasis on the study of broad drug classifications and their related nursing implications. The mechanism of action, therapeutic uses, side effects, adverse effects interactions and contraindications of medications that affect the central nervous system, cardiovascular, respiratory, endocrine, musculoskeletal, gastrointestinal, and reproductive systems are discussed. Drug therapy for the skin, eye and ear will also be included. The considerations related to genetics, ethics, culture and economics are addressed throughout the course.

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

Since Pharmacology constitutes 12-18% of the NCLEX-RN examination, the nursing faculty determined that additional preparation in the study of pharmacology was needed. With the creation of these two new courses, pharmacology credit will increase from three (3) to four (4) credits and the content will now be delivered over two (2) semesters.

Teaching methods planned:

Lecture, audio-visual aids, class discussions/activities

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

Burchum, J. R., & Rosenthal, L. D. (2016). *Lehne's pharmacology for nursing care* (9th ed.). St. Louis, MO: Elsevier.

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

- Introduction to Central Nervous System Drugs
- Drugs for Neurodegenerative Disorders (Parkinson's, Alzheimer's & Multiple Sclerosis)
- Neurologic Drugs (Epilepsy & Muscle Spasm/Spasticity)
- Drugs for Pain (Opioids/Nonopioids & Migraines)
- Basic Considerations of Drug Abuse & The Controlled Substance Act
- Psychotherapeutic Drugs (Antipsychotics, Antidepressants, Bipolar Disorder, Sedatives, Anxiety, ADHD)
- Drugs That Affect Fluid and Electrolyte Balance
- Drugs That Affect the Heart and Blood Vessels
- Drugs for Endocrine Disorders (Diabetes Mellitus, Thyroid Disorders, Adrenal Cortex, Posterior Pituitary)
- Drugs for Women's and Men's Health
- Drugs for Bone and Joint Disorders (Rheumatoid Arthritis, Gout, Calcium & Bone Demineralization)
- Respiratory Tract Drugs (Asthma, COPD, Allergic Rhinitis, Cough & Colds)
- Gastrointestinal Drugs and Drugs for Weight Loss (PUD, Laxatives, Antiemetics, Antidiarrheals, IBS, IBD)
- Drugs for the Skin, Eyes and Ears

When completed, forward to the Office of the Provost.

9/03



School of Health Sciences
Department of Nursing
Pre-Licensure BSN

Course Title: Nursing Pharmacology II
Course Number: NURS 318
Credit Hours: (2)
Day and Time: Tuesdays: 12:30pm – 2:30pm
Location: Lee Nursing Building (LNB)

Prerequisites: NURS 301, 309, 316, 317, & 319

Course Coordinator:

Dorie Weaver, MSN, RN, FNP-BC CNE
Office Number: LNB 110
Office Phone: 843-661-1692
E-mail: dweaver@fmarion.edu
Office hours: TBA

Course Description: This course expands on the basic concepts of pharmacology presented in Nursing Pharmacology I, with emphasis on the study of broad drug classifications and their related nursing implications. The mechanism of action, therapeutic uses, side effects, adverse effects interactions and contraindications of medications that affect the central nervous system, cardiovascular, respiratory, endocrine, musculoskeletal, gastrointestinal, and reproductive systems are discussed. Drug therapy for the skin, eye and ear will also be included. The considerations related to genetics, ethics, culture and economics are addressed throughout the course.

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

1. Discuss the therapeutic actions, indications, pharmacokinetics, contraindications, adverse reactions and important drug-drug interactions associated with central nervous system agents.
2. Compare and contrast the various prototype medications of narcotic agonists, partial agonists, antagonists, and nonnarcotic drug classifications.
3. Describe the categories and federal controls on medications that have abuse potential.
4. Recognize the role of each endocrine gland and demonstrate knowledge of agents used to treat pathologic conditions that occur within the endocrine system.
5. Outline the negative feedback system within the endocrine system and explain the ways this system controls hormone levels in the body.
6. Differentiate the medications used to control and regulate blood glucose levels.
7. Integrate knowledge of the effects of sex hormones to explain the therapeutic and adverse effects of these agents when used clinically.

8. Categorize the medications used in the treatment of cardiovascular disorders and discuss nursing considerations and important teaching points for patients receiving these medications.
9. Analyze the pharmacotherapeutics used in treating common conditions affecting the respiratory and gastrointestinal systems.
10. Evaluate the use of parathyroid hormone, calcium, Vitamin D, calcitonin and biphosphonates in the regulation of bone remodeling.

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/activities

Required Textbook(s):

Burchum, J. R., & Rosenthal, L. D. (2016). *Lehne's Pharmacology for Nursing Care* (9th ed.). St. Louis, MO: Elsevier

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 constitutes a course failure.

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Computerized Pre-Lecture Quizzes (5 @ 2% each)	10%

Case Studies (4 @ 4% each)	16%
Exam 1	15%
Exam 2	12%
Exam 3	12%
Exam 4	12%
Pharmacology HESI	5%
Cumulative Final Exam	18%
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 tests/ quizzes/ 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 *1 hour prior* to the exam. All make-up exams will focus on the same content as original exam but will be given in a different format (select all that apply, fill-in-the-blank, true/false, etc.) Weekly online quizzes will be given throughout the semester. There will be a total of 15-20 items on the quiz of various formats. These quizzes will be timed. Each quiz will be worth 2% of your total grade. Quizzes will be based on assigned readings for that designated week. **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.

Final Exam:

NCLEX style questions will be assigned by the course faculty throughout the semester. These assigned questions are mandatory and must be completed prior to the final exam. Failure to complete and turn in the assigned questions prior to the final exam will result in the student not being permitted to take the final exam and a grade of 0 will be assigned.

Test Taking Guidelines:

Before each quiz/test/exam learners will:

- Place all belongings at the front of the classroom
- 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. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a 0.
- Once a quiz/test/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 they hand in an uncompleted test, the grade stands as is.

Remediation Policy:

Francis Marion University (FMU) baccalaureate nursing program has designated a benchmark of 80% as the minimum grade point average for successful completion of any course within the curriculum. Students who do not achieve a minimum of 80% on any unit test have not attained a sound understanding of the content and therefore are at risk for failing the course. A course failure will prevent the student from progressing to the next semester.

To assist students in successful completion of course work throughout the baccalaureate nursing program, the following will apply:

- Students who achieve a unit test score between 70 and 79% must make an appointment at the Center for Academic Success and Advisement (CASA) with a nursing student tutor and remediate the content specific for the unit test.
 - *All students that serve as nursing student tutors have been recommended by nursing faculty*
- Students who achieve a unit test score below 70% must remediate with a nursing student tutor in CASA and the nursing remediation faculty member regarding the content specific to that test.
 - *The nursing student tutor and/or the nursing remediation faculty member may require the student to schedule an appointment with course faculty for content clarification as needed*
- If remediation expectations are not met prior to the next test, the student will receive an academic warning.
 - *It is the student's responsibility to schedule an appointment with a nursing tutor and /or the remediation faculty to review test content prior to the next unit test in the course.*
- If a shortage of nursing student tutors should arise and renders it impossible to seek remediation through CASA, the student must remediate with the nursing remediation faculty member for any unit test score below 80%

Scheduling Remediation:

- To make an appointment with the Center for Academic Success and Advisement (CASA), also known as the Tutoring Center, click the following link <https://fmarion.mywconline.com/> and schedule your appointment with a nursing student tutor.

- To make an appointment with the nursing remediation faculty, please email Dr. Chiko Umeweni at cumeweni@fmarion.edu or call her office at 843-661-4657, which is located in the Lee Nursing Building, office 125.

Standardized Testing in Designated Courses:

Francis Marion University (FMU) Department of Nursing (DON) learners are required to take nationally normed tests throughout the curriculum. The Faculty of the DON selected the series of tests because of the reliability and validity of the tests. The comprehensive predictive test that you will take as a senior will predict success on the NCLEX-RN examination. The faculty of the DON is committed to the fact that it is the responsibility of baccalaureate learners to master the content throughout the nursing curriculum. Learners must be able to integrate learning from multiple resources in order to pass a series of multiple standardized tests and to function as safe and competent Registered Nurses. These resources include but are not limited to lecture, clinical, out of class assignments, computer-based assisted instruction, reading, and projects. The standardized tests evaluate the learner's ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist learners to prepare for the NCLEX-RN examination, which all graduates of the program must pass, in order to practice nursing.

- Standardized tests are scheduled to be administered at the end, or near the end of each semester.
- A standardized subject test is required in the following courses:
 - Fundamentals of Nursing
 - Psychiatric and Mental Health Nursing
 - Nutrition
 - Pharmacology II (First Test)
 - Nursing Care of Women, Children, and Families (Women's Health and Pediatrics 5% each to equal 10%)
 - Leadership and Management
 - Adult Health III (Medical-Surgical and Pharmacology {2nd Test} 5% each to equal 10%)
- The learner will have one chance to take subject standardized tests.
- The score from the standardized subject test is based on statistical analysis.
- All standardized tests are figured into the final course grade up to 10%.
- Scores for subject tests will be awarded as follows:

SUBJECT TEST SCORE	Grade Points Awarded
950	10
900 – 949	9.5
850 – 899	9.0
800 – 849	8.5
750 – 799	8.0
700 – 749	7.5
650 – 699	7.0
600 – 649	6.5
550 – 599	6.0
500 – 549	5.5
450 – 499	5.0
400 – 449	4.5
350 – 399	4.0
300 – 349	3.5
250 – 299	3.0
200 – 249	2.5

150 – 199	2.0
100 – 149	1.5
50 – 99	1.0

7. All learners should complete a focused review to enhance the learner's success on the standardized predictor test and the NCLEX-RN exam.

Standardized Comprehensive Predictor Testing in NURS 410:

The standardized comprehensive predictor examinations used at FMU are nationally normed tests that have strong psychometric properties and are predictive of success on the NCLEX-RN examination. The standardized comprehensive predictor examinations use the same test plan as is used by the National Council of State Boards of Nursing (NCSBN) for the NCLEX-RN examination. The following is the senior II progression policy:

1. NURS 410 Leadership and Management in Nursing
 - A. The first standardized comprehensive predictor examination will be given on a set date approximately three weeks prior to the end of the semester.
 - C. If a learner does not achieve the predictability score of 850 on the first standardized comprehensive predictor examination, the learner will be given a second standardized comprehensive predictor test during exam week.
 - D. The exam score (or the best of the two scores) will be calculated into the NURS 410 grade up to 10% based on the following scale.

Comprehensive Score	Grade Points Awarded
900 and above	10
850-899	9.0
800-849	8.0
750-799	7.0
749 and below	0

Calculation and Math Conversion Testing Procedure and Policy:

Safe medication administration is a major and important responsibility of the professional nurse. A requirement of the program is that the student continually demonstrates competence in math skills and calculation of medication dosages.

New nursing students will take the initial proctored Math Competency Exam during the third week of the semester, in their Junior I semester in the Fundamentals of Nursing course. These are paper and pencil exams. All Math Competency Exams must be successfully completed with a score of 90% or better to pass. If a Junior I student scores less than 90% on this exam, the student must schedule an appointment with the course coordinator to discuss plans for their remediation session(s). This student will not be allowed to give medications until passing this exam.

A second test will be scheduled approximately one to two weeks after the first exam and contain the same level of problems. Failure to pass the math test on the second attempt will result in a withdrawal (W) from the class. The learner will be encouraged to seek math tutoring at the University Tutoring Center for future reentry into the course. Thereafter, all nursing students will be tested on medication calculation competency by questions embedded in the each unit test for clinical courses.

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. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. 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.

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.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

E-mail:

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

Communicating With Faculty:

Please communicate with faculty by email only.

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 *Undergraduate Nursing 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 *Undergraduate Nursing 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 *Undergraduate Nursing Handbook (current edition): Academic Integrity* and <http://nursingworld.org/mainmenu/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*) found at <http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Computer Use:

Personal Computers:

Because computers are an essential learning tool, every nursing student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since the Lee Nursing Building auditorium does not provide individual electrical outlets for students.

Personal handheld devices are recommended that can download eBooks for reference. If a learner does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Refer to: *Undergraduate Nursing Handbook* ("Computer Use/Access")

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Refer to: *Undergraduate Nursing Handbook* ("Acceptable Uses of the Internet")

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Computerized Testing:

Respondus and Respondus Monitor:

The Nursing Program uses Respondus LockDown Browser for computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system"

(<http://www.respondus.com/products/lockdown-browser/>).

For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable. Instructions for downloading and use of Respondus LockDown Browser can be found on the Student Undergraduate Nursing Site.

Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

Taping Classes and Test Reviews:

Learners need to ask faculty permission in order to tape any public session or class. 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. Taping is not permitted in test reviews.

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 Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All 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.

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:

Introduction to Central Nervous System Drugs
 Drugs for Neurodegenerative Disorders (Parkinson's, Alzheimer's & Multiple Sclerosis)
 Neurologic Drugs (Epilepsy & Muscle Spasm/Spasticity)
 Drugs for Pain (Opioids/Nonopioids & Migraines)
 Basic Considerations of Drug Abuse & The Controlled Substance Act
 Psychotherapeutic Drugs (Antipsychotics, Antidepressants, Bipolar Disorder, Sedatives, Anxiety, ADHD)
 Drugs That Affect Fluid and Electrolyte Balance
 Drugs That Affect the Heart and Blood Vessels
 Drugs for Endocrine Disorders (Diabetes Mellitus, Thyroid Disorders, Adrenal Cortex, Posterior Pituitary)
 Drugs for Women's and Men's Health
 Drugs for Bone and Joint Disorders (Rheumatoid Arthritis, Gout, Calcium & Bone Demineralization)
 Respiratory Tract Drugs (Asthma, COPD, Allergic Rhinitis, Cough & Colds)
 Gastrointestinal Drugs and Drugs for Weight Loss (PUD, Laxatives, Antiemetics, Antidiarrheals, IBS, IBD)
 Drugs for the Skin, Eyes and Ears

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

Department/School: Health Sciences/Nursing Department Date: November 29, 2017

Course No. or Level: 319 Title: Nutrition and Diet Therapy

Semester hours: 2 Clock hours: Lecture: 2 Laboratory: 0

Prerequisites: None

Enrollment expectation: 96 in the fall; 48-64 in the spring

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 NURS 315 Nutrition and Diet Therapy (1)

(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: Nina Russell, Dorie Weaver

Department Chairperson's/Dean's Signature: Karen Gittings *Karen Gittings*

Provost's Signature

Peter King

Date of Implementation: Fall 2018

Date of School/Department approval: May 4, 2017

Course Description:

This course develops the learners' knowledge of nutrition and diet therapy in nursing. It promotes knowledge development through classroom discussions, reflections, case studies, and critical thinking activities. Topics will focus on the basics of nutrition, health promotion across the lifespan, nutritional standards, nutritional health and the nursing process, nutritional assessment and screening, cultural considerations, herbal therapies, and the dynamic needs of patients with special health care needs.

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

The NCLEX-RN examination is increasingly testing on nutrition and diet related topics. The nursing faculty determined through analysis of standardized testing results that students were not receiving adequate preparation in the current one (1) credit course. This change will allow for additional instructional time by increasing the course to two (2) credits.

Teaching methods planned:

Lecture, audio-visual aids, class discussions/activities

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

Dudek, S. G. (2017). *Nutrition essentials for nursing practice* (8th ed.). Philadelphia, PA: Wolters Kluwer.

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

- Nutrition in Human Health
- Energy Balance
- Food Management
- Vitamins
- Minerals
- Carbohydrates
- Fats
- Protein
- Nutrient Delivery
- Interactions: Food and Nutrients Versus Medications and Supplements
- Weight Management
- Diet in Diabetes Mellitus and Hypoglycemia
- Diet in Cardiovascular Disease
- Diet in Renal Disease
- Diet in Digestive Diseases

When completed, forward to the Office of the Provost.

9/03



School of Health Sciences
Department of Nursing
Pre-Licensure BSN

Course Title: Nutrition & Diet Therapy for Nurses

Course Number: NURS 319

Credit Hours: (2)

Day and time: TBA

Location: TBA

Co-requisites: NURS 301, 309, 316, & 317

Course Coordinator: Ms. Dorie Weaver MSN RN FNP-BC

Office Number: LNB 110

Office Phone: 845-661-1692

E-mail: dweaver@fmarion.edu

Office hours:

Course Description: This course develops the learners' knowledge of nutrition and diet therapy in nursing. It promotes knowledge development through classroom discussions, reflections, case studies, and critical thinking activities. Topics will focus on the basics of nutrition, health promotion across the lifespan, nutritional standards, nutritional health and the nursing process, nutritional assessment and screening, cultural considerations, herbal therapies, and the dynamic needs of patients with special health care needs.

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

1. Examine the role of the nurse in affecting individual, family and community nutrition.
2. Understand nutrition as an aspect of total health care for patients across the lifespan.
3. Utilize the nursing process as the approach to patients' nutritional needs.
4. Formulate relevant nursing diagnosis for individuals, families, and communities with actual or potential nutritional problems.
5. Differentiate between a nutritional assessment and nutritional screening.
6. Discuss the importance of nutritional screening during each patient encounter.
7. Apply the appropriate tools to use as guidelines for nutrient intake and nutritional standards.
8. Integrate cultural beliefs and customs involved in the nutritional needs of patients, families, and communities.
9. Identify the nutritional care and safety involved with herbal therapies.

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, and classroom discussions

Required Textbook:

Dudek, S. G. (2017). *Nutrition Essentials for Nursing Practice* (8th ed.). Philadelphia, PA: Wolters Kluwer
ISBN 13: 978-1451186 123

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 constitutes a course failure.

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Exam 1	18%
Exam 2	18%
Exam 3	18%
Weekly Online Quizzes (8 @ 2.5%)	20%
Final Exam	26%
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 *1 hour prior* to the exam. All make-up exams will focus on the same content as original exam but will be given in a different format (select all that apply, fill-in-the-blank, true/false, etc.) Weekly online quizzes will be given throughout the semester. There will be a total of 10-20 items on the quiz of various formats. These quizzes will be timed. Each quiz will be worth 2% of your total grade. Quizzes will be based on assigned readings for that designated week. **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.

Final Exam:

NCLEX style questions will be assigned by the course faculty throughout the semester. These assigned questions are mandatory and must be completed prior to the final exam. Failure to complete and turn in the assigned questions prior to the final exam will result in the student not being permitted to take the final exam and a grade of 0 will be assigned.

Test Taking Guidelines:

Before each quiz/test/exam learners will:

- Place all belongings at the front of the classroom
- 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. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a 0.
- Once a quiz/test/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 they hand in an uncompleted test, the grade stands as is.

Remediation Policy:

Francis Marion University (FMU) baccalaureate nursing program has designated a benchmark of 80% as the minimum grade point average for successful completion of any course within the curriculum. Students who do not achieve a minimum of 80% on any unit test have not attained a sound understanding of the content and therefore are at risk for failing the course. A course failure will prevent the student from progressing to the next semester.

To assist students in successful completion of course work throughout the baccalaureate nursing program, the following will apply:

- Students who achieve a unit test score between 70 and 79% must make an appointment at the Center for Academic Success and Advisement (CASA) with a nursing student tutor and remediate the content specific for the unit test.
 - *All students that serve as nursing student tutors have been recommended by nursing faculty*
- Students who achieve a unit test score below 70% must remediate with a nursing student tutor in CASA and the nursing remediation faculty member regarding the content specific to that test.
 - *The nursing student tutor and/or the nursing remediation faculty member may require the student to schedule an appointment with course faculty for content clarification as needed*
- If remediation expectations are not met prior to the next test, the student will receive an academic warning.
 - *It is the student's responsibility to schedule an appointment with a nursing tutor and/or the remediation faculty to review test content prior to the next unit test in the course.*
- If a shortage of nursing student tutors should arise and renders it impossible to seek remediation through CASA, the student must remediate with the nursing remediation faculty member for any unit test score below 80%

Scheduling Remediation:

- To make an appointment with the Center for Academic Success and Advisement (CASA), also known as the Tutoring Center, click the following link <https://fmarion.mywconline.com/> and schedule your appointment with a nursing student tutor.
- To make an appointment with the nursing remediation faculty, please email Dr. Chiko Umeweni at cumeweni@fmarion.edu or call her office at 843-661-4657, which is located in the Lee Nursing Building, office 125.
- **Standardized Testing in Designated Courses**
Francis Marion University (FMU) Department of Nursing (DON) learners are required to take nationally normed tests throughout the curriculum. The Faculty of the DON selected the series of tests because of

the reliability and validity of the tests. The comprehensive predictive test that you will take as a senior will predict success on the NCLEX-RN examination. The faculty of the DON is committed to the fact that it is the responsibility of baccalaureate learners to master the content throughout the nursing curriculum. Learners must be able to integrate learning from multiple resources in order to pass a series of multiple standardized tests and to function as safe and competent Registered Nurses. These resources include but are not limited to lecture, clinical, out of class assignments, computer-based assisted instruction, reading, and projects. The standardized tests evaluate the learner's ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist learners to prepare for the NCLEX-RN examination, which all graduates of the program must pass, in order to practice nursing.

1. Standardized tests are scheduled to be administered at the end, or near the end of each semester.
2. A standardized subject test is required in the following courses:
3. Fundamental of Nursing
4. Psychiatric and Mental Health Nursing
5. Nutrition
6. Women's Health
7. Nursing Care of Children and their Families
8. Leadership and Management
9. Adult Health III (Medical-Surgical and Pharmacology 5% each to equal 10%)
10. The learner will have one chance to take subject standardized tests.
11. The score from the standardized subject test is based on statistical analysis.
12. All standardized tests are figured into the final course grade up to 10%.6. Scores for subject tests will be awarded as follows:

SUBJECT TEST SCORE	Grade Points Awarded
950	10
900 – 949	9.5
850 – 899	9.0
800 – 849	8.5
750 – 799	8.0
700 -749	7.5
650 – 699	7.0
600 - 649	6.5
550 – 599	6.0
500 – 549	5.5
450 - 499	5.0
400 - 449	4.5
350 – 399	4.0
300 – 349	3.5
250 – 299	3.0
200 – 249	2.5
150 - 199	2.0
100 - 149	1.5
50 - 99	1.0

7. All learners should complete a focused review to enhance learner's success on the standardized predictor test and the NCLEX-RN exam.

Standardized Comprehensive Predictor Testing in NURS 410

The standardized comprehensive predictor examinations used at FMU are nationally normed tests that have strong psychometric properties and are predictive of success on the NCLEX-RN examination. The standardized comprehensive predictor examinations use the same test plan as is used by the National Council of State Boards of Nursing (NCSBN) for the NCLEX-RN examination. The following is the senior II progression policy:

1. NURS 410 Leadership and Management in Nursing

A. The first standardized comprehensive predictor examination will be given on a set date approximately three weeks prior to the end of the semester.

C. If a learner does not achieve the predictability score of 900 on the first standardized comprehensive predictor examination, the learner will be given a second standardized comprehensive predictor test during exam week. D. The exam score (or the better of the two scores) will be calculated into the NURS 410 grade up to 10% based on the following scale.

Comprehensive Score	Grade Points Awarded
900 and above	10
899 – 850	9.0
849 – 800	8.0
799 – 750	7.0
749 and below	0

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. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. 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.

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.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

E-mail:

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

the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Communicating With Faculty:

Please communicate with faculty by email only.

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 *Undergraduate Nursing 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 *Undergraduate Nursing 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 *Undergraduate Nursing Handbook (current edition): Academic Integrity* and <http://nursingworld.org/mainmenu/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*) found at <http://www.sestatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Computer Use:**Personal Computers:**

Because computers are an essential learning tool, every nursing student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since the Lee Nursing Building auditorium does not provide individual electrical outlets for students.

Personal handheld devices are recommended that can download eBooks for reference. If a learner does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Refer to: *Undergraduate Nursing Handbook* ("Computer Use/Access")

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the FMU *Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Refer to: *Undergraduate Nursing Handbook* ("Acceptable Uses of the Internet")

Printing:

Printers are located throughout the FMU campus. See the current FMU *Catalog* for printing policies.

Computerized Testing:**Respondus and Respondus Monitor:**

The Nursing Program uses Respondus LockDown Browser for computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system"

(<http://www.respondus.com/products/lockdown-browser/>).

For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable. Instructions for downloading and use of Respondus LockDown Browser can be found on the Student Undergraduate Nursing Site.

Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

Taping Classes and Test Reviews:

Learners need to ask faculty permission in order to tape any public session or class. 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. Taping is not permitted in test reviews.

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 Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All 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.

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**

Week/Date	Course Content	All Reading Assignments are from the Required Textbook	Evaluation Methods & Quiz Availability Dates
Week 1	Overview of Course Nutrition in Human Health	Course Syllabus Chapter	
Week 2	Nutrition in Human Health Energy Balance Food Management	Chapter Chapter Chapter	
Week 3	Vitamins	Chapter	Online Quiz #1
Week 4	Minerals	Chapter	Online Quiz #2
Week 5			EXAM 1 (CHAPTERS)

Week 6	Carbohydrates	Chapters	Online Quiz #3
Week 7	Fats	Chapter	Online Quiz #4
Week 8	Protein	Chapter	Online Quiz #5
Week 9			EXAM 2 (CHAPTERS)
Week 10	Nutrient Delivery Interactions: Food and Nutrients Versus Medications and Supplements	Chapter Chapter	Online Quiz #6
Week 11	Weight Management	Chapter	
Week 12	Diet in Diabetes Mellitus and Hypoglycemia Diet in Cardiovascular Disease	Chapter Chapter	Online Quiz #7
Week 13			EXAM 3 (CHAPTERS)
Week 14			
Week 15	Diet in Renal Disease Diet in Digestive Diseases	Chapter Chapter	Online Quiz #8

			Cumulative Final Exam
	Make-Up Exam		Students Who Need to Make Up Only 1 Exam
	Make-Up Exam		Students Who Need to Make Up 2 Exams

All Quizzes Will be Online:

They will be made available on Mondays at 12pm and will close on Thursdays at 12pm

Updated on 10/30/2017